

GENERAL ENGLISH

Educational Publications Department



To obtain electronic textbooks, visit
www.edupub.gov.lk

First Print - 2017

Second Print - 2018

Third Print - 2019

Fourth Print - 2020

All Rights Reserved

ISBN 978-955-25-0337-5

Published by : The Educational Publications Department
Printed by : Aptva Printers,
No.16/3, Wanarathana Road, Mount Lavinia.

The National Anthem of Sri Lanka

Sri Lanka Matha
Apa Sri Lanka Namō Namō Namō Namō Matha
Sundara siri barinee, surendi athi sobamana Lanka
Dhanya dhanaya neka mal palaturu piri jaya bhoomiya ramya
Apa hata sepa siri setha sadana jeewanaye matha
Piliganu mena apa bhakthi pooja Namō Namō Matha
Apa Sri Lanka Namō Namō Namō Namō Matha
Oba we apa vidya
Obamaya apa sathya
Oba we apa shakthi
Apa hada thula bhakthi
Oba apa aloke
Apage anuprane
Oba apa jeevana we
Apa mukthiya oba we
Nava jeevana demine, nithina apa pubudukaran matha
Gnana veerya vadawamina regena yanu mana jaya bhoomi kara
Eka mavakage daru kela bevina
Yamu yamu vee nopama
Prema vada sema bheda durerada
Namō, Namō Matha
Apa Sri Lanka Namō Namō Namō Namō Matha

ஈபி வெ஡ு ஸ்க ஡வக஑ெ டீரூவெஃ
ஸ்க ஡ிவஸெ஑ி வெஸெ஡ா
ஸ்க ஸா஡ூ஡ி ஸ்க ரூ஡ீர஡ வஃ
ஈபி க஡ ஡ு஑ டூவ஡ா

ஸ்கூவஃ஡ி ஈபி வெ஡ு ஸெ஡ூரூ ஸெ஡ூரீ஡ெஃ
ஸ்க லெஸ ஸ்஑ி வூ஡ெ஡ா
ஸ்கீவ஡் வ஡ ஈபி ஡ெ஡ ஡ிவஸெஃ
ஸெ஡ீ஡ ஸி஡ி஡ ஡ூ஡ு வஃ

ஸூ஡஡ ஡ ஡ெ஡் கரூ஡ா ஑ூ஡ெ஡ி
வெ஑ீ ஸ஡஑ டீ஡ி
ர஡் ஡ி஡ி ஡ூ஡ு ஡ெ஡ வ ஸி஡ ஡ ஡ ஸூ஡஡ா
கிஸி க஑ ஡ெ஡஡ டீர஡ா

ஈ஡஡஡ீ஑ ஸ஡ரகெஃ஡்

ஓர ஡஡ய் ஡க்க஑் ஡஡஡஡ெ஡ம்
ஓ஡்஡ே ஡஡ம் வ஡஡ும் ஡ில்லம்
஡஡்஡ே ஡஡லில் ஓ஑ும்
ஓ஡்஡ே ஡஡் குரூ஡ி ஡ிறம்

஡஡஡஡ல் ஸகூ஡ரர் ஡஡஡஡ெ஡ம்
ஓ஡்஡஡ய் வ஡஡ும் வ஑஡ும் ஡஡ம்
஡஡்஡஡ய் ஡ிவ் ஡ில்லி஡ி஡ிலே
஡ல஡ே வ஡஡ு஡ல் வே஡்஑ு஡஡்஡ே஡

ய஡வ஡ும் ஡஡்஑ு கரூ஡ெ஡஡ு஑஡்
ஓ஡்஡ு஡ெ ஸிறக்க வ஡஡ு஡்஡ி஑ு஡ல்
஑஡஡்஡ும் ஡஡ி஡ும் ஡ு஡்஡ு஡ல் - ஡஡ுவே
ய஡஡்஡ு ஡஡ி஡஡ி஡் ஸெல்வ஡஡்஡ே஡.

஡ூ஡஡்஡ ஸ஡ரக்கூ஡்
கவி஡ெ஡ி஡் ஑ெயர்ப்பு.

Foreword

The contemporary world, which steps towards development, requires a novel education system. It should create a generation of children with skills and human values. While providing the strength to that superior service, it's our ultimate duty to assist the creation of a generation of students who could confront the global challenges with determination. It is with the noble aim of enlightening the knowledge of the nation's children that our department actively engages and contributes in the production of learning aids.

A textbook is a repository of knowledge. At times, it takes us to a world of entertainment. Moreover, it develops our critical thinking faculties while promoting our hidden potentials. In the coming years, the memories related to these textbooks will tread along with you bringing happiness to your heart. Along with this textbook, you must essentially access other useful knowledge spaces and dedicate yourselves to achieve the fullest potential. This textbook is offered to you free of charge as a great gift of the free education. Only you can add a value to the great fortune that has been spent by the government to print these textbooks. I sincerely wish that you would gain the ability to enlighten the future as citizens with knowledge and values by using this textbook.

I would like to bestow my sincere thanks on the panels of writers, editors and reviewers as well as on the staff of the Educational Publications Department for the contribution made on this endeavor.

P.N. Ilapperuma

Commissioner General of Educational Publications

Educational Publications Department

Isurupaya

Battaramulla

26.06.2020

Monitoring and Supervision

Direction

- **P. N. Ilapperuma**
Commissioner General of Educational Publications
Educational Publications Department

- **W.A. Nirmala Piyaseeli**
Commissioner of Educational Publications (Development)
Educational Publications Department

Co-ordination

- **Ranjith Iluppitiya**
Deputy Commissioner
Educational Publications Department

- **W. Indumini Darshika**
Assistant Commissioner
Educational Publications Department

Panel of Editors

1. Dinali Indira Fernando

- Head
Department of English
University of Kelaniya

2. Parvathi Nagasundaram

- Retired Senior Lecturer
University of Sri Jayewardenepura

3. Ranjith Iluppitiya

- Deputy Commissioner
Educational Publications Department

Panel of Writers

1. Dinali Indira Fernando

- Head
Department of English
University of Kelaniya

2. Dr. Shashikala Muthumal Assella

Post Graduate Institute of English

- Visiting Lecturer
Open University of Sri Lanka

3. Mahishi Ranaweera

- Head
English Language Teaching Unit
University of Kelaniya

4. Mihiri Iyanthi Jansz

- Lecturer
Post Graduate Institute of English
Open University of Sri Lanka

5. Dr. Chithra Jayathilaka

- Senior Lecturer
Department of English
University of Sri Jayewardenepura

Language Editing Proof Reading

1. Dinali Indira Fernando

- Head
Department of English
University of Kelaniya

2. Parvathi Nagasundaram

- Retired Senior Lecturer
University of Sri Jayewardenepura

Computer Designing Formatting

D.M. Jayani Nisansala Dissanayaka
Kanchana Padmaperuma

- Educational Publications Department
- Educational Publications Department

Cover Design

D.M. Jayani Nisansala Dissanayaka

- Educational Publications Department

Instructions

We are very happy to present to you the new textbook for General English based on the new syllabus in effect from 2017. General English is an important and compulsory subject in the Advanced Levels. Therefore, the primary aim of the subject is to encourage you to develop your English as much as possible before you leave school. We hope that this book will help you to achieve this by providing you with ample opportunities to practice using English meaningfully and enjoyably during your A/Level years.

This book contains eight units on contemporary themes of interest to young people. Each unit has plenty of language input and activities that integrate the skills of speaking, reading, writing and listening.

The Advanced Level is the last opportunity for the majority of our children to develop their English skills in the free education system. We urge students as well as teachers to make full use of this opportunity by using this book as a tool to practice using the language. Students, even if you feel that you are weak in English, if you continue to speak and write English with the guidance of your teachers, you will definitely improve.

The book is primarily written for intermediate level students. However, the book also contains a few, more advanced reading passages and activities, which will challenge the more proficient students.

This book replaces the first textbook for Advanced Level General English written in 2000 by our gurus Professor Manique Gunsekera, Professor Arjuna Parakrama, and Dr Hemamala Ratwatte. The value of this excellent textbook still remains. It will continue to be a useful reference for vocabulary and grammar, and as a source of supplementary activities.

This book is written in Standard Sri Lankan English, continuing the approach set in place by the writers of the first textbook. The book is accompanied by the listening texts as well as all the reading texts in the eight units, which can be downloaded at <http://www.edupub.gov.lk/>. This is a novel step that we took in order to facilitate reading comprehension as well as to provide you with ample examples of spoken language.

This book is dedicated to the memory of Professor Manique Gunsekera, who was Chair Professor of English at the University of Kelaniya when she passed away in 2015.

The Authors

*Email your comments and feedback. Share your thoughts and experiences:
dinalif@kln.ac.lk*

CONTENTS

<i>Unit</i>	<i>Page</i>
<i>01 - SRI LANKAN ACHIEVERS</i>	<i>01</i>
<i>02 - LIVING IN HARMONY</i>	<i>31</i>
<i>03 - RELATIONSHIPS</i>	<i>52</i>
<i>04 - ENGLISH AS A LOCAL AND GLOBAL LANGUAGE</i>	<i>72</i>
<i>05 - CRIME AND SOCIAL RESPONSIBILITY</i>	<i>97</i>
<i>06 - THE CYBER WORLD</i>	<i>117</i>
<i>07 - CONTINUING EDUCATION</i>	<i>138</i>
<i>08 - EMPLOYMENT</i>	<i>166</i>
<i>09 - LISTENING ACTIVITIES</i>	<i>203</i>
<i>10 - ACKNOWLEDGEMENT</i>	<i>209</i>

Dear Student,

*Please do not write anything in this book.
Use your exercise book to do the activities
that appear here.*

*Download the audio recording of all the
listening and reading texts at*

<http://www.edupub.gov.lk>



SRI LANKAN ACHIEVERS

Introduction

Welcome to the first unit of this book. In this unit, you will read about Sri Lankan achievers, or in other words, about people in our country we can consider heroes. Some of them have become very famous, but we will also read about an everyday hero. We hope you have fun engaging in all the activities in this unit about Sri Lankan achievers.

Lesson Outcomes

In this lesson, you will

- ▲ read and respond to articles about several Sri Lankan achievers, their qualities and their achievements.
- ▲ discuss achievers and express your views on their qualities.
- ▲ listen to an interview and a song about champions and respond to them.
- ▲ use the affirmative, interrogative, and negative forms of 'be' verb and 'have' verb, the simple present, adjectives, and SVC sentence patterns and use them to describe people.
- ▲ write different kinds of texts, including paragraphs, essays, and letters.

Reading 1

In this section, we will read a story about an everyday hero.

Before Reading

1. Pairwork: Think of someone you admire. It does not have to be a famous person. Also think of two reasons why you admire him or her. Now tell each other about whom you admire. You could use the structures in the following:

I admire my father very much because he is very hardworking.
He never wastes time; he's always doing something in the house.

I admire my neighbour very much because he is very kind.
He is always ready to help anyone.

While Reading

Let's read the story below and answer the questions.

An Everyday Hero

Ramya is a waiter. He works at a restaurant from eight o'clock in the morning to four o'clock in the afternoon.

One day at four o'clock Ramya leaves work and gets on a bus to go home. He sits down behind the bus driver.

Suddenly the bus driver leans forward. His head is almost touching the floor. Ramya jumps up. "Are you OK?" he asks the bus driver. The bus driver doesn't answer.

The bus is going fast now, and nobody is driving it. Ramya pulls the bus driver. He tries to pull him out of the driver's seat. But the bus driver is a big man. Ramya can't move him.

Now the bus is going really fast. Ramya has to stop the bus! He puts his hands on the steering wheel. He puts his left foot on the brake. He drives the bus to the left side of the street. Slowly, he stops the bus.

An ambulance arrives and takes the bus driver to the hospital. All the passengers on the bus are OK.

Ramya works at a restaurant. He is a waiter. But one day, for ten minutes, Ramya was a bus driver -- a bus driver and a hero.

(Adapted from True Stories by Sandra Heyer)

1. Which sentence is correct? Circle **a** or **b**.
 - 1) a. Ramya works a night shift as a waiter.
b. Ramya works during the day.
 - 2) a. Ramya gets on a train to go home.
b. Ramya gets on a bus to go home.
 - 3) a. The bus driver leans backward.
b. The bus driver leans forward.
 - 4) a. The bus driver's head is on the floor.
b. The bus driver's head is almost touching the floor.

- 5) a. Ramya tries to push the bus driver out of the driver's seat.
b. Ramya tries to pull the bus driver out of the driver's seat.
- 6) a. The bus driver is a small man.
b. The bus driver is a big man.
- 7) a. Ramya can't move him.
b. Ramya can move him.
- 8) a. Ramya is able to control the bus.
b. Ramya is not able to control the bus.

After Reading

1. Select the most suitable words to describe Ramya:

<i>quick thinking</i>	<i>selfish</i>	<i>brave</i>
<i>obedient</i>	<i>observant</i>	<i>courageous</i>
2. Use at least two of the suitable words above and write a short paragraph describing Ramya.
3. **Groupwork:** Get into groups of four or five. Imagine that you are Ramya and his family. His family can include his parents, grandparents, siblings. Ramya goes home and relates what happened to his family. Practise this conversation in your groups. As Ramya tells the story, the family must ask him questions, and show that they are scared, as well as proud of him.
4. Imagine that you are Ramya. Write a short letter to your friend abroad describing your experience. Don't forget to describe how you felt.

Listening 1

Here we are going to listen to the experiences of a very famous Sri Lankan.

Before Listening

- A). Have you heard of these famous Sri Lankan achievers? In pairs, read the sentences about them. Now ask each other questions. The first one is done for you.

1. Joseph Malik Peiris is a virologist working at the University of Hong Kong. He played a key role in discovering the cause of SARS, the viral respiratory disease.

Who is Joseph Malik Peiris?

What is his profession? or Where does he work?

What is he famous for?

2. Bala Tampoe was a veteran trade unionist. He was a leader in the labour movement in Sri Lanka.
3. Pandit W D Amaradeva is an eminent Sri Lankan vocalist. He has received numerous awards.
4. Dr. Cyril Ponnampereuma is a scientist. He worked for NASA, the American space organization.
5. Anoma Wijewardena is a well known Sri Lankan artist. She works in Sri Lanka and in London. She has held exhibitions in Colombo, London, Sydney, Singapore and Kuala Lumpur.

B). **Pairwork** : Discuss with your partner and think of at least two more famous Sri Lankan achievers, and what they have achieved. Next, tell the class one by one.

C). You are going to listen to a conversation between a journalist and a more modern achiever, the first Sri Lankan to climb to the summit of Mount Everest. She is Jayanthi Kuru-Utumpala.

Groupwork : Get into groups of four or five to listen to the interview. Before we start listening, let's look at some of the words that you will hear in the interview. The words, and the sentences they occur in, are presented below. In your groups, discuss what they might mean:

mountaineering
accomplish

frostbite
perseverance

personality traits

- ▲ "I did a one month course on **mountaineering** in India."
- ▲ "Your fingertips can get so cold, that they could freeze, leading to **frostbite**."
- ▲ "There are many qualities and **personality traits** that are important to **accomplish** something."
- ▲ "Another important quality is **perseverance**. Sometimes things go wrong and don't go according to your plans."

While Listening

1. First, read the T/F statements below.



Jayanthi Kuru-Utumpala, the first Sri Lankan to summit Mount Everest

Your teacher will now play the recording three times, with pauses in between. Listen to the conversation again and see whether these statements are true (T) or false (F). Circle the correct answer.

- 1) Jayanthi would even climb the really tall coconut trees at home. (T/F)
- 2) Jayanthi started mountain climbing when she was a teenager. (T/F)
- 3) It was her childhood dream to climb the tallest mountain in Sri Lanka. (T/F)
- 4) Her family and all her friends were very worried when she told them about her plans. (T/F)
- 5) This journey took two months to complete. (T/F)

After Listening

1. According to Jayanthi, what are the qualities an achiever should have to accomplish something extraordinary? Make a list of them. You may give one word answers.
2. Now use these words to describe Jayanthi. You can start like this: You can take turns in your group to say something about her, one by one.

“Jayanthi is.....”

“She is”

“She is also”

3. Now, still working in your groups, imagine that you are going to meet Jayanthi. Think of at least six questions that you would like to ask her. You may use the language given below to start your question:

How did you...?

Do you...

Are you....

Weren't you...

How do you...?

When did you....

Were you....

Did you...?

What do you...

Aren't you....



4. Select one student in your group to play the role of Jayanthi. She or he sits in front of the others. The rest of the group must now ask her questions. The “Jayanthi” in your group must reply accurately. After she answers four to five questions, “Jayanthi” must identify another student to take her place. This student then appoints another, until everyone in the group has had a turn to be “Jayanthi”.
5. We have assigned a quality to each letter of Jayanthi’s name.
- (i) Read them and do the same with your own name and your teacher’s name. For this you may refer a thesaurus.

J - jovial

A - athletic

Y - young

A - ambitious

N - nice

T - tough

H - honest

I - intelligent

- (ii) After you complete them, you can (a) select the best and display them on the walls of your classroom, and (b) use them to make greeting cards for each other.
6. Write Jayanthi a letter inviting her to come to your school to deliver a talk. In your letter say
 - a. when you would like her to come, but ask her to give a date that is convenient to her.
 - b. what topic you would like her to talk about.
 - c. who the audience will be (students of which grades, for example).
 - d. how long you would like her to speak.
 7. Exchange your letter with another student. Imagine that you are Jayanthi, and write a suitable reply. You can either write accepting the invitation, or declining the invitation. You can make use of the following structures in the two letters.

Letter accepting the invitation
 I will be delighted to.....
 I am able to come on....
 Looking forward to.....
 I am willing to speak on....
 Please send me more details of....

Letter declining the invitation
 Thank you for your letter dated....
 I would have loved to attend.... but...
 Unfortunately I am unable to.....
 Perhaps we could discuss another date...
 I wish you all the best in

Reading 2

Before Reading

1. **Brainstorm:** Who are the famous inventors you have heard about? What did they invent? Do you know any Sri Lankan inventors? Share your ideas with others.
2. **Pairwork:** Look at the following table of inventors and their inventions. Use the table to talk to your partner. Add your answers too to this list. The first one is done for you.

Willis Carrier invented air conditioning. *or*
 Air conditioning was invented by Willis Carrier.

	Inventor	Invention	Importance
1	Willis Carrier	air-conditioning	
2	Alessandro Volta	batteries	
3	Stephen Poplawski	the kitchen blender	
4	Arthur Wynne	crossword puzzles	
5	Alexander Graham-Bell	the telephone	
6	Mary Anderson	windscreen wipers	
7	Bette Nesmith Graham	<i>Tippex</i> , or correction fluid	
8	Joy Mangano	the Miracle Mop, or the self-wringing mop	
9	Katharine Blodgett	non-reflective glass	
10			

- In your opinion, which invention is the most useful? Which is the least useful? Assign numbers from 1-10 in the third column of the table above based on how useful you think they are. For example, write “1” next to the invention you think is the most useful, “2” next to the next most useful, and so on. Next, get into groups of five or six and share your decisions, giving reasons.
- Now let’s read about another Sri Lankan achiever. Before you read, look at his name in the title. Have you heard about him? If you have, what have you heard about him?

While Reading

Now read the following text, and answer the questions given below it.

Ray Wijewardene

Dr Philip Revatha Wijewardene (1924-2010) is better known as Ray Wijewardene. He was an engineer, inventor and an Olympic athlete. This multi-talented man was a brilliant, **innovative** thinker. He was **without equal**. His **passion** in life was to find practical solutions to problems faced by ordinary Sri Lankans, so that their lives could be improved.

One of his first, and best known inventions is the Landmaster, the two wheeled, “walking” tractor. He invented the Landmaster in 1955. This invention improved the lives of farmers in Sri Lanka **drastically**. Before the Landmaster, farmers had to use imported tractors. They were too large and too expensive for most farmers. So Dr Wijewardene invented one that was modified for Sri Lankan farmers and their needs. It was much more affordable and more suitable than the imported tractors. Therefore the Landmaster became very popular among farmers in more than 20 countries. They were in use in many Asian countries for many years. The farmers worked much more efficiently because of the Landmaster.



Ray Wijewardene as a young man



For many years, Ray Wijewardene was interested in different types of transport. He was most interested in types of transport that were powered by humans, like bicycles and hang-gliders. He exchanged ideas and designs with people all over the world who had similar dreams. One of these dreams was to invent a faster, safer and easier-to-ride bicycle.

He also tried to improve soil fertility and to manage weeds. Today we know about the benefits of growing gliricidia trees. We know that gliricidia renews soil fertility and provides food for cattle. This knowledge is mostly **thanks to** Ray Wijewardene.

His lifelong commitment was to help small farmers. He continued to look for ways to improve their harvests without increasing the costs of cultivation. Thousands of farmers in Sri Lanka enjoyed **the fruits of his labour**.

He always talked about his ideas with others, and read widely, before he tried out his inventions. If someone else gave a better solution, he gladly accepted it. He had an open and **inquisitive** mind.

He was also an outstanding sportsman. He competed in the Olympic Games twice in sailing. He competed in the Mexico Olympics in 1968, and in Bangkok Olympics in 1970. He won a silver medal at the Bangkok Olympics.

The Sri Lankan government has honoured him with two awards, Vidya Jothi in 1998 and Deshamanya in 2002. Ray Wijewardene is indeed **an illustrious son of the soil**.

(Adapted from <http://www.raywijewardene.net/innovation.html>)

Language focus

An **innovative** thinker - original and creative

He is **without equal** - no one as good as him, no one to equal him

His **passion** in life - the thing he liked to do most in his life

improved **drastically** - very quickly and a lot

it is mostly **thanks to** - because of

the fruits of his labour - the good results from his hard work

He has an **inquisitive** mind - curious, eager to learn about things

an illustrious son of the soil - an outstanding citizen of a country

1. Answer the following questions.
 - 1) How is Dr Philip Revatha Wijewardene more commonly known?
 - 2) What outstanding abilities and qualities did he have?
 - 3) What was one of his earliest inventions?
 - 4) What was special about this invention?
 - 5) What else did he experiment with?
 - 6) What are his sporting achievements?
 - 7) How did Sri Lanka show her appreciation of Dr Wijewardene?
 - 8) Do you agree that Dr Wijewardene is an outstanding Sri Lankan?

2. Find words or expressions in the passage that are similar in meaning to the following words.
 - 1) To change something in order to make it more suitable
 - 2) Low cost
 - 3) Curious
 - 4) To consult

3. **Pairwork:** Imagine that you are a farmer. You have benefited greatly from Dr Wijewardene's innovations. One day you meet Dr. Ray Wijewardena. Have a conversation that would take place between the two of you.

Writing

Identify an achievement of each of the outstanding Sri Lankans listed below. One is done for you.

Name	Achievement
Radhika Coomaraswamy	
Nagalingam Ethirveerasingham	
Jezima Ismail	
Susanthika Jayasinghe	
Carl Muller	
Mohan Munasinghe	Co-Laureate of Nobel Peace Prize 2007
Joseph Malik Peris	
Arjuna Ranatunga	
Duncan White	

Groupwork: Get into groups of five or six. Select one of the outstanding Sri Lankans in this list, and find information about him or her about the following areas:

- i) Some details about his or her life, education, and profession
- ii) The achievements of this Sri Lankan
- iii) What you think about this outstanding individual

You will be able to find information on them in the newspapers, magazine articles, on the internet, and also by asking your teachers and your elders. Once you find this information, share it and discuss it among your group. Use the information to write a short essay about this Sri Lankan achiever. The essay should have three paragraphs on the three areas listed above.

The essay should be written individually. But you can help each other with facts.

Listening 2

We will now listen to a song. The title of the song is “We are the Champions”. It is sung by the British band Queen.

This song became very popular in Sri Lanka in 1996, when our cricket team won the One Day International World Cup. The captain of the team was Arjuna Ranatunga.

This exciting final match was played in Karachi, Pakistan. Let’s look at this picture of our captain receiving the trophy from the Prime Minister of Pakistan at the time, Benazir Bhutto. This picture and the news of our victory became world news.



Captain Arjuna Ranatunga receiving the 1996 Cricket World Cup from the Prime Minister of Pakistan Benazir Bhutto

Before Listening

1. Discuss with a partner:
 - ii) How do you think Sri Lankans felt, when we won the world cup? Describe their feelings.
 - iii) How do you think Arjuna Ranatunga felt, when he and his team won the world cup? Describe his feelings.

The song below has several idiomatic expressions. These are fixed expressions that we use as chunks, and not individual words. Let's try to find out the meanings of some of them:

The expression	Its meaning in context
I've paid my dues	to pay back what I owe
I've done my sentence	completed my punishment or hard work
I've had ... sand kicked in my face	humiliated and insulted
I've come through	survived
No time for [something or someone]	to disapprove, to ignore
I've taken my bows and my curtain calls	received applause, shown my appreciation for the applause
It's been no bed of roses	neither easy nor pleasant

While Listening

1. Let's listen to this song now. As you listen, read the words of the song and fill in the blanks. Your teacher will play it three times, with pauses in between.

We are the Champions *by Queen*

- 1) I've paid my dues
 after
 I've done my sentence
 But no crime.
 And bad
 I've made a few.
 I've had my share of sand kicked in my face
 But I've.....
 And I need just go on and on, and on, and on

Chorus: We are the champions, my,
And we'll keep on till the end.
We are the champions.
We are the champions.
No time for
'Cause we are the champions of the

2) I've taken my bows
And my curtain calls.
You brought me and,
and everything that goes with it
I thank you all.
But it's been no bed of roses,
No pleasure cruise.
I consider it a before the whole
And I ain't gonna lose.
And I need just go on and on, and on, and on

Chorus: We are the champions, my,
And we'll keep on till the end.
We are the champions.
We are the champions.
No time for
'Cause we are the champions of the
(Repeat chorus)

After Listening

1. **Pairwork:** Given in the table below are paraphrases of the two verses and the chorus of the song. However, they are jumbled. First, read the paraphrases. Then read the song again while listening to it, and match the paraphrases with the verses by drawing a line.

Verse	Paraphrase
1) First verse	You have appreciated me over and over again. Because of you I am rich and well-known, and more. But it has not been easy at all. Now I have to fight in front of the whole world, and I am determined to win. I need to persist.
Chorus	It has not been easy. I had to undergo difficulties over and over again. I have been insulted and punished even though I have not done anything wrong. I have to continue.
2) Second verse	We are the winners, but we will not stop our battle. We don't care about those who failed to win, because we are the best in the world.

2. Discuss in groups of four or five. Think of points to agree as well as to disagree with the statements.
 - (i) What does the song say about the path to becoming a champion? Do you agree with the song?
 - (ii) The song suggests that it is not only difficult to become a champion, it is also hard to stay as champions. Do you agree with this?
 - (iii) Suffering and sacrificing to become a champion is always worth it. Do you agree?
 - (iv) The song says that champions "have no time for losers". What the singer means by this? Do you agree with this statement?

3. Imagine that a friend of yours is determined to become a champion in a particular sport or a contest, and wants your support. Enact the situation in your group by doing the following.
 - (i) First think of what the prospective champion would say.
 - (ii) Then advise him on the good side and the bad side of his or her ambition.

4. Imagine you have won a school championship in a sport.
 - (i) Take five minutes to think about how you would feel when everyone cheers you and praises you.

- (ii) When the teacher gives you a signal, start writing down your feelings. Don't worry about spelling and grammar, just write down whatever that comes to your mind. The teacher will ask you to stop in five minutes.

Note: If you find this activity too difficult, you can do it as a brainstorming activity in a group.

5. Now imagine that you are "a loser" who has never won at any sport. You always come last, and you always see your friends winning at everything.
 - (i) In a similar activity as 4 above, take five minutes to think about how you would feel when you see everyone cheering your friends and ignoring you. Or worse, humiliating you for coming last.
 - (ii) Again, when the teacher gives you a signal, start writing down your feelings, and stop when the teacher tells you to.
6. In groups of four or five, read out what you have written to each other. Discuss and decide on the best ideas in your group.
7. Taking everyone's good ideas, do one of the following, on your own:
 - i) Write two short descriptions about "How a champion feels" and "How a loser feels".
 - ii) Write an essay comparing the feelings of a champion and the feelings of a loser.
 - iii) Discuss and write an essay on the topic "The path to victory: is it worth it?".

Grammar

In this section we will learn about some grammar points: the 'be' verb, adjectives, the 'have' verb, the simple present tense and the simple past tense.

Grammar: The 'be' verb

When we describe a person, we need to use the 'be' verb. Did you notice this when we described Jayanthi?

Jayanthi **is** brave. She **is** patient. She **is** determined.

All these sentences describe Jayanthi.

We form the 'be' verb like this: Subject + be verb

	Singular	Plural
First person	I am	We are
Second person	You are	You are
Third person	He is She is It is Jayanthi is	They are Champions are

Grammar: Adjectives

What are adjectives? Adjectives are words that describe or give more information about a noun, or a pronoun it refers to. In other words, adjectives modify nouns and pronouns. This information can be concrete, such as size, shape, condition, colour, etc, or an abstract quality: a **large** dog, the **oval** grounds, the **old** building, the **pink** dress, or the **kind** teacher.

Let's learn about the forms and types of adjectives, as well as the order of adjectives.

1. Form of adjectives:

The most commonly used adjectives do not have an identifiable form: good, bad, big, small, old, new, young, tall, short, round, pretty, ugly, black, white, red, etc.

(1) Adding suffixes

There are other adjectives that are formed by adding a suffix to a noun or a verb. The following table presents a list of these suffixes with several examples:

Suffix	Noun or Verb	Adjective		Suffix	Noun or Verb	Adjective
-y	dirt curl chill breeze bump bush guilt health hill sleep	dirty curly chilly breezy bumpy bushy guilt healthy hilly sleepy		-ly	friend love brother cost coward day elder dead	friendly lovely brotherly costly cowardly daily elderly deadly
-able	love read value notice prefer move break	lovable readable valuable noticeable preferable moveable breakable		-ful	beauty care help boast power respect success	beautiful careful helpful boastful powerful respectful successful
-ous	danger fame caution humour mischief disaster mountain	dangerous famous cautious humourous mischievous disastrous mountainous		-ible	Terror horror ? ? ?	terrible horrible feasible* flexible* tangible*

Important: Note that the nouns from which the adjectives *flexible*, *tangible* and *feasible* are derived are unclear. However, as in many other instances, the adjective can be expanded to the nouns *flexibility*, *tangibility*, and *feasibility*.

(2) Position of adjectives in sentences

In sentences, we can find adjectives in two positions. Let's look at the following descriptions of Jayanthi and Ramya:

Ramya was a **courageous** passenger. Jayanthi is **courageous**.

In the first example, you can see that the adjective, *courageous*, is placed before the noun it describes (attributive adjective).

In the second example, the adjective comes after the proper noun, Jayanthi, and the linking verb (predicative adjective). Often, you will find adjectives following the linking such as be, appear, seem, etc.

(3) The order of adjectives

Often we can use more than one adjective to describe something. We can use two or even three adjectives. Even four or more adjectives can be used, although this is quite rare:

Ray Wijewardene was **brilliant, innovative** and **multi-talented**.
Jayanthi Kuru-Utumpala is **brave, focused, hardworking**, and **persevering**.

When you use more than one adjective, they are usually in a particular order. Look at the examples below:

- i) The big red bag ii) the red big bag

In the two examples above, i) correct, and ii) is wrong, because adjectives of size generally come before adjectives of colour. Let's look at two longer examples now.

- i) Tharushi bought a **beautiful new white Benares silk wedding** sari.
ii) The director sat behind **large brown Burmese teakwood office** table.

The two sentences demonstrate the order of adjectives, as described in the table below:

The Order of Adjectives

	Type of adjective	i)	ii)
1	Judgement	beautiful	
2	Size / measurement		large
3	Age	new	
4	Shape		
5	Colour	white	brown
6	Condition		
7	Origin (country, area)	Benares	Burmese
8	Material	Silk	teakwood
9	Purpose	wedding	office
		sari	table

However, note that there are exceptions to this order. Can you think of any? Once again, remember that it is very unusual, and quite unnecessary, to describe anything in five or six adjectives. We usually use three or four at the most.

2. Grammar activities:

- 1) In groups, describe someone/something you like, and someone/something you do not like using three or four adjectives.

e. g. :- the lovely small sweet ripe mango.

- 2) There are 16 adjectives in the passage below. Identify them and say whether they are attributive or predicative adjectives.

Ray Wijewardene was brilliant and innovative. He had an open and inquisitive mind. He found practical solutions to problems faced by ordinary Sri Lankans. One of his best-known inventions was the Landmaster. Before this, the imported tractors used by farmers were too large and too expensive for the average farmer. The Landmaster was much more affordable and more suitable for them, and therefore became very popular.

- 3) Let's read the two sets of adjectives below. You will see that first set is less challenging than the second one.

happy sad angry calm stressed

hungry beautiful quiet sleepy noisy

patient observant confident impartial reliable

responsible imaginative humble fearless focused

- (i) In pairs, describe yourself to each other. You may use the sets of adjectives given above or others.
 - (ii) Now, describe your friend, using the "you are....." structure. Use two adjectives here.
 - (iii) Next, join another pair of students, and describe your friend to them, using "he is" or "she is.....". Use three adjectives here.
 - (iv) Finally, join another group of four and describe your friends using "They are.....", "Akash and Arya are.....", and "Akash, Arya and Azaad are.....".
- 4) In pairs again, think of a TV show, a film or a book that you have both seen or read recently. Discuss its good features and bad features using as many adjectives as possible.
- 5) Write a short review of what you discussed in the previous activity. In the review, discuss the negative and positive features, and then state your preference based on this discussion.

Grammar: The Simple Present Tense

1. Form of the Simple Present Tense:

Look at the following excerpt from the story about Ramya:

Ramya **is** a waiter. He **works** at a restaurant from eight o'clock in the morning to four o'clock in the afternoon.

One day at four o'clock Ramya **leaves** work and **gets** on a bus to go home. He **sits** down behind the bus driver.

Notice the bold and underlined verbs in these sentences. They are all in the Simple Present Tense.

This is how we form the simple present tense:

Subject + Verb

The subject is the doer, which can be a person, or a thing, or a quality.

Look at the table below. It shows you how to ask questions as well as to give negative answers in the simple present tense.

		Affirmative	Interrogative	Negative
Singular	1 st person	I work	Do I work?	I don't work.
	2 nd person	You work	Do you work?	You don't work.
	3 rd person	He, she, it works Ramya works	Does he, she, it work? Does Ramya work?	He, she, it doesn't work. Ramya doesn't work.
Plural	1 st person	We work	Do we work?	We don't work.
	2 nd person	You work	Do you work?	You don't work.
	3 rd person	They work	Do they work?	They don't work.

Note that the verb changes in the third person singular. To indicate third person singular you need to add a 's' to the verb:

I work. She workss. Jayanthi speakss English.
 We speak English. He speakss English.

2. Functions of the Simple Present Tense:

- 1) The Simple Present Tense is used to express habitual actions:

I **drink** tea.

Good sportsmen **practise** every day.

My dog **sleeps** next to my bed every night.

I **drink** six glasses of water daily.

My uncle **lives** in Mahawa.

We **eat** rice and curry every day.

- 2) Statements about a state of existence, beliefs, knowledge, likes and dislikes are normally only made in the simple form.

I feel unhappy.

Sri Lankans believe in fate.

Stagnant water breeds mosquitoes.

My family loves holidays.

I appreciate your concern.

The **paint** on the wall **is** still wet.

Here 'paint' is the subject.

The **programmes** on TV **are** boring.

Here, 'programmes' is the subject. Let's look at two more examples:

The **trees** on either side of the road **are** tall.

The **faces** of the children **are** bright.

3. Grammar activities:

- 1) **Pairwork:** In pairs, ask each other the following questions. Give your answers in the simple present tense.

i) At what time do you wake up?

ii) At what time do you come to school?

iii) Do you study in the morning or at night?

iv) When do you have some free time?

v) How do you go to school?

- 2) Now let's get back to Jayanthi Kuru-Utumpala. What do you think her daily routine could be like? Let's imagine and write her routine. Now tell your friend what you have written.

She **gets** up at She **exercises** at / in the
She **drinks** kola kenda/pal conjee/ tea.....
She **goes** to work at ...

- 3) Subject-verb agreement: Underline the correct verb form.
- i) I (feel, feels) very tired after the English class.
 - ii) We (play, plays) cricket every afternoon on the school grounds.
 - iii) My friend Shazni always (share, shares) her food with me.
 - iv) Gajan (sweep, sweeps) the classroom floor every Monday.
 - v) Savini still (believe, believes) in Santa Claus.
 - vi) The freedom fighters (want, wants) discrimination to end.
 - vii) The notices on the notice board (is, are) all outdated.
 - viii) The trees on either side of the road (sways, sway) in the wind.
 - ix) All the actors in Korean movies (looks, look) similar.
 - x) The student in the middle (is, are) my friend.
- 4) Write three sentences about a Sri Lankan achiever using the 'be' verb in the present tense? Here are some examples:
- i) Vivienne Goonewardena **is** a courageous woman who worked for the rights of women workers in the Free Trade Zone.
 - ii) Susanthika Jayasinghe **is** a sprint athlete.
 - iii) Matthew Abeysinghe **is** a medal-winning swimmer.

The verb 'have'

1. Function of the verb 'have':

When we talk about something you possess you use the verb 'have'.

I **have** three sisters.
He **has** many accolades.
She **has** a beautiful smile.

2. Formation:

We form the 'have' verb in the following way:

	Singular	Plural
1 st person	I have	I have
2 nd person	You have	I have
3 rd person	He has She has It has Jayanthi has	They have Champions have

3. Grammar activities:

(1) Let's play detectives!

Get into groups of seven to ten. Decide on an object that is stolen: a ruler, a bottle, a watch etc. Now follow the steps:

- (i) One group member is sent out of the room.
- (ii) One of the remaining students is given the object: he or she is the 'thief'.
- (iii) The detective returns and tries to find out who is the thief is by asking each participant: "Do you have it/the watch?"
- (iv) Each participant- including the actual thief- denies guilt, and accuses someone else: "No I don't have it. Z has it."
- (v) Then the detective turns to Z with the same question, and so on, until everyone has been asked and has denied responsibility. The detective then has to decide in three guesses who is lying - who 'looks' guilty: "I think YOU have it/the watch."

(2) **Group activity:** Let's create a poster for one of the achievers.

Get into groups of four or five. Using the information you found about another of the Sri Lankan personalities for the essay writing task, create an attractive poster about him/her. Present the poster to the class as a group.

In your presentation mention the following:

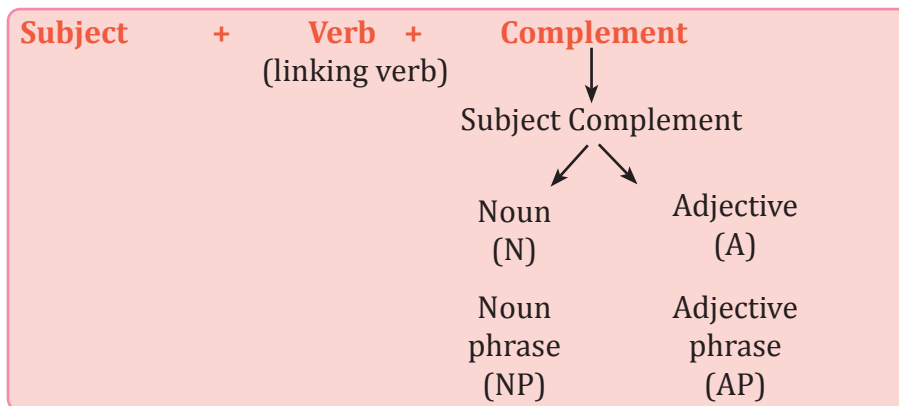
- Who the personality is: name, profession,
- What she/he did
- Why you selected that personality
- What you learnt from him/her

Grammar: The Sentence Patterns: SVC Sentence Pattern

In this unit, we will learn about a sentence pattern in English, known as the SVC sentence. The structure of the SVC sentence is as follows:

Subject + Verb + Complement

The complement here is a **subject complement**. It follows a linking verb. A subject complement refers to the subject. It can also modify the subject. In SVC sentences, the subject complement can be a **Noun (N)**, a **Noun Phrase (NP)**, an **Adjective (A)** or an **Adjective Phrase (AP)**:



Look at the following SVC sentences that have 1) a noun 2) a noun phrase, 3) an adjective and 4) an adjective phrase as the subject complement:

- (i) Many Buddhists and Hindus are **vegetarians**. (N)
- (ii) Donald Trump and Ivanka Trump are **Americans**. (N)
- (iii) The characters in the science fiction film are **aliens**. (N)
- (iv) She is **a very well known actor**. (NP)
- (v) She is **beautiful**. (A)
- (vi) The actor who won the best artiste of the year award is **very talented**. (AP)

You will notice that when the complement is a noun, it is almost always a plural noun. This is because a singular noun usually needs a determiner (a, an, the, each, every etc). Therefore it becomes a phrase of more than one word. Some of the frequently used linking verbs that are followed by subject complements are:

be feel remain become look seem appear sound

Examples:-

be

- 1) Jayanthi Kuru-Utumpala and Johann Peiris are **climbers**. (N)
- 2) Muttiah Muralidharan is **the best bowler in the world**. (NP)
- 3) Some politicians are **corrupt**. (A)
- 4) Some politicians can be **extremely corrupt and dangerous**. (AP)

feel

- 1) He felt **a fool**. (NP)
- 2) He feels **sad**. (A)
- 3) He feels **sad and depressed**. (AP)

remain

- 1) What I told you remains **a secret**. (NP)
- 2) The old house remains **empty**. (A)
- 3) It has remained **empty and ghostly**. (AP)

become

- 1) They became **friends**. (N)
- 2) They became **the best of friends**. (NP)
- 3) She became **famous**. (A)
- 4) I became **very jealous and angry**. (AP)

look, seem

- 1) He looks **respectable**. He seems **respectable**. (A)
- 2) The crowd looks **violent and dangerous**. They seem **very violent** (AP)

appear

- 1) You have to appear **calm**. (A)
- 2) He appeared **rather unfriendly**. (AP)

sound

- 1) He sounds **happy**. (A)
- 2) Your father sounded **really angry**. (AP)

Grammar activities

1. Complete the following sentences by choosing the correct subject complement:

stressed *rude* *happy* *unhappy* *meaningful*

- (i) Friendships become only when you make an effort.
 - (ii) If your friend looks, you must ask him what is wrong.
 - (iii) Sometimes, our parents are because they have so many responsibilities.
 - (iv) Even when we seem, we can be sad and lonely inside.
 - (v) If you sound when you speak, you can offend people.
2. If you read about Ramya, Jayanthi Kuru-Utumpala and Ray Wijewardene again, you will find many SVC sentences in these texts. Let's read a few again in order to identify the elements of the SVC sentences. Underline or highlight the complement and write whether it is a Noun (N), a Noun Phrase (NP), an Adjective (A), or an Adjective Phrase (AP). The first one is done for you.

- 1) Ramya is a waiter. (NP)
- 2) Ramya is a hero.
- 3) He is not a bus driver.
- 4) The bus is going really fast.
- 5) The bus driver was a small man.
- 6) Ordinary people can be heroes.
- 7) Jayanthi is brave.
- 8) Jayanthi is hardworking and persevering.
- 9) Ray Wijewardene was an engineer, inventor, aviator and an Olympian.
- 10) Dr Wijewardene is multi-talented.
- 11) The Landmaster became very popular.

Speaking and Writing

Creative analysis: Let's attempt a rather advanced activity to conclude our first unit.

Read the following quote by William Shakespeare.

Some are **born great**,
Some **achieve greatness**,
Some have **greatness thrust upon them!**



1. Now discuss in pairs or groups.

What do you think William Shakespeare meant by these words? The questions below will help you to think about their meaning. Remember that there is no ONE answer to any of these questions. You must give yourself the freedom to say what YOU believe.

What does 'great' mean to you? How can you be born great?

Do you know anyone who is 'born great'?

If you are a king or a queen, are you 'born great'?

If yes, do you agree that we can inherit 'greatness' from our parents and grandparents?

What do you think Shakespeare meant by "some have greatness thrust upon them"?

Do you know anyone upon whom "greatness has been thrust"?

So what is the difference between being born great, achieving greatness, and having greatness thrust upon you? Is there a difference?

What is better out of the three, do you think? Why do you think so?

2. After your discussion, write about what this quotation means to you in a short essay.

2

LIVING IN HARMONY

Introduction

In this unit, you will use English to engage with the topic of living in harmony. We know that the lack of harmony at home, at school, in our community and in the country can lead to conflicts. So in this unit, we will read about, discuss, and write about the importance of things like understanding, tolerance, respect, and the need to accept differences among us, in order to co-exist.

Lesson Outcomes

In this lesson, you will

- ▲ discuss feelings, friends, family members, and people who are different.
- ▲ read about coexistence, differences among people, and living in harmony.
- ▲ use simple language structures to talk about living in harmony.
- ▲ use adverbs, the present continuous tense, modal verbs and the first conditional.

Speaking

1. Look at the picture below and describe it with a friend. What is happening in this picture? Can you describe what the three children are feeling? For example, are they happy, or sad, or angry? Why do you think so?



photo by Dinali Fernando

2. In groups of four or five, now let's look at the following picture. What do you see in the picture? What does it mean, in your point of view? Do you have different opinions about the picture?



<https://i2.wp.com/writingtheother.com/wp-content/uploads/2016/10/RaceFeatureImage.jpg?fit=752%2C440>

3. In the same groups, ask the following questions from each other. Be as honest as you can be:
 - 1) Who is your favourite family member?
 - 2) Who is the prettiest / most handsome in your family?
 - 3) Which one of your family members cries easily?
 - 4) Do you love all your cousins?
 - 5) Why do you like them/ don't like them?
 - 6) Who is the tallest in your family?
 - 7) Who eats the most in your family?
 - 8) Who is the happiest member in your family?
 - 9) Who is the naughtiest in your family?
 - 10) Who is the most creative in your family?
 - 11) Who wakes up first in your family?
 - 12) Why does he or she wake up first?
 - 13) What is the TV channel that your family watches most often? Why?
 - 14) What is the most popular teledrama in your family? Who watches it?
 - 15) How often does your father go to the market?
 - 16) What type of vegetables/meat/fruits do you like to eat?

4. Now add more questions. Make them as funny and as interesting as you like. Did you find out anything interesting or new about your friends?
5. Now invite the group closest to you to join you and make a bigger group. You can sit in a circle to help you communicate easily.
6. Tell the rest of the group about the most interesting information you found out about the members from your group.
You can use the following structures to help you.

“I found out that my friend (insert the name of your friend here) likes his/ her cousin because he is the tallest in their family.”

“My friend says that his/ her brother cries all the time...”

“My friend’s family always watches the channel because”

7. You probably have a lot of answers now. Use the information to make a table about the family of your friend on your right. Use the following table as a guide.

Name of your friend on the right							
	Favourite Person	Most handsome/ beautiful	Tallest	Eats a lot	Naughtiest	Creative	Happiest
Mother	x						x
Father				x			
Sister					x	x	
Brother			x	x			
Cousin		x				x	

8. Describe your friend’s family based on the chart you created. Practise this a few times, and then present it to the rest of the class. Use the following as an example to help you:

“Savini’s favourite person is her mother. She is also the happiest in her family. Her sister is the naughtiest in the family. Her brother is the tallest in her family. Savini has a very beautiful cousin. She is the most beautiful in her family. Savini’s sister and cousin are very creative.”

“The most popular teledrama in Aathif’s family is..... It is Aathif’s sister who watches teledramas. Aathif spends his time on Facebook. Aathif and his family members like to”

9. Can you think of reasons why your friend likes certain relatives or family members more than others? Discuss with your friend and find out the reasons.

Writing

1. Write a short description about your friend on your right. Use the following sentences as a guide to help you

S/he likes his/her _____ very much. S/he thinks that his/her _____ can do many things such as _____. S/he prefers _____ . S/he loves to _____ .

Gajan’s favourite teledrama is _____. Although Gajan’s father watches News on ITN, Gajan reads news on his computer screen. _____.

2. Imagine you are a news reporter for *The Student Daily*. Write a short description of about 150 words about one of the minority ethnic groups (Burghers, Malays, Adivasis, Portuguese Burghers, Afro-Sri Lankans, Borahs, Parsees, etc) that live in Sri Lanka. Present your report to the class.

e.g. :- Parsees are an ethnic group living in Sri Lanka. They have their own customs and religion. They came to Sri Lanka from India. They are originally from Persia....

Include information such as their language, religion, cultural practices, history, geographic location (if relevant) about the group. You can find out more information about smaller ethnic groups in our country in the following resources:

- ▲ Newspaper articles
- ▲ Websites such as <https://roar.media/english/life/arts-culture/>
- ▲ Books such as *Cultural Minorities of Sri Lanka* edited by E. Vijayalakshmi, published by ICES Colombo

Reading

1. Let's read the passage below and answer the following questions. The passage has five paragraphs in it.

The image shows a musical score for two instruments: Oboe and Organ/Continuo. The Oboe part is written on a treble clef staff with a key signature of one flat (B-flat) and a time signature of 12/8. The Organ/Continuo part is written on a bass clef staff with the same key signature and time signature. The Organ/Continuo part includes figured bass notation below the staff. The music consists of four measures. The Oboe part features a melodic line with eighth and sixteenth notes, often beamed together. The Organ/Continuo part provides a harmonic accompaniment with a steady eighth-note bass line and chords indicated by numbers and accidentals.

Harmony is all about **coexistence**. When different musical instruments are played together it creates a single beautiful tune. The world is full of differences. But these differences make a complete world that is full of variety. That is why it is a wonderful place to live in.

Our society is made up of many units. The smallest unit is the family. Families are full of different people. There are tall family members and short family members. There are fair skinned family members and dark skinned family members. There are also female members as opposed to male members in a family. There are very clever family members and there are those who are not very clever. The most beautiful thing about families is that all these different people live, eat and work together. We are capable of living in harmony and coexisting because we love each other.

The next place that makes us believe in coexistence is the school. Schools are full of very different people. There are sporty students and studious students in a school. There are well behaved students and mischievous students. Schools also have shy students and students who are very outgoing. Some students are very popular among other school children; some other students do not have many friends and keep to themselves. All these students have a common identity; they are the students of that school. We laugh and play and study together among a community of very

different people in a school. We make friends with very dissimilar people despite their abilities, personalities and family backgrounds. Therefore, schools too, teach us about harmony and acceptance of different groups and people.

Our village is a larger unit full of many different people. There can be Sinhalese, Tamils, Muslims, Malays and Burghers among our villagers. There are also rich people and poor people living in a village. There are Buddhists, Christians, Catholics, Hindus and Muslims among us. There are also helpful people and unhelpful people living amongst us, in our village. People can also have different likes and dislikes, hopes and ambitions. All these people can live together despite their differences and make our villages diverse and beautiful.

Two of the key elements of living harmoniously with the rest of the community is **understanding** and **acceptance**. We usually fear difference. But we can overcome this fear by getting to know each other, helping each other, accepting each other and appreciating the qualities that make us unique. If we can understand and accept people who are different from us, we can create a better society.

- 1) In pairs, match the following words with the closest meaning, and write them down in your note book.

harmony	To be aware of people's feelings and wishes, through kindness and sympathy
coexistence	A word used also in music, which also means showing agreement, and different things coming together in a pleasant way
understanding	To understand, and to be tolerant of differences
acceptance	To live together in spite of differences of opinions and views, especially differences of religion, race and cultural practices

What are the words for harmony, coexistence, understanding and acceptance in your own mother tongue? Write them down next to the definitions.

- 2) What is “harmony” and “coexistence” compared with in the first paragraph? Is this a good comparison, in your opinion? Why do you think so?
- 3) How does the second paragraph define a family?
 - (i) It is the tallest unit in society
 - (ii) It is the smallest unit in society
 - (iii) It is the most beautiful unit in society
- 4) What are the differences you find in a family, according to the second paragraph? Make a list of them. Can you think of three other differences?
- 5) What kind of different people do we come across at school, according to the passage? Can you name three different types of students in your own classroom? Describe them using as many adjectives as you can think of. For example: “There are talkative, sporty students in my classroom. There are also popular, quiet, well behaved students in my class...”
- 6) How does our school teach us about harmony? Underline the relevant sentence in the third paragraph. Do you agree with this statement?
- 7) Find two other words that have a similar meaning to “different” in this passage. Make two sentences using these two words.
- 8) Work with a friend. According to the fourth paragraph, what kind of different people can you find in a village? Think of the people in your village or hometown. Can you add any other differences to this list?
- 9) How can we overcome the fear of difference, according to the final paragraph? List the four suggestions made in this paragraph. Give an example of what you can do for each of these suggestions. One is done for you:

“We can get to know different people in our village by inviting them to a religious or cultural event, treating them well, and making sure that they participate alongside us in all the enjoyable activities.”

Groupwork:

- 10) What are the biggest barriers to harmony and coexistence in our society, according to your opinion? Select three from the list below and think of examples to describe them. You will see that they are somewhat connected to each other.

Misunderstanding: when we believe wrong things about people who are different from us

Intolerance: when we think that only we are correct, and our way is the only way to do things

Ignorance or the lack of awareness: when we know very little or nothing about people who are different from us

Isolation, and the lack of interaction: when we live far away from people who are different from us; when we never talk to, or even see people who are different from us

- 11) What are the results of misunderstanding, intolerance, ignorance and isolation, in your opinion? Discuss in your group and make a list of at least five points.
- 12) In your groups, think of at least three activities that will promote harmony and coexistence in your classroom, at school, or in your village.
- 13) Select one of the activities you thought of, and draw up a plan for this activity. You can do this as a series of five or six steps. Follow the structure below:

Step 1: _____

Step 2: _____

Step 3: _____

- 14) Present your activity plan to your class. After all the groups present, have a discussion with the whole class and select the best, most practical one. With the help of your teacher, try to implement this plan.

Reading 2

Before Reading

1. **Pairwork:** Look at the title of the poem and the picture. Can you guess what the poem is going to be about? Discuss with your friend, and then share with your class.

Reading

1. Now let's read the poem. Some of the difficult words are explained below the poem.

Human Family

By Maya Angelou



I note the obvious differences
in the human family.
Some of us are serious,
some **thrive on** comedy.

Some declare their lives are lived
as true profundity,
and others claim they really live
the real reality.

The variety of our skin tones
can confuse, **bemuse**, delight,
brown and pink and beige and purple,
tan and blue and white.

I've sailed upon the seven seas
and stopped in every land,
I've seen the wonders of the world
not yet one common man.

I know ten thousand women
called Jane and Mary Jane,
but I've not seen any two
who really were the same.

Mirror twins are different
although their features **jibe**,
and lovers think quite different thoughts
while lying side by side.

We love and lose in China,
we weep on England's **moors**,
and laugh and moan in Guinea,
and **thrive on** Spanish shores.

We seek success in Finland,
are born and die in **Maine**.
In minor ways we differ,
in major we're the same.

I note the obvious differences
between each sort and type,
but we are more alike, my friends,
than we are **unalike**.

We are more alike, my friends,
than we are unalike.
We are more alike, my friends,
than we are unalike.

<http://www.scientificamerican.com/podcast/episode/maya-angelou-s-human-family/>

- (i) **unlike:** This is a word created by the poet to refer to differences among people or groups of people.
- (ii) **to thrive on:** to do well, excel in something; also, to enjoy
- (iii) **bemuse:** puzzle, confuse
- (iv) **jibe:** to be similar, also to get along well
- (v) **moors:** open areas of hills covered in grass and other plants in certain parts of England
- (vi) **Maine:** The north easternmost state of the United States of America known for its rocky coastline

1. How many differences does the poet find among:
 - ▲ the members of the human family?
 - ▲ their skin tones?
 - ▲ proper names of places? List all the differences.
2. Why do you think the poet repeats the last two lines: “We are more alike my friend / than we are unlike”?
3. Do you agree with the poet? Are we more similar than different?
4. Can you give subtitles to each stanza?
5. Turn to your friend and make a list of things that make you similar and different to each other. Under what category do you have more than five items? Why is that, do you think?
6. Organise yourselves into four groups. Ask each other the following questions and create a diagram with the information you have gathered.
 - a) What do you enjoy doing? (e.g. sleeping , watching TV, playing sports)
 - b) What don't you like? (e.g. exams, studying, going for tuition)
 - c) What do you have to do? In other words, what are your responsibilities? (e.g. Taking care of your pet, following the school rules)
 - d) What do you not want to do? (e.g. be unhappy, be a bad role model to your younger siblings/ cousins)
 - e) What frightens you? (e.g. failure, the dark)
7. Is there any information that is repeated? Why do you think it is repeated? Discuss with your friends.
8. Now each group should present their diagram to the class.

9. Using the information you obtained in activities 5, 6, 7 and 8, write a short essay about the similarities and differences you found among your friends. You may use the following language structures in your essay:
- i. I have but my friend has
 - ii. She is taller/ shorter than my friend
 - iii. My friend is more..... than me.
 - iv. Kindness is a quality I see among and
 - v. My friends and share several similarities such as and

Speaking

1. Describe a good experience you have had with someone who is not your friend, family, or relative. For example, you can talk about the kindness of a stranger or a good deed done to an unknown person.
2. **Groupwork:** In groups of five or six, think about the Sri Lankan Cricket team and the Sri Lankan Olympic team. How many players are there? How many different groups are represented? In your opinion, what are the benefits of working with a multi-ethnic, multi-religious team? What are the benefits of working with people who have different abilities and disabilities? Discuss in your group. You can use the following language structures to help you.
 - i. In my opinion
 - ii. I think
 - iii. I believe
 - iv. There seems to be
3. Read the following humorous passage. Read the highlighted words and try to guess their meaning.

Jim and Mary were both patients in a mental hospital. One day they were walking past the hospital swimming pool, Jim **suddenly** jumped into the deep end. He sank to the bottom and stayed there. Mary **promptly** jumped into save him. She swam to the bottom and pulled Jim out. When the medical doctor became aware of Mary's **heroic** act, he **immediately** ordered her to be **discharged from the hospital**, as he now considered her to be **mentally stable**.

When he went to tell Mary the news he said, “Mary, I have good news and bad news. The good news is you’re being discharged because you were able to jump in and save the life of another patient, I think you’ve regained your senses. The bad news is that Jim, the patient you saved, **hanged himself** with his belt in bathroom. I am so sorry, but he is dead.”

Mary replied, “He didn’t hang himself, I put him there to dry”.

(Story adapted from: http://sarge_roadkill.tripod.com/ducttapecentral/id6.html)

Reading, Speaking and Writing

If there is **righteousness** in the heart, there will be beauty in the character.

If there is beauty in the character, there will be harmony in the home.

If there is harmony in the home, there will be order in the nations.

When there is order in the nations, there will be peace in the world.

— attributed to Confucius



1. Look up the word “righteous” in a dictionary and find the equivalent word in your mother tongue.
2. Have you seen this symbol before? Imagine what the symbol means, if you do not know. How relevant is it to illustrate the poem?
3. Draw a flowchart to explain the poem.
4. Give the poem a suitable title.
5. In groups of four or five, discuss how you can promote peace in the world. Write all your suggestions and present it to your class.
 - ▲ Taking the poem as a model, compose a similar text in groups of four or five. Your teacher will help you with vocabulary where necessary.
 - ▲ Create another symbol to illustrate your poem.
 - ▲ Present your poem and your symbol to the class.
 - ▲ Comment on each other’s poems and symbols, pointing out their strengths and weaknesses, with reasons.
 - ▲ Revise your poems and symbols according to your friends’ feedback.
 - ▲ The poems and the symbols can be displayed in class after revisions.

Grammar

In this section, we will learn about conditional sentences, modal verbs, the present continuous tense, and SV sentence patterns.

Grammar: Conditional Sentences

Look at the underlined sentences.

Two ways to live harmoniously with the rest of the community is understanding and acceptance. If we help each other disregarding our differences, we can create a better society.

These sentences are called **type 1 conditional sentences**. In these sentences, the second action depends on the first action. So the second action is conditioned by the first action.

e.g. :- If we work hard, we will get good results.

- (i) Pair up with your friend and describe five activities that can help create a better school environment using conditional sentences. Two are done for you:

If we clean our classroom every day, we can create a cleaner school.
If we talk to people of different races and religions, we can understand them.

- (ii) Can you make five more sentences like that to describe what you can do to create a harmonious society? You can begin your sentences like this:

If I _____ I can _____

If we _____ we can _____

Grammar: Modal verbs

You can also use **modal verbs** (or **modal auxiliaries**) to describe actions that you need to carry out to, create a better society. **Modal verbs** show the necessity, the ability and the desire to do something. Commonly used modal verbs in English are:

- | | |
|---------|----------|
| ▲ can | ▲ could |
| ▲ may | ▲ might |
| ▲ will | ▲ would |
| ▲ shall | ▲ should |
| ▲ must | |

Sentences with modal verbs are formed like this:

subject + modal verb + verb

e.g. :- We can create a better society.
I must clean my house.
I should help my neighbours.

1. Can you list 10 things you have to do in order to create a better society? Use modal verbs in your sentences.
2. Complete the following sentences using the most suitable words given in the brackets.
 - i) Take an umbrella because it (might / should) rain later .
 - ii) Countries (might / should) pass laws to help different ethnic groups to live together in harmony.
 - iii) Law..... (can/ must) be fair towards everyone.
 - iii) There are enough vegetables at home. You (need not / will not) buy any.
 - iv) You..... (should not/ may not) leave your bags unattended at the railway station, they (might/must) be removed by security guards.
3. Get into groups of three and write down a list of rules for any of the following games. You have to choose a game that you all know and have to write at least 10 rules of the game.

Netball	Cricket	Volleyball	Elle
Badminton	Basketball	Carron	Chess
Rugby	Hockey	Athletics (Running)	Football
Archery	High jump	Long Jump	

4. You can use some of the following structures to help you write down the rules. Remember to use modal verbs!

You must throw the ball over your arm...

You may serve the shuttle

You cannot cross the line when shooting the ball...

You must not move the landing leg when holding the ball...

You should have two teams to play....

Grammar: The Present Continuous Tense

This is what Harsha sees from his window. He is relating what he sees to his friends Rohan and Manoj.

Shehan is reading a book. He is laughing. Now, he sees his friend Thyagi. Thyagi is walking towards Shehan. Shehan calls out "Hello, Thyagi, are you coming to watch the movie?" Thyagi is saying something, but Shehan cannot hear. He puts his book down and runs towards Thyagi. "I am going to the temple now, but we will see the movie later" Thyagi says. Shehan is walking back. He is picking up his book now. He is reading the book again.

The commentary is about what is happening right now. To describe action that is taking place now, the **present continuous tense** is used.

e.g. :- Shehan **is reading** a book.

We also use the present continuous tense verbs to refer to the immediate future events.

e.g. :- "Thyagi, **are you coming** to watch the movie?"

Grammar activities

1. Read the passage above again and do the following activity. Imagine you are a commentator at a school cricket match, sports meet, or a cultural festival. Describe the action that is happening on the grounds using the present continuous. Get your friends to draw the action you are describing.

2. Now let's take part in a whole-class game called "Watching a part of a movie or a teledrama." Follow the steps below to play this game.

Step 1: The class is divided into two groups, A and B. The teacher will show the group 'A' a clip of a movie/teledrama.

Step 2: While watching the movie, members of Group A must describe it to Group B, who cannot see the movie, using the present continuous form.

Step 3: While Group A is describing the movie, Group B must ask questions for more details or clarifications.

Step 4: After that, change roles. Group B will now watch another clip of the movie, and describe it to Group A. Group A will ask questions.

Step 5: After both groups have taken part, the teacher will decide on the winning group based on how well each group described the story, how well they asked questions, and how they responded to questions.

Grammar: SV sentences

Look at the following poem. Can you spot anything unusual about the poem?

He ran
She walked
He fell
He stopped
She stopped
He blushed
She smiled
They walked.
They laughed.

- 1) How many people are mentioned in the poem? Who do you think they are?
- 2) Can you think of the situation about which this poem is written?
- 3) Give this poem a suitable title.
- 4) Get into groups of four and continue the poem. Share it with your class. How many different versions did you get?

The poem is written with sentences that only have a **subject and a verb**. This is one of the simplest ways of making a meaningful, complete sentence.

SV sentences are often found in the spoken form of English.

Grammar: Adverbs

Look at the following sentences and the questions.

- 1) He runs fast. (How does he run?)
- 2) Alishah sews neatly. (How does Alishah sew?)
- 3) Sajani cooks well. (How does Sajani cook?)
- 4) Praveena dances beautifully. (How does Praveena dance?)

The answers to the questions modify, or describe, the action of each person. Such words that describe actions are called **adverbs**. This is the main function of adverbs.

Adverbs are also used to modify other words and phrases in sentences. Look at the examples below:

- ▲ She is pretty.
- ▲ She is **extremely** pretty.
- ▲ She drives **extremely** carefully.

The adverb 'extremely' is used to modify the adjective 'pretty' in the second sentence. It modifies the adverb 'carefully' in the third sentence.

1. Complete the following sentences with suitable adverbs from the list given below.

beautifully, carefully, neatly, effortlessly, fast

- a. Janani swam _____ and won the first place in the race.
- b. Jehan plays the piano _____. He is really talented.
- c. Jehan lifted the heavy chair _____ because he is very strong.
- d. Azaad writes very _____. He has the most clearly written notes in our class.
- e. Manoja always drives _____. She is a very responsible driver.

4. Can you write five more sentences like the ones above?
5. Match the following questions with the answers.

Questions

- a) What do you do when you are angry?
- b) What do you do when you are happy?
- c) What do you do when you are very hungry?
- d) What do you do when you are busy?
- e) What do you do when you have too many things to do?
- f) What do you do when you are stressed?
- g) What do you do when you are impatient?

Answers

- i. I rarely jump up and down when I am impatient.
- ii. I generally laugh maniacally when I have too many things to do.
- iii. I often eat greedily when I am busy.
- iv. I usually/ rarely weep angrily when I am angry.
- v. I often laugh loudly when I am happy.
- vi. I never complain bitterly when I am hungry.
- vii. I generally breathe slowly when I am stressed.

You will notice that there are two adverbs in some of the sentences: one before, and one after the verb.

e.g.:- I **often** eat **greedily** when I am busy.

6. In groups of four or five, ask each other the same questions. Answer with appropriate adverbs.

e.g.:- Ranjan, what do you do when you are angry?
I usually sit quietly when I'm angry.

7. After everyone has answered, write down the answers in the third person, and then share with the whole class:

e.g.:- Ranjan usually sits quietly when he is angry.

The “If” Game: Whole class activity

This is a game to practise the Type 1 conditional that you learnt above.

Step 1: Get into two groups, A and B. Each group must write 8 to 10 “if clause” sentences each.

e.g.:- If I win a lottery, I will buy my whole class smartphones.
If they eat 20 mangoes, their skin will turn yellow.
If the Sri Lanka cricket team wins the world cup, I will

Do not show the other group your sentences. When both A and B groups are ready with your sentences, the game begins.

Step 2: One member of A group reads the first part of the first sentence, or the first clause.

Step 3: Then a member of B group reads the second part of their first sentence, or the second clause. They will be random, absurd sentences.

Afterwards, write down all the complete sentences that you can remember. But you must not start writing while the students are speaking.

Here are some ‘if’ clauses you could use in your game. If you like, you can start practising with these sentences first.

- ▲ If I marry her,
- ▲ If it rains,
- ▲ If I show my anger,
- ▲ If she eats insects,
- ▲ If my mother gives me 5000 rupees,
- ▲ If the government holds an election in December,
- ▲ If the principal comes,

- ▲, he will buy her a gift.
- ▲, I will write a letter.
- ▲, she will build a house.
- ▲, I will love her.
- ▲, they will ban Facebook.
- ▲, I will marry a beggar.
- ▲, I will embrace her.



RELATIONSHIPS

Introduction

Welcome to the third unit of this textbook. In this unit, we will engage with the topic of relationships. We hope that you will participate in all the activities fully, especially by sharing your own views. Above all, we hope you have fun.

Lesson Outcomes

In this unit, you will

- ▲ read several short and long texts about relationships.
- ▲ talk about and share views on relationships, people, and activities.
- ▲ write a short story, an essay, and diary entries.
- ▲ dramatise a story.
- ▲ read about, and practise using the the past perfect tense.

Speaking

1. Read the following quotations and discuss what they mean with your classmates. You may come up with more than one meaning.

Families are like milk toffees. They are very sweet, with a few nuts in them.



Good friends are like stars. You may not always see them, but they are always there.



A relationship is like a house. When a light bulb burns out, you don't go and buy a new house. You change the light bulb.



1. The following story illustrates one of the quotations. Which one is it?

Rahal is the eldest in his family. He has two younger sisters. His family is very close and very loving. His parents are quiet and hardworking. So are his sisters. But Rahal likes to laugh and joke and play pranks on everybody. One day, when he was alone at home, he painted his body with red paint, lay on the floor, and started groaning loudly. When his parents and sisters came home and saw him, they got the shock of their lives. Then he sat up and started laughing at them. Realising they were pranked, his family also laughed.

2. In groups of five or six, dramatise this story. Follow these guidelines:
 - ▲ It can be a mini-drama of 3-5 minutes.
 - ▲ Don't write a script, but practise what to say a few times.
 - ▲ You can use some of the utterances below in your mini-drama.
 - ▲ You can add other characters, such as a neighbour, a grandmother, or a friend.

Here are some utterances that you can use in your mini-drama:

"Why are you so serious / playful all the time?"

"Rahal, be serious!"

"We are going to the shop / market / temple"

"Be good!"

"Please be good till we come back."

"Let me play a good joke on them."

"Where's the paint? Let me quickly find the paint...."

"I will pretend that I'm hurt."

"I hope they come back soon."

"Oh no! What happened?"

"Are you badly hurt?"

"You rascal, you really frightened us!"

"That was a good joke!"

Writing

Now you are going to write a story of your own. We will do this activity by following these steps: Prewriting, drafting, getting feedback, revising, and sharing.

Step 1: Prewriting

In groups of five or six, select one of the other two quotations. Think of an interesting story to illustrate this quote. Develop the story with characters and events. Make it as funny as you like.

Step 2: Drafting

Draft the story in about 100 words. You can ask your teacher for help with words and expressions, but you must write on your own.

Step 3: Getting feedback

Once you have written your story, show it to your teacher. She will correct any language errors.

Step 4: Revising

Now rewrite your corrected story nicely on a large bristol board.

Step 5: Sharing

Display the bristol boards in a prominent place, and ask another teacher, a visitor, or other students, to select the three best stories.

Extension: If you enjoyed this activity, you can follow the same guidelines above, and dramatise these stories as well.

Reading

Before Reading

1. Speaking in pairs:
 - 1) Think of a person you are very close to. It can be a family member, or a friend. Also think of someone you are not very close to.

- 2) Think of reasons as to why you are close to one, and why you are not close to the other.
- 3) In pairs, tell your partner. You can start by saying “I’m very close to my brother because..... ” or “I’m not very close to my cousin because.... ” After that you can tell the whole class.

2. Discuss in groups:

- 1) You are going to read an essay about relationships in this section.
 - 2) Before you start reading, look at the title of the article, the four pictures, and their captions.
 - 3) Can you guess what the article will be about, by looking at them?
 - 4) What kind of emotions are expressed in the photographs, do you think?
3. In the essay, you will find two other words that have a very similar meaning as “relationships”. Select them from the words given below.

different *bonds* *parents* *fathers*

loving *throughout* *connections*

4. First let’s read the boxes with the arrows in them. They summarise the essay by giving the main point of each paragraph.

What are relationships?



Picture 1: Friends



Picture 2: Sisters



Picture 3: A husband and wife



Picture 4: A mother and her son

Relationships can be described as the connections we share with other people. Throughout our lives, we **form** many different kinds of relationships with many people.

This is the introduction to the essay. The introduction defines relationships, and briefly describes why they are important.

The first and the closest relationships we form are usually with our parents and other family members.

From the moment we are born, we form very close and loving relationships with our mothers and fathers. We also have very close relationships with other family members like our brothers and sisters, and our grandparents.

We continue to form new relationships **throughout** our lives. The close bonds we share with our friends can be formed as children, as teenagers, or as adults. You have **probably** made close friends in your primary school. You may have even made close friends in this class. When you leave school, you will continue to make friends, whether you go for higher education or for a job.

We make friends throughout our lives.

A very special relationship is shared between a husband and a wife, or a girlfriend and a boyfriend.

A **significant** part of our lives as we grow older is the close relationships that we form with our life partners. They are probably the most **intimate** of all relationships. According to some cultures, this is described as **falling in love**. According to such cultures, one must **be in love** in order to marry. According to some other cultures, however, marriage can **precede** love.

Relationships are not always close. For example, our relationships with some of our teachers and our principals can be quite **formal** and **distant**. They are usually based on **respect**, sometimes even on fear. These relationships are similar to the distant relationships we will probably share with our employers when we enter the world of work.

There are relationships that are not very close. We have such relationships too in our lives.

There are good relationships and bad relationships, which can have a good effect or a bad effect on us.

Relationships can be **positive** or **negative**. Positive relationships can be very loving and **nurturing**. In such relationships, we care for each other and support each other. We help each other to develop. Having a partner or a friend like that is a **blessing**. On the other hand, we might form relationships that turn out to be **abusive** and harmful. Being with someone who **disrespects** us, or always criticises us, can be bad for us. It can damage our **self-esteem** and even cause **depression**.

Sometimes relationships can develop very quickly. Often when two people are attracted to each other, their relationship can change from being **acquaintances** to lovers very quickly. Other relationships can take time to grow. We can form friendships **over the course of** several months or years. Relationships can also grow closer, or they can grow more distant and end **altogether**.

Relationships can grow very quickly, or very slowly. They can also change.

Romantic relationships can make us feel very happy. But they can make us feel very sad when they go wrong.

When a **romantic** relationship begins, it can make us feel **very** happy and alive. We feel that our world is complete and everything is perfect. But when a romantic relationship is in trouble, or when it ends, we can feel the very opposite. We feel heartbroken, as if life has lost all meaning.

Whether they are close or distant, new or old, positive or negative, relationships are a natural part of our lives. The way we talk about our relationships and **demonstrate** our affections can change according to different cultures.

However, all cultures generally agree that “man is a social animal,” since Aristotle first said the words. They suggest that it is quite difficult for human beings to live in **isolation**. Therefore, we all need to make connections, of whatever type, with each other.

This is the conclusion of the essay. The conclusion summarises the essay:

(1) There are many types of relationships.

It also makes two concluding points:

(2) There may be cultural differences in the way we view relationships.

(3) But relationships are important to all human beings.

While Reading

Now, read the first five paragraphs of the essay and answer the questions below.

- Match the word or the expression with the correct meaning. The grammatical category of each word, as it is used in the essay, is also given.

1) formal (adj)	2) an intimate relationship (adj)	3) a romantic relationship (adj)	4) significant (adj)	5) to form a relationship (v)
6) probably (adj)	7) respect (n)	8) to be in love, to fall in love (expr)	9) distant (adj)	10) to precede (v)

	Word or expression	Meaning in context
1		to start or to develop a relationship
2		likely
3		important
4		Extremely close, sexual
5		to get, or start getting, very strong feelings of romantic love for someone
6		to come before
7		official, serious
8		not close, reserved, not friendly
9		admiration, to have a high opinion of someone
10		More than a friendship, a relationship based on love

2. Are the statements below true (T) or false (F)?
- I. We can be close to our family members but not to our friends. ()
 - II. We can make friends only when we are adults. ()
 - III. We can make friends at school and at places of work. ()
 - IV. Formal relationships are shared by people who dislike each other. ()
 - V. According to some cultures, husbands and wives should hate each other. ()
 - VI. We have an interesting relationship with our life partners. ()
3. Now read the rest of the essay. Match the word or the expression with the correct meaning. The grammatical category of each word, as it is used in the essay, is also given. These words are found in the last four paragraphs of the essay.

(1) abusive (adj)	(2) <i>in isolation</i> (expr)	(3) self-esteem (n)	(4) positive (adj)	(5) the very opposite (adj)
(6) negative (adj)	(7) altogether (adv)	(8) a blessing (n)	(9) depression (n)	(10) to <i>demonstrate</i> our affection (v)
(11) acquaintances (n)	(12) nurturing (adj)	(14) to disrespect (v)	(15) over the course of (expr)	

	Word or expression	Meaning
1		good, beneficial
2		bad, damaging
3		taking care of, helping to develop
4		something that brings extreme happiness and luck
5		being violent in words or actions
6		the opposite of respect
7		belief in your own abilities and value
8		a mental illness caused by stress and anxiety
9		during
10		people you know, but you are not friends with
11		completely
12		the complete opposite
13		to show or to display
14		to be alone, far away from other people

4. Read the questions and find the answers to them in the last four paragraphs of the essay.
- (i) What kind of relationships can bring us happiness?
 - (ii) What is bad about abusive relationships?
 - (iii) Do relationships always develop at the same speed?
 - (iv) Friends will always remain friends, nothing more. Find the sentence in the essay that either agrees or disagrees with this statement.
 - (v) What kind of relationships can affect our emotions?
 - (vi) Can human beings generally live on their own, in your opinion? Give reasons for your answer.

After Reading

1. In groups of five or six, read the essay again. Now, discuss more points and examples that you can add to each paragraph in the essay. Write them in the following table next to the relevant paragraph summary. A few are done for you.

Introduction	
The first and the closest relationships we form are usually with our parents and other family members.	-A child who is brought up by his older sister will love her like a mother. - - -
We make friends throughout our lives.	- We can laugh and cry with our friends. - -
A very special relationship is shared between a husband and a wife, or a girlfriend and a boyfriend.	- - -
There are relationships that are not very close. We have such relationships too in our lives.	- - -

There are good relationships and bad relationships, which can have a good effect or a bad effect on our lives.	- - -
Relationships can grow very quickly or very slowly. They can also change.	- - -
Romantic relationships can make us feel very happy. But they can also make us feel very sad when they go wrong.	- - -
Conclusion	

2. Do you agree with the statements below? First discuss with a friend, and then share your opinions with your class. Try to give reasons.
1. I am closer to my mother than to my father.
 2. My best friends are the ones I made in primary school.
 3. There are no cultural differences when it comes to falling in love. Any human being can fall in love, whether their culture allows it or not.
 4. Only young people fall in love. Old people don't understand love.
 5. I will never marry for money.
 6. No marriage is perfect.
 7. If you're in a bad relationship you should break it off.
 8. Sometimes, imaginary love is better than real love.

Speaking

Select a topic and have mini debates on the following.

1	Proposition	Advanced level students should not get involved in romantic relationships.
	Opposition	Advanced level students can get involved in romantic relationships.
2	Proposition	We should fall in love before we get married.
	Opposition	We don't have to fall in love before we get married.
3	Proposition	It is better to have a formal and distant relationship with our teachers and principal.
	Opposition	It is better to have a more informal, friendly relationship with our teachers and principal.
4	Proposition	Separation and divorce are against our culture and therefore should not be encouraged.
	Opposition	Separation and divorce are better than staying in a harmful relationship.

Language focus: Here is some language of agreeing and disagreeing for discussion and debate. Note that you can say “I agree” and stop at that, as well as say “I agree with you”, “I totally agree with what you said”, etc.

Strong agreement	I completely agree	-- with you with this idea with what you said with this statement that we must / must not that we can / cannot
	I totally agree	
I agree wholeheartedly		
Agreement	I agree	
	I somewhat agree	
	I think I agree	
	I kind of agree	
Mild agreement	I sort of agree	
	I neither agree nor disagree	
	I think I disagree	
	I kind of disagree	
No agreement or disagreement	I sort of disagree	
	I disagree	
	I totally disagree	
Mild disagreement	I completely disagree	
Disagreement		
Strong disagreement		

Writing

After the debate, let's write an essay on one of the topics. Select one of the topics given below, and write an essay of not more than 250 words, discussing both sides of the argument. Follow the structure and use the information given below. You may, of course, use your own ideas instead.

Topic	Advantages and disadvantages of A-Level students in romantic relationships	Teachers and us: formal and distant, or informal and friendly?
Introduction	Romantic relationships are....	Teachers' role in the school is to...
Paragraph 1	<i>Advantages:</i> they bring joy and happiness; relieve stress; can study together; provide support and friendship; a natural part of life	Should be formal: to maintain discipline; to give and follow instructions ; more admirable when formal; to show respect
Paragraph 2	<i>Disadvantages:</i> can distract from studies; can be stressful; needs time and money; can bring unhappiness parents disapproval	<i>Should be informal:</i> More effective communication with students; teaching and learning in a relaxed atmosphere; reduces fear and anxiety of students
Conclusion	This essay discussed I believe that.....	

Extension: You can get more essay writing practice by planning and writing essays based on the other two debating topics as well.

- (i) Should we fall in love before we get married, or will love come afterwards?
- (ii) Separation and divorce are against our culture. Do you agree?

Grammar

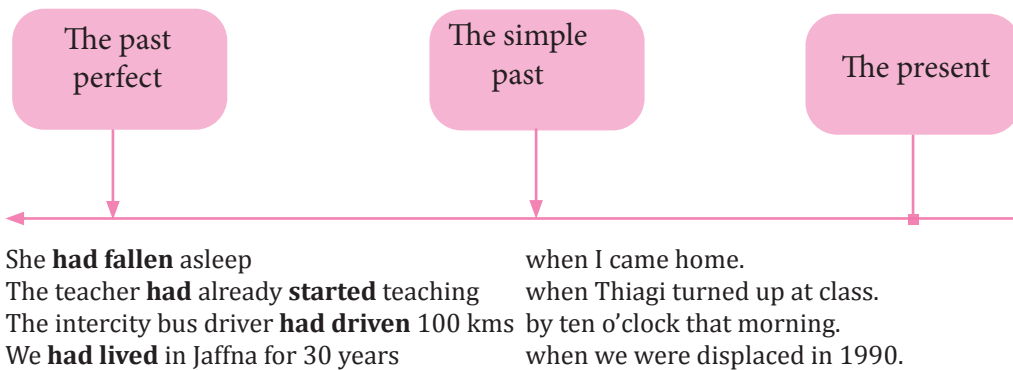
In this section, we will learn about the past perfect tense.

The Past Perfect Tense

1. Functions of the Past Perfect Tense:

The past perfect tense is generally used to show that one action took place earlier than the other. In other words, we use the past perfect tense to talk about an action that was completed, or **perfected**, in the past, **before** something else happened.

The past perfect, therefore, is usually used when there is another reference to a past action.



These clauses are also interchangeable, because it is the tense that tells us which action took place first:

When I came home, she **had fallen** asleep.

When Thiagi turned up at class, the teacher **had already** started teaching.
By ten o'clock that morning, the intercity bus driver **had driven** 100 kilometres.

When we were displaced in 1990, we **had lived** in Jaffna for 30 years.

However, if it is clear that the second action followed the first, the simple past tense can be used:

When Thamari **opened** the door, her dog **ran** out.

We can also use the past perfect to express a condition or a wish.

If **the floods had come** this year as well, more people would have suffered. If **I had worked** harder last year, I would have got at least five As for my O-Levels.

2. Form:

The past perfect is formed with the past tense form of the verb 'to have', and the past participle of the verb.

	Subject	Past tense of HAVE	Past participle of verb	
1	She	had	fallen	asleep
2	The teacher	had	started	teaching
3	My family	had	lived	in Jaffna
4	The intercity bus driver	had	driven	for 150 km

Some conjunctions that you can use with the past perfect are:

when *after* *before* *by the time* *until*

Observe the use of the past perfect and the **conjunctions** in this passage:

Iqbal had just eaten his dinner **when** he heard the burglar in the hall. **By the time** he went there, the burglar had fled. The burglar had entered the house, and was hiding behind a cupboard in the hall. **After** the burglar had fled and Iqbal got over the shock, he saw that the thief had opened the cupboard. After the police came, they had checked the premises thoroughly with police dogs **before** they took the fingerprints.

3. Grammar activities:

- 1) Read the following sentences from Sri Lankan writer Madhubhashini Ratnayake's short story, "You will call me master". It is a story about a woman and a cat. First read the extract and discuss what the story might be about.

Next, identify the use of **the simple past tense** and **the past perfect tense** in her writing. Underline the simple past tense, and circle the past perfect.

The hall had a sofa, which she had furnished in a cream-coloured fabric. She had gone through a lot of trouble to get the cushions. She piled the cushions up for the night. By this time, she had stopped feeding the cat. She looked around to find the cat, but it had disappeared. The cat had come during lunchtime and fixed Amitha with an unblinking stare. Amitha had hit the cat with a mop as she rushed about. But the cat had retreated to the boundary wall, and continued to watch the goings-on in the hall.

From the collection Tales of Shades and Shadow, Vijitha Yapa Publications, 2009, pp 17-19

2) Complete the following sentences by using the past perfect tense of the verb in brackets.

- i) The manager was very annoyed. When he came into the office, he found that all her staff [go] out for tea.
- ii) My brother's laptop has crashed. Luckily he [save] all his documents before it happened.
- iii) Yesterday Kavan got up feeling tired and sleepy because he [not sleep] very well.
- iv) The preschool teacher scolded the children for drawing pictures on the walls. But luckily they [draw] with washable crayons.
- v) The country was shocked to find out that in the last 24 hours, petrol prices [increase] by fifty percent.

3) **Pairwork:** Imagine you are two of Iqbal's neighbours. You are talking about the burglary. Ask questions from each other about the incident, giving both "yes" and "no" answers. Two questions and answers are done for you.

A: Was Iqbal at home when it happened?

B: Yes, he had been at home.

A: Had Iqbal seen the burglar?

B: No, Iqbal had not seen the burglar.

- 4) Pasindu is a student at the University of Kelaniya. He is a third year student doing a general arts degree with Sinhala, Sociology and Linguistics. He stays at a boarding place in Dalugama, within walking distance from the campus. Here are some entries in his diary from last week:

	Monday	Tuesday	Wednesday
6.00 a.m.	Woke up, drank tea, got ready, walked to campus	Woke up, drank tea, washed clothes	Woke up, drank tea, got ready, walked to campus
7.00 a.m.	Breakfast at canteen	Got ready Walk to campus	Breakfast at canteen
8.00 a.m.	Sociology lecture	Breakfast at canteen	Sinhala lecture
10.00 a.m.	Library	English class	
12 noon	Lunch at canteen	English class	Lunch at canteen
1.00 p.m.	Sinhala lecture	Lunch at canteen	Sociology lecture
3.00 p.m.	Cup of tea at canteen with friends	Linguistics lecture	Linguistics lecture and presentation
4.00 p.m.	Tute class		
5.00 p.m.		Sinhala Association meeting	Cup of tea with friends Hostel – Changed clothes
6.00 p.m.	Badminton at gym		Colombo with friends
7.00 p.m.		Dinner at canteen	Art exhibition
8.00 p.m.	Hostel - wash and change	Hostel Called girlfriend Called mother	Galle Face
9.00 p.m.	Dinner at kade Called girlfriend	Finished preparing presentation Continued writing assignment	Dinner in Galle Face with friends
10.00 p.m.	Prepared for linguistics presentation Started writing Sinhala assignment		Returned from Colombo Called girlfriend Went to sleep
1.00 a.m.	Went to sleep	Went to sleep	

With a partner, read the questions below and answer the questions using the information given in Pasindu's diary. You will notice that the questions are in the past perfect tense. Answer the questions also using the past perfect tense. The first one is done for you.

- (i) Had Pasindu gone for his Sociology lecture by 10 am last Monday?
Yes, Pasindu had gone for his Sociology lecture by 10 am last Monday.
- (ii) What had Pasindu done by 7.00 am last Tuesday?
- (iii) Had Pasindu prepared his presentation by 5 pm last Tuesday?
- (iv) Had Pasindu eaten his dinner by 7.00 pm last Wednesday?
- (v) Had Pasindu called his girlfriend by 8.00 pm last Wednesday?
- (vi) What lectures had Pasindu attended last Wednesday by 5.00 pm?

Pairwork: Think of four or five similar questions on your own. Then ask your partner the questions. Your partner should answer the questions without writing them down. After your partner answers your questions, you must answer your partner's questions.

Memory Game: Read the diary for 10 minutes and try to memorise it as much as you can. Then cover the page, and try to note down as much as possible of what Pasindu did, along with the times. Next, read out your list to the class, using the past perfect. The student who remembers correctly the most number of things that Pasindu did is the winner.

Homework: Write a similar diary about what you did last week, from Monday to Wednesday. You can use real or imaginary events. The next day, in groups, tell your friends what you did each day. Next, exchange your diary entries with your friends, and ask them what they did. Use the past perfect tense for the questions and the answers.

For example:

"I had come to school, and cleaned the classroom by 7.30 am last Monday."

"Vidhu, what had you done by 10.00 am last Tuesday?"

"Ashvini, what had Shakeel done by 12 noon on Wednesday?"

4

ENGLISH AS A LOCAL AND GLOBAL LANGUAGE

Introduction

We all know that English is a useful language to know in our country. English is also a very useful language in many other countries, because it is probably the most widely spoken language in the world. This is why we call English a local language as well as a global language.

Lesson Outcomes

In this unit, you will

- discuss and write about the advantages as well as difficulties of learning English.
- read about and respond to different views on English in Sri Lanka.
- listen to and respond to a humorous poem about plurals in English.
- identify some of the differences between Sri Lankan English, British English and American English.
- read about and discuss the importance of English in the world.
- read about, and practise using prepositions and the different forms of the future tense.

Speaking

In groups of four or five, discuss the following two questions:

- 1) What are the advantages of learning English, in your opinion?
- 2) What are the difficulties of learning English, in your opinion?

You can say anything you like. Make a list of at least five points each. Your teacher will help you with language, but the ideas should be your own. Appoint a speaker to read out your points to the rest of the class. Note down what the other groups say. Some of the points will be repeated. That is okay. After everyone speaks, you will all have a common list of all the points made by all the groups.

Writing 1

In groups again,

1. select the six best points in the common list made in the previous activity: three advantages and three difficulties.
2. think of examples for each of these points from your own experiences, something you have heard about, read about, or observed. You can write them out in your exercise book, or on a large piece of paper:

Advantages of learning English:

- We can do higher studies in Medicine , Engineering or Business Management more easily.

Example: My cousin was selected for medicine. But all the lectures in the medical faculty are in English and he finds it very difficult. He said he wishes that he didn't neglect English during and after A/Levels.

Difficulties of learning English

- We need to spend time on learning English.

Example: Coming to the English class is not enough, we have to use English in our daily life. But it is difficult to find time to do this when we're so busy with our studies.

3. Now discuss solutions for each of the difficulties of learning English that you have identified. Make them as practical as possible.
4. Write two articles to the media of not more than 600 words: One titled **Advantages of Learning English: A/Level Students' Perspectives**, and another titled **Difficulties of Learning English: A/Level Students' Perspectives**. Include the solutions in the second article.
5. Post or email your articles to any of the national English language news papers in Sri Lanka.

Reading 1

Before Reading

1. In pairs, think of equivalents in your mother tongue for the following words:

an application form	a covering letter	an interview
a government servant	a link language	a weapon
ethnic groups	urban areas	higher education

goals in life intelligent educated respected trustworthy
arrogant proud to show off

2. Share them with your class, and select the best answers through a class discussion.

While Reading

1. Read the following passage and the table. You can read the table more than once.

At an Advanced Level English class, a teacher advised his students to learn English before they leave school. He described the importance of English for education and employment. However, some students in the class disagreed with him. Without scolding them, the teacher asked the students to give reasons for both sides of the argument. He made a list of points on the whiteboard as the students spoke:

English is very important	English is not important
<ul style="list-style-type: none">• We need English to do a good job.• We need to know English to write an application and a covering letter.• We need to be able to speak in English at interviews.	<ul style="list-style-type: none">• You don't need English to do all the jobs in this country. I can be a businessman or a politician or a government servant without speaking any English.• Many important people in this country don't speak English. We can see on TV that many politicians, actors, and even teachers cannot speak English.• Only rich people in urban areas can afford to learn English properly. Poor people don't have the opportunity.

<ul style="list-style-type: none"> • English is a link language that brings Sinhalese, Tamils, Muslims and other ethnic groups closer together, for ethnic integration and reconciliation. • English is necessary for higher education – at university, many courses, medicine, engineering, management are taught in English. • Most of the books we will have to read at university are in English. • You can achieve your goals in life easily if you know English. • You can get better service at shops and offices if you know English. • People who know English are respected in this country. Studies have shown that if you can speak English, you are generally considered trustworthy, intelligent, and educated. 	<ul style="list-style-type: none"> • Most people speak Sinhala or Tamil in this country. So it is much better if we learn Sinhala or Tamil to communicate with different ethnic groups. • If you get selected to study medicine, engineering etc, you will learn English at university. Many medical students can't speak English when they start their course. But by the time they finish, they can speak English well. • Many courses in higher education are taught in the mother tongue, especially arts subjects. • People who know English in the country are not always respected. Some of them are hated because they can be proud and arrogant. They show off their English knowledge and use it like a weapon.
---	---

Read the table again and the following questions.

1. Answer the following questions individually, without talking to your friends. Be as honest as possible.
 - 1) Do you agree with any of these points? Put a tick next to the points you agree with.
 - 2) Do you disagree with any of these points? Put a cross next to these points.
 - 3) Do you find it difficult to agree or disagree with some of these points? Write a question mark next to them.

After Reading

1. Now get into groups of five or six, and compare your responses to the three questions above.
 - 1) What are the points that most of you agree with? That the majority disagrees with?
 - 2) Which points have got agreement as well as disagreement?
2. In your group, discuss your answers using the following structures. You can add your own views and your own examples to your discussion.

“In our group, most of us agree / do not agree that we need English to do a good job.”

“In our group, two of us agree that we need English to do a job”

“Some / A few of us.... agree / do not agree that.... ”

“None of us think that / feel that / are convinced that ... ”

“Most of us can't decide whether we need English to do a good job.”

“Two of us can't agree or disagree if we need English to do a good job.”

3. After you practise speaking in your groups, share your answers with your class.
4. Write your answer in a single paragraph, or in a longer essay of four to five paragraphs. Give your paragraph or essay a suitable title.

Speaking 2

Whole class activity: This is ideally done in a hall or outdoors, where there is space to move around.

Find someone who....

1. has spoken in English to a visitor to Sri Lanka from abroad.
2. has written a poem in English.
3. can sing at least four lines of an English song.
4. can recite the English alphabet backwards.
5. can say “red lorry, yellow lorry” three times, very quickly, without making a mistake.

6. can translate two lines of a children's song or a nursery rhyme in the mother tongue into English.

Guidelines:

- Walk around the class, and find at least one person who will say yes.
- You must turn the statements into questions, and ask your friends.
(see below for a few examples)
- Don't take their word for it. If they say "yes", ask for proof, with follow-up questions.
- You must also cooperate and answer as many questions as you can.

Language Focus:

Have you spoken in English to a visitor to Sri Lanka from abroad?
Who did you meet?

Which country is he/she from?
What did you say?

Have you written a poem in English?
What is it about? Can you recite it?

When did you write it?
What inspired you to write it/what made you write it?

Can you sing a song in English?
Can you sing at least four lines?

Can you recite the alphabet backwards? Yes / No
Can you please demonstrate?

Speaking 3

Pairwork: This is a picture of an English class in a rural school. Imagine that you are one of the students in this picture. First describe what you are doing. Next, describe your feelings, wishes, and hopes for the future.



Photo by Perumal Ganeshan

Before Listening

1. Complete the following two tables as quickly as you can in your exercise book:

Singular noun	Plural noun
instrument	
fly	
mango	
bus	
lorry	
child	
man	
criterion	

Singular noun	Plural noun
	deer
	zeroes
	wolves
	cacti
	analyses
	hooves
	phenomena
	fungi

2. Read this paragraph about plurals in English and fill in the blanks choosing from the words below.

completely singular irregular 's' English

We all know that most _____ nouns have a _____ and a plural form. We change a singular word into the plural most often by adding _____, or

sometimes 'es' or 'ies'. But there are plurals that are formed in _____ different ways. These are called _____ plural nouns, or irregular nouns.

While Listening

1. Now let's first read the poem about irregular plural nouns in English, and then listen to the recording. Fill in the blanks as you listen. Your teacher will play the recording at least three times, with short breaks in between.

Crazy English Plurals

We'll begin with a box and the plural is boxes.
But the plural of ox should be _____, not oxes.

The one fowl is a goose but two are called _____,
yet the plural of _____ should never be meese.

You may find a lone _____ or a whole set of mice,
yet the plural of house is _____ not hice.

If the plural of man is always men,
why shouldn't the plural of _____ be pen?

If I speak of a _____ and you show me your feet,
and I give you a boot, would a pair be called _____?

If one is a tooth and a whole set are _____,
why shouldn't the plural of _____ be called beeth?

Then one may be that and three would be _____,
yet _____ in the plural wouldn't be hose.
And the plural of cat is _____ and not cose.

We speak of a _____ and also of brethren,
but though we say mother, we _____ say methren,

Then the _____ pronouns are he, his and him,
but the _____ is hardly she, shis and shim,

So English, ___ _____, you will all agree,
is the craziest _____ you ever did see.

After Listening

- 1) Which lines do not refer to nouns, but to pronouns?
- 2) Make a list of all the irregular nouns you find in the poem.
- 3) Why do you think the poem calls English plurals “crazy”? Do you agree that they are crazy? Discuss with your friends.
- 4) Listen to the poem again and practise reciting it in your group.
- 5) Now take turns and recite it individually. Use gestures and facial expressions to show that it is a funny poem. Who can recite it in the most humorous way?
- 6) Homework: Write a humorous story or a children’s story using at least six of the irregular nouns in the list you made in 2) above. Illustrate your story with doodles, or with pictures cut out of old magazines and newspapers.

Language Focus: Vocabulary

English is a local language as well as a global language. So often we can find different words used to describe the same thing in different countries. This tells us that there are different varieties of English in the world.

Read the table below to see the differences between British English, American English, and Sri Lankan English. Often in Sri Lanka we use British English words. Sometimes, however, we use the American English word, or we use both! Try to complete the rest of the table.

British English	Sri Lankan English	American English
aubergines	brinjals	eggplant
motorway	expressway	highway, freeway expressway
lift	lift, elevator	elevator
tap	tap	faucet
handbag	handbag	purse
autumn		fall
pavement	pavement	sidewalk
rubbish	garbage, rubbish	garbage
taxi	taxi, cab	cab
		apartments
aeroplane		
holidays		
chemist	pharmacy	
		gasoline, gas

Language Focus: Spelling

One of the most talked about differences between British English and American English is the spelling. In Sri Lanka, we generally follow British English spelling; but we also use some American English spelling for certain words. Discuss with your friends and complete the following table. Remember, sometimes we tend to use both forms of spelling.

British English	American English	Sri Lankan English
colour	color	
theatre	theater	
realise	realize	
privatisation	privatization	
traveller	traveler	
ageing	aging	
anaemic	anemic	

Before Reading

1. In groups of four or five, brainstorm a list of countries in which English is spoken by the majority of the people.
2. Next, brainstorm a list of countries where English is spoken by a significant minority of people.
3. What is the official status of English in our country according to our Constitution?
 - English is a national language
 - English is an official language
 - English is a link language
4. The meanings of the highlighted words in the reading text are given in the boxes below. Match the word with the meaning:

welcomed and tolerated	letters	a person who only speaks one language	cannot be cured
a speaker of two languages	suitable and ready to be hired for a job	opportunities, chances	

While Reading

1. Read the text below and answer the following questions.

English as a global language : 10 reasons why you should learn English

Many experts believe that English is a global language. This is what they say:

- 1) English is spoken almost everywhere in the world. It is an official language in more than 50 countries in the world. You can travel to most places in the world and communicate with people in English.
- 2) Knowing English will make you more employable. Most large companies around the world prefer English speaking employees. In the US, English speakers usually earn more than non-English speakers.
- 3) English will help you to become more educated. You have to know English to enter some of the best universities in the world.
- 4) English will give you more information. 55% of the information on the internet is published in English. 95% of scientific articles are written in English. You can learn about different cultures more easily if you know English.
- 5) English is the language of science. If you wish to study science, you have to know English. You can also improve your knowledge about science if you know English.
- 6) You can read literature in English, because some of the greatest books and plays in the world are written in English. You can also enjoy popular culture more if you know English: films, songs, cartoons in English and other examples of pop culture.
- 7) In powerful English speaking countries like the US and the UK, you are more easily accepted despite differences in ethnicity, colour, or social background if you know English.
- 8) Speaking in English will gain you respect and will boost your confidence. People generally think you are educated if you can speak English. Some even believe that your marriage prospects will improve!
- 9) English is relatively easy to learn. The English alphabet has only 26 characters, unlike in Mandarin. The spoken language and the written language are not very different, unlike in Sinhala or Tamil. Everything does not have a gender like in French or German.
- 10) Scientists believe that learning a second language is good for your brain. So learning a second language can make you more clever. Bilingual

students perform better at examinations than monolingual students, they say. Also, bilinguals are less likely to suffer from incurable illnesses like Alzheimer's and dementia. Scientists believe that switching between two languages keeps our brains active.

Adapted from <https://www.oxford-royale.co.uk/articles/reasons-learn-english.html>, <https://www.fluentu.com/blog/english/why-learn-english/>, and <http://www.5minuteenglish.com/why-learn-english.htm>

2. Below you will find ten examples to illustrate the ten reasons above, but they are jumbled. Match the example with the reason.

Number	Example
	I found an article on photosynthesis in English which was very useful for my studies.
	I began learning Mandarin six months ago, and I'm still learning the characters.
	I love the book <i>To Kill a Mockingbird</i> and the film too. I also love to watch cartoons in English too.
	IELTS is the test of English that we have to sit if we wish to study abroad after A/levels. University of Oxford requires an IELTS score of 7.0.
	It is easier to get a visa to a western country, and to enter the country, if you can speak English. In countries like France, Germany and the Netherlands, many people speak English and are happy when you do too.
	My grandfather speaks fluent English and Tamil. He is still working as a translator, even though he's 75 years old. He's also very good at chess.

	English is an official language in India, Nigeria and in the Philippines.
	I began learning Mandarin a year ago, and I still don't know the 2,000 characters I need to know to read a newspaper.
	We can read about current affairs, and about people's lives all over the world on the internet.
	In South Korea, top companies like Samsung and Hyundai prefer to hire English speaking employees.

3. You can write down the 10 reasons above in your exercise book, along with the examples now. Try to think of your own examples for at least five of these points.

After Reading

1. Once you have adequate examples of your own, select five of the 10 reasons and make a 3-5 minute speech in class. You can prepare and practise making the speech in your own groups, before you make it in front of the class. Select the best speeches, and make them in your junior grades to motivate the students to learn English. You can also translate the speeches into your mother tongue.

2. Group discussion: Do you agree?
In groups of four or five, read 10 reasons again and see if there are any reasons that you disagree with. Try to think of examples to illustrate your point of view. Again, they can be based on your own experiences, what you have heard, or read about. Group members can counter your arguments.

Grammar: Prepositions

Prepositions are words like **in, of, at, with, in front of, and between**. We use prepositions to show the relationships between words in a sentence. Prepositions are used to express time, place, direction, cause, etc.

- 1) The wedding ceremony will be held at the Supreme Wedding Hall **in** Moneragala **on** Monday, 30th January.
- 2) The bank is **between** the police station and the supermarket.
- 3) The child sat **on** her mother's lap, **among** the adults **in front of** the main image house **in** the temple.
- 4) Sandhya will travel **to** Vavuniya **by** train. The train gets there **before** the bus.
- 5) I will go **to** the book fair **with** my older brother, but **without** my little sister.

A preposition usually comes before a noun phrase or a pronoun:

I will go to the seminar.

I will go with my classmates.

I will go with them.

Activity: Complete the following wedding invitation card using appropriate prepositions. Then write another invitation card for an event of your choice.



Prepositions are used after noun phrases and the pronouns that replace nouns, verbs, adjectives and adverbs:

NP + Prep + NP	The elephant calf is with its mother. The elephant calf is with her.
Verb + Prep + NP	Shakeela sings with confidence. Shakeela sings with her friend Samindhi She sings with her.
Adj + Prep + NP	Watching too much TV is bad for children. Smoking is bad for us.
Adv + Prep + NP	Luckily for me, I got to the station on time. Unfortunately for the late-comers, the train left on time.

In question forms, relative clauses and in the passive forms, the NP comes before the preposition. Look at the examples below:

In question forms: What are you complaining about?
What is this instrument for?
Where are you staying at?

In relative clauses: He doesn't know what the instrument is for.
She doesn't know where she's staying at.
This is the style I'm accustomed to.

The ideal partners we look for exist only in our dreams.

Activity: Change these statements into questions with the preposition at the end:

- 1) I'm travelling to Chennai today. Where _____?
- 2) They work for a leasing company. Who _____?
- 3) The folk singer sings about love. What _____?
- 4) I came with my mother. Who _____?

Often the use of prepositions is fixed, or unchanged. In other words, they always accompany certain words. Look at the examples below:

According to experts, alcohol abuse is on the rise.

I am not fond of driving, but I am accustomed to the traffic on Main Road. I'm not afraid of oncoming vehicles.

Prepositions can also be a part of idiomatic expressions, which are also fixed, and convey a meaning that can be different from the words in the sentence. For example, the meaning of "count on" has little to do with counting or numbers.

Activity: Match the highlighted idiomatic expression with the meanings given below:

suggest

admire and respect

fall asleep

continue

tolerate

depend on

- i. You can always **count on** Infaaz when you need some help.
- ii. Please don't stop. I would like you to **go on** for another five minutes.
- iii. I **look up** to my mother for all her professional achievements.
- iv. I can't **put up with** your rudeness any more.
- v. Can you **come up with** a solution for this problem?
- vi. The speech was so boring, I **nodded off** before it finished.

With certain words, we can also use more than one preposition to convey the same meaning:

- 1) The American English accent is **different to** the British English accent.
The American English accent is **different from** the British English accent.
- 2) A **solution for** all your problems will be found soon.
A **solution to** all your problems will be found soon.
- 3) I'm **sorry about** your loss.
I'm **sorry for** your loss.

However, using a different preposition can sometimes change the meaning of a statement drastically:

- 1) He did this **for** me. (He did something good, a helpful act)
He did this **to** me. (He did something bad, a harmful act)
- 2) The foreman looked **at** the broken pipe. (His eyes rested on it)
The foreman looked **for** the broken pipe. (Because he had lost it)
The foreman looked **into** the broken pipe. (He investigated why it was broken)
- 3) I work **for** Ms Amarasinghe. (Ms Amarasinghe is my boss)
I work **with** Ms Amarasinghe. (Ms Amarasinghe is my colleague)

As there are no strict rules about the use of prepositions, it is easy to make mistakes. We sometimes add them unnecessarily, change them or omit them.

Activity: Here are some errors Sri Lankans make when we use prepositions. Can you correct them?

- * I attended to my friend's wedding yesterday. * Then I went to home.
- * Young people are interested for computer games. *I like to ice cream.
- * I participated for the sports-meet. *We discussed about our exams.

*Note that **discuss about** is so widely used in Sri Lanka now that it is often not considered an error, and has become a feature of Sri Lankan English grammar. This can happen sometimes, especially when it is used by many good speakers over a period of time.

More activities:

1. Read the following description of a small town called Malpura and draw it in your exercise book, or on a large piece of paper.

Malpura is a small town. The main street goes through the town. The biggest landmark in the town is Malpura Primary School. It is by the main street. Opposite the school is the Rural Bank. On the left of the school, is Ganesh Groceries. Between Ganesh Groceries and the school is School Lane. There is a large playground behind the school. In front of the school, by the road, there is a large margosa tree. To the right of the school is the post office. Opposite the post office, there is a road called Tank Road, which leads to the Malpura Tank. There are six trees on either side of this road.

2. Now let's draw an abstract drawing following these instructions:

Draw a big rectangle in the middle of your page. Draw five small triangles above the rectangle. Draw a large eye inside the rectangle. Draw a nose above the eye. Under the eye, draw two legs. Draw three circles of three different sizes next to the legs on the right. To the left of the legs, draw three triangles of three different sizes. Draw a hand with six fingers above the triangles. Draw an ear above the circles.

3. Once you complete your drawing, explain it to a partner without looking at your textbook. Begin like this:

“This is a map of Malpura/an abstract drawing. There is a road / a big rectangle in the middle. There is / are”

4. Next, make maps and drawings of your own, and instruct your friends to draw them without showing it to them. Try to use as many prepositions as possible. You can turn this into a whole-class game, or do it in groups, or pairs.

Grammar : Future Tenses

In this unit we will learn about three of the future tenses found in English: the future simple, the future continuous, and the future perfect.

The Future Simple

The future simple is the most commonly used future tense. It is most often formed like this:

subject + will + verb
I will go to school tomorrow.

The shortened forms – I’ll, we’ll, you’ll, he’ll, she’ll, they’ll – are common in speech. We use the simple future to talk about what we will do in the future, to predict something, or to express our intentions, or a decision. Let’s look at the examples below:

Future event: We will face our exams next year.

Prediction: In ten years’ time, all school children will have a laptop each.

Intention: If I have a lot of money, I’ll buy a smartphone.

Decision: I’ll buy the blue shirt, not the red one.

Another way of speaking about the future, especially the near future, is by using “going to” before the verb:

My mother is going to buy me a new dress for Thai Pongal.

I’m going to visit my aunt in Chavakachcheri for Thai Pongal.

Similar to “subject + will + verb”, “going to” is also used to convey intentions, decisions and predictions:

I’m going to make a cup of tea, would you like one as well?

The government is never going to ban tuition classes.

Activities:

1. In pairs, ask each other questions about what you are going to do tomorrow, the next year, and the next birth. Reply with yes and no, but in complete sentences. Look at the examples below:

“What are you going to do tomorrow?”

“I’m going to visit my friend Ajith in Polonnaruwa.”

“Will you visit the sacred areas?”

“No, I will not be able to visit them.”

2. Get into two teams. Each team must collect all sorts of small objects like a pen, a spoon, a bottle etc, or pictures of objects. When you’re ready, hold up each object and ask, “What will you do with this?” The other team must give imaginative replies: “I will put flowers in it” and so on. Each team member must ask, and reply, at least once. The team that gives the most creative answers is the winner.

Future Continuous Tense

The future continuous tense is used to refer to a continuous action in the future. There is usually a reference to a specific time in the future, such as “Next month,” or “in ten years’ time”.

Next month, I will be learning to ride a motorcycle.

This time tomorrow, they will be travelling by train to Batticaloa.

In ten years’ time, I’ll be earning a lot of money.

By the time school finishes, you will be waiting to run out of class.

The future continuous tense is formed like this:

Subject + will + be + present participle

Subject	will	be	present participle	
I	will	be	learning	to ride a motorcycle.
They	will	be	travelling	by train to Batticaloa.
I	'll	be	earning	a lot of money.

Activity: Complete the following statements with a friend:

- i. This time next week, I will be _____
- ii. In ten years' time, English will be _____
- iii. Next year, we will be _____

Future Perfect

We use the future perfect tense to talk about an action that will be completed at a given time in the future. We usually use this tense in statements such as this: "by the end of this week/month/year" or "In a year's time..."

By the end of this decade my company will have completed 40 years.
I have been collecting a newspaper a day since the beginning of this year.

By the end of December, I will have collected 365 issues.

The future perfect tense is formed like this:

Will + have + past participle

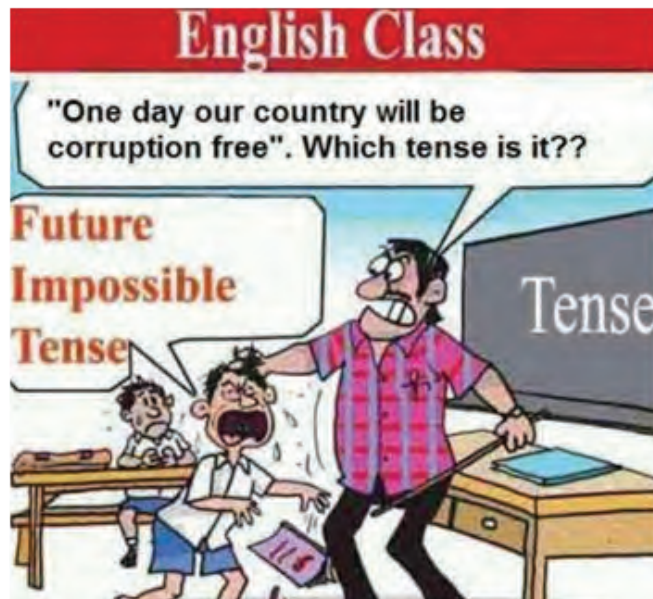
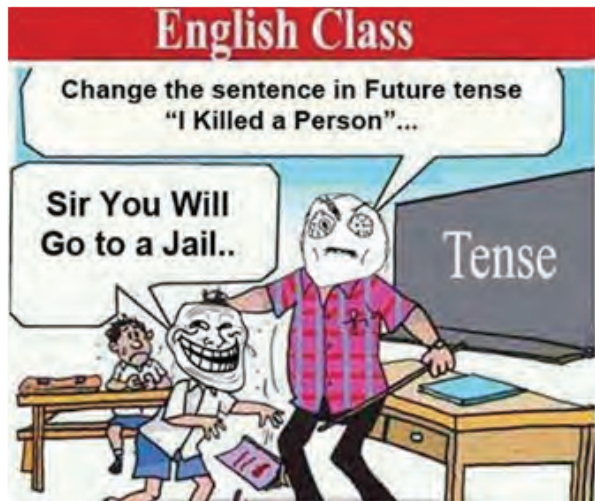
Subject	will	have	past participle	
My company	will	have	completed	40 years
I	will	have	collected	365 issues

Activity: Think about what you would like to achieve in your life, and complete a table like this one about yourself:

By the time I'm...	Achievement
21	Enter university / found a job
30	
40	
50	
75	

Practise saying what you will have achieved by the time you are 21, 30, 40 years old, using the future perfect tense. First practise with a friend, then in a group or before the class. Also note down the predicted achievements of TWO other students as they speak, and write about them for homework,

using the structures: "By the time he/she is..."
Let's enjoy a couple of jokes about the future tense!



References for grammar

Parvathi Nagasundaram's *Essential Grammar: A Reference Book for Teachers of English*,
Author Publication, 2012

<https://en.oxforddictionaries.com/grammar/prepositions>

<http://grammar.ccc.commnet.edu/grammar/prepositions.htm>

Penny Ur's *Grammar Practice Activities: A Practical Guide for Teachers*, Cambridge University
Press, 1988

5

CRIME AND SOCIAL RESPONSIBILITY

Introduction

In this unit you will learn English by reading about and discussing crimes, and socially irresponsible actions. The reading materials and the activities in the unit will also make you think about and discuss ways of preventing crimes, and becoming socially responsible citizens. We hope you enjoy this unit!

Lesson Outcomes

In this unit, you will

- ▲ read, discuss and write about crime and corruption.
- ▲ get to know vocabulary related to crimes and criminal activity.
- ▲ discuss and write about socially responsible behaviour.
- ▲ read about and discuss laws in other countries.
- ▲ practise using modal verbs, SVO and SVOO sentences, and reported speech.

Speaking 1

1. **Pairwork:** The following are definitions of 'crime' from the Merriam Webster dictionary. The definitions tell you how the word can be used in several ways.



CRIME

1: an illegal act for which someone can be punished; especially a gross violation of law: The man convicted of murder was imprisoned for life for his crime.

2: a grave offence especially against morality: It is a crime to ill-treat your aging parents.

3: a criminal activity or activities: The OIC's efforts to fight crime in the area

4: something reprehensible, foolish, or disgraceful: It's a crime to waste good food.

Read the definitions, discuss with a friend and decide on the most common use of the word 'crime'. This is the meaning in which it is mostly used in this unit.

2. **Groupwork:** In groups of five or six, read and discuss which ones of the following sentences describe crimes. Give reasons. You may give more than one reason.

- 1) A man was arrested yesterday for attempting to bribe a labour official to change the ETF employer payment records for a sum of SLRs 10,000.00.
- 2) The young child was punished by a passerby for throwing plastic wrappers into a public drain.
- 3) Two teenagers were arrested by the Police for trying to break into the house of an elderly lady, around 11.30 am yesterday. They will be produced before a judge tomorrow.
- 4) An employee of a bank has been suspended because he was seen harassing a female customer, threatening her with sexual assault if she does not comply with his demands, in return for assisting her with her personal loan.
- 5) The teacher in charge of sports decided to name his nephew as the new Games' Captain because it will be easy to work with him.
- 6) The Minister of Health appointed his son and daughter as his new personal secretaries, because they are both qualified mechanical engineers.
- 7) The policeman fined a motorist who ran the red light and then tried to bribe the policeman to avoid paying the fine.
- 8) Nirmala's picture was used as a meme on Facebook by her friend without her knowledge or permission.
- 9) The new students to the university are ragged by their seniors to welcome them and to teach them about the university sub culture.
- 10) Ravi's personal information was used by an unknown person in Ukraine to hack into his bank account.
- 11) Shreemathi felt very uncomfortable because the man seated next to her on the bus kept repeating obscene words at her.

Reading 1

Read the six news items about crimes and answer the questions below.

1. STF raids ganja plantation in Lunugamwehera

The STF carried out a **massive** raid covering three acres cultivated with nearly 9,000 ganja plants inside the Lunugamwehera forest reserve, police spokesman said. The STF team was deployed from the Buttala STF camp.

2. Traffic offenses on Expressway

Legal action had been taken against 155 drivers who violated traffic regulations on the Southern Expressway in the last 15 days.

Police said drivers were charged for driving at excessive speed, causing accidents due to reckless driving and violating other traffic rules. A senior official said that drivers were yet to come to terms with traffic regulations for the expressway, which usually ended in a **booking**.

3. Three nabbed for illicit transport of cattle

The Special Task Force (STF) arrested three men who were allegedly transporting a herd of cattle consisting of eleven cows in the area of Mahaoya.

The suspects were transporting the cattle to an **undisclosed site** to be slaughtered. The STF team was on a routine patrol in the area at the time when they arrested the three men. The suspects and the cattle were handed over to the Mahaoya police for further investigations.

4. Thieves escape with computer accessories

Thieves broke into the Samurdhi Bank in Pussellawa and allegedly stole computer accessories worth around Rs.85,000.

The management lodged a complaint with the Badulla police the next day after discovering the damage and the loss. Police said the thieves had attempted to break the safe lockers, but after they **failed to accomplish the task** they had taken away the computer accessories.

5. Suspect held for possessing heroin

Police arrested a suspect who allegedly **possessed** nearly 200 grammes of heroin during a raid that was carried out in the Palliyawatta area of Hendala.

The raid was carried out after getting information from the residents about his activities and whereabouts.

6. Absconding woman arrested

A woman who was hiding in the Weligama area without paying back Rs. 950,000 after obtaining it from three persons to start a business was arrested. She had taken the money promising that it will be returned within six months, the police said. She had started a salon by investing the money.

- 1) Which two reports are about crimes involving transport?
- 2) Which reports are about drug related crimes?
- 3) Was any person arrested in Report no. 1 -- yes or no?
- 4) In report No. 4, why did the thieves break into the bank?
- 5) Which report is about cheating people?
- 6) Give another term for a booking, as used in Report 2.
- 7) Absconding means a) telling lies b) borrowing money c) hiding from the police
- 8) Undisclosed site means a) a safe place b) an unknown place c) a hidden place
- 9) They failed to accomplish the task means
 - a) the thieves could not take the computer accessories.
 - b) the thieves couldn't open the safe locker.
 - c) the police couldn't find the thieves.
- 10) The suspect allegedly possessed nearly 200 grammes of heroin means
 - a) the suspect has injected heroin into himself or herself.
 - b) the suspect had sold nearly 200 grammes of heroin.
 - c) the suspect had nearly 200 grammes of heroin with him or her.
- 11) According to your point of view, which crime is the most serious? Which one is the least serious? List the numbers of the report from the most to the least serious.
e.g. :- "3, 6, 5, 1, 4, 2," with 3 the most serious, and 2 the least serious
- 12) **Groupwork:** In groups of four or five, present your lists. Also give reasons for your point of view. Do you agree with your friends' lists? You can agree or disagree with them.
- 13) **Groupwork:** Select ONE of the police reports above, and create a mini drama in your group. Practise and perform it in class. You can add characters and other relevant events to your drama.
- 14) **Groupwork:** Get into groups of five or six. Select one of the news items and design a poster on how to prevent this crime. Include a slogan, a picture, and three suggestions on how to prevent this crime. After all the posters are completed, organise a mini exhibition in your school or section, with the help of your teachers.

- 15) **Groupwork:** Again in groups of five or six divide among yourselves the days of the week to watch or listen to national news. Write down any news about crimes.
- 16) In class, share your findings with your group, and discuss the following:
- (i) How many crimes have you listed?
 - (ii) What kinds of crimes are reported? (E.g. traffic crimes, murder, burglary and theft, possession of drugs, abductions, assault, bribery)
 - (iii) Who has committed them?
 - (iv) Are there any similarities among these crimes?
 - (v) What do you think are the reasons for these crimes?
 - (vi) How do you think these crimes can be stopped?
- 17) Present your findings to the rest of the class. Students must also listen to the other presentations and select the best presentation, giving at least two reasons.
- 18) Based on your presentation, write a short report about the crimes in Sri Lanka. You can use the following structures to help you.
- We have discussed (*give the number*) crimes in our report.
- We can see there is a trend in crimes among.....
- The crimes are committed by
- The reasons for these crimes can be
- People above the age of ... are usually targeted by criminals because....
- We must take steps to curb these crimes by

Reading 2

Following are short descriptions of laws in different countries. Let's read them quickly first, and try to guess the meanings of the words in bold. You can guess their meaning by (i) reading the word in context or (ii) looking at the structure of the word.

If neither strategy above works for you, you can refer a bilingual dictionary.

- I. Feeding birds is a common and relaxing pastime for many people, whether they're spending a day at the lake or throwing crumbs to pigeons in a city square. While feeding the birds in Trafalgar Square in London may seem like a fun way to take a break in between museum visits, think again – feeding the birds comes with a **hefty** \$1,000 fine. The fine was **enforced** because pigeons are seen as carriers of **filth** and **disease**, so many people want to **curb** their existence in the square.

- II. In Singapore, chewing gum was officially banned in 1992 after **vandals** caused costly problems by sticking gum on the door sensors of Singapore's metro trains. So in Singapore, you'll never find somebody's old and discarded chewing gum stuck on the bottom of your shoe. Although gum may be chewed if it is prescribed by a doctor or dentist, buying or selling chewing gum within Singapore's borders carries a fine of \$1,000 or \$2,000, depending on how many times you've broken the law. Singapore is a country **renowned** for its cleanliness and efficiency, partly maintained by the ban on gum. If you do decide to break this law, just don't spit it out on the streets – you'll face a fine of up to \$500 for **defacing** public property.
- III. Theft is taken very seriously in Afghanistan. Offenders don't face simple fines or prison time. The punishment is much worse and lasts a lifetime. Theft became punishable by **amputation** when the Taliban took over in 1996. It is generally carried out by a professional **executioner** with a knife, and not by a doctor, although new finger-chopping machines are being created to speed up the process. Depending on how serious the theft is, the amputated body part can be a single body part like a finger, a toe, a hand, or a leg, or it can be a combination of several body parts. Even if the amputation is only a finger, the punishment is a strong **deterrent**.
- IV. Most laws have very obvious reasons for them. However, the law against dying in Sarpourenx, France doesn't seem to make much sense. The mayor decided to outlaw dying in Sarpourenx when space in the graveyard began to run short. Offenders will apparently be "severely punished." However, punishing a dead person is certainly an unusual thing to do.
- V. The temptation to cheat at exams can be **irresistible** for everybody, and most people cheat at some point in their lives. Cheating and **plagiarism** are never tolerated at educational institutions; the offence is often punished with a failing grade or expulsion. But just one glance at your classmate's paper or at something scribbled on your arm can have **dire consequences** in Nigeria. Instead of facing traditional disciplinary action, cheating can result in either imprisonment of up to five years, a fine of 200,000 Naira (approximately \$1,200), or both. On the bright side, this extreme punishment gives offenders five years of extra study time.

- VI. Laws against drinking and driving are **relatively** new in the world. In the United States, modern day laws with corresponding punishments didn't exist until the 1970s. However, some countries have decided that mere jail time and fines aren't enough for such a dangerous offence. This one is possibly one of the **strangest** punishments for drunk driving in the world: in some small towns in Turkey, police officers take the drunk driver to a point twenty miles away from the police station and force the driver to walk back **accompanied by** a police officer.
- VII. Be careful where you enjoy a tasty lunch or a **refreshing** drink in Italy. It's an offence in Florence to eat or drink while sitting on church steps or within a church courtyard. The same law applies to eating near public buildings. Eat elsewhere and avoid the fine.
- VIII. It's illegal to feed pigeons on the streets of San Francisco. The city famous for the Golden Gate Bridge blames the **ubiquitous** birds for spreading disease and damaging property. If you're caught giving food to San Francisco's pigeons, you could face a hefty fine. People are even encouraged to report pigeon feeders to the city's police.
- IX. Want to get one last snap of your family in the airport before you board the plane? In Kazakhstan, it's against the law. Photography in and around airports is illegal, and taking pictures of military and official buildings is **frowned upon** as well.
- X. If you're shopping in Canada, don't expect cashiers to accept coins as your sole method of payment. According to Canada's Currency Act, stores can legally refuse to take **excessive** amounts of coins. With pennies, for example, customers' payments may be rejected if they try to use more than 25 one-cent coins at one time.

1) Match each paragraph with the country it refers to by writing the correct number next to the country.

- | | |
|---------------------|-----|
| (i) Canada | () |
| (ii) United Kingdom | () |
| (iii) United States | () |
| (iv) Singapore | () |
| (v) Italy | () |
| (vi) France | () |
| (vii) Turkey | () |
| (viii) Kazakhstan | () |
| (ix) Afghanistan | () |
| (x) Nigeria | () |

- 2) What country and region has prohibited dying? Why?
- 3) How many cities prohibit feeding the birds? Can you name the reasons given in each city?
- 4) Which country has banned taking photographs in the airport?
- 5) Can you pay your total shopping bill of 25 Canadian dollars in coins, in Canada?
- 6) Get together with your friend and summarise each law or practise in two sentences.
- 7) Which of the laws described above should be enforced in our country, in your opinion? First think of this on your own. Next, get into groups of four or five and discuss your views. Present to the class your final decisions based on everyone's opinions.
- 8) Which of these laws seems the most absurd, or meaningless, to you? Why?
- 9) Can you think of a law (or laws) in Sri Lanka that does not exist in other countries, which prohibits something that is not considered a crime in other countries? Describe this law in a short paragraph.

Speaking 2

Read the following passage and complete the activities below.

Joshua urged his friends to keep quiet since they were inside a monastery. Amali who has the loudest voice declared that she is not scared of ghosts, so she is not going to be quiet. Shehan who was the best behaved among all of them reminded her that it is not because of fear that they need to be quiet, but because they need to respect others, especially those who come in to pray and to spend some quiet time. This made everyone think about their responsibilities. When they came out to the lawn the group decided to sit around in the grass and enjoy the beautiful sunset. It was at that point that they started talking about their responsibilities to their community and society...

1. What is the main responsibility of those who visit a monastery, according to this passage?
2. Can you name three other qualities that will make you a better person, according to this passage?
3. **Groupwork:** In groups of four or five, enact the conversation that Joshua and his friends had inside the monastery. You may add more friends to make up the numbers.
4. In the same group, now enact the conversation that Joshua and his friends had outside the monastery.
5. Write a letter to the newspaper on the importance of respectful behaviour when visiting a religious place such as a temple, a mosque, a church or a monastery.

Grammar

In this section, we will learn about **direct speech** and **reported speech**, **SVO** and **SVOO sentence patterns**, and also revise **modal verbs**.

Grammar: Direct Speech and Reported Speech

- 1) Read the following excerpt and answer the questions given below.

Seetha was very distressed about what she saw. She had seen her neighbour Neelima with black eyes and many bruises. Neelima always pretended she was fine. Today Seetha noticed that Neelima was limping with a black eye almost swollen shut. She had heard Neelima crying in the night before too. Seetha decided to report this to the Grama Niladhari Madam. The following is an account of their conversation.

Grama Niladhari Madam wanted to get all the information she could from Seetha. "Calm down, and tell me what you heard" she said to Seetha. Seetha took a deep breath and continued her story. "Last night, when I was washing up after dinner, I heard Neelima crying and Sampath shouting. He shouted loudly and broke something in the house" Seetha said. "Did you hear what he shouted" asked the Grama Niladhari. "No I didn't, I was too scared to go out and listen carefully" Seetha replied. "What happened

next?" encouraged the Grama Niladhari. "I usually go to sleep around 10 pm, but yesterday I couldn't sleep at all because I was worried about Neelima" Seetha said. "I will take her to her parents. Please help her to leave her abusive husband" she pleaded with the Grama Niladhari with tears in her eyes. "I will try to help her" she said, "but we must inform the police first" she insisted.

- i. What is the above excerpt about?
- ii. How did Seetha suspect Neelima is being abused?
- iii. Why didn't Seetha hear what happened?
- iv. What is the first thing the Grama Niladhari is going to do to help Neelima?

Look carefully at the underlined sentences in the paragraph above. What difference do you observe in them?

The underlined sentences in the paragraph are called **direct speech** where you record something exactly in the same way that it is being said. You need quotation marks to differentiate **direct speech**. When you report what someone else has said, you need to use **indirect speech** or **reported speech**. You need to change the pronouns and the tense when converting **direct speech** into **reported speech**.

Look at the examples below of reported speech:

She asked Seetha to calm down and tell **her** what **she** heard.

Seetha said that **she** was too scared to go out and listen carefully.

The Grama Niladhari said **she** will try to help **Neelima**.

Let's read the following table to learn how to change **direct speech** into **reported speech**.

Normally, the tense in reported speech goes one tense back in time from the tense in direct speech:

She said, "I am tired." She said that she was tired.

Direct Speech	Equivalent in Reported Speech
<i>Simple present</i>	<i>Simple past</i>
"I always drink coffee", she said.	She said that she always drank coffee.
<i>Present continuous</i>	<i>Past continuous</i>
" I am reading a book", he explained.	He explained that he was reading a book.
<i>Simple past</i>	<i>Past perfect</i>
"Bill arrived on Saturday", he said.	He said that Bill had arrived on Saturday.
<i>Present perfect</i>	<i>Past perfect</i>
"I have been to Spain", he told me.	He told me that he had been to Spain.
<i>Past perfect</i>	<i>Past perfect</i>
"I had just turned out the light," he explained.	He explained that he had just turned out the light.
<i>Present perfect continuous</i>	<i>Past perfect continuous</i>
They complained, "We have been waiting for hours".	They complained that they had been waiting for hours.
<i>Past continuous</i>	<i>Past perfect continuous</i>
"We were living in Paris", they told me.	They told me that they had been living in Paris.
<i>Future</i>	<i>Present conditional</i>
"I will be in Geneva on Monday", he said.	He said that he would be in Geneva on Monday.
<i>Future continuous</i>	<i>Conditional continuous</i>
She said, " I'll be using the car next Friday".	She said that she would be using the car next Friday.

You do not need to change the tense if the reporting verb is in the present, or if the original statement was about something that is still true, *e.g.*

- ▲ He says he has missed the train but he'll catch the next one.
- ▲ We explained that it is very difficult to find our house.

These modal verbs do not change in reported speech:

might could would should ought to

- ▲ We explained, "It could be difficult to find our house." = We explained that it could be difficult to find our house.
- ▲ She said, "I might bring a friend to the party." = She said that she might bring a friend to the party.

Extracted from <http://www.ef.com/english-resources/english-grammar/tense-changes-when-using-reported-speech/>

2) Look at the following quotations. Can you write them using reported speech? An example is given for you:

- ▲ "I came, I saw, I conquered" (Julius Ceasar)
 - ▲ Julius Ceasar said that he had come, he had seen and that he had conquered.
- i. "The whole problem with the world is that fools and fanatics are always so certain of themselves, and wiser people so full of doubts." (Bertrand Russell)
 - ii. "Only two things are infinite, the universe and human stupidity, and I'm not sure about the former." (Albert Einstein)
 - iii. "A lie gets halfway around the world before the truth has a chance to get its pants on." (Sir Winston Churchill)
 - iv. "Give me a museum and I'll fill it." (Pablo Picasso)
 - v. "In the end, we will remember not the words of our enemies, but the silence of our friends." (Martin Luther King Jr.)

- 3) Read the following paragraph that uses **reported speech** and rewrite it using **direct speech**.

As he was walking down the path, Thilina said if he *continued his* diet he *should* lose twenty pounds. He bumped into another person while lost in thoughts. He apologized saying he *was* terribly sorry. The other person told him it *was* OK, that nothing *was* broken. Thilina said he *had been* so caught up in *his* thoughts that he *hadn't seen him*. He seemed embarrassed, so the other person added that he *hadn't been watching* his step either. At that moment they recognized each other! Thilina asked the other person if he *knew him* from somewhere. He then remembered that the other person was Ranga's brother, Shyam. They both had a good laugh and then Thilina invited Shyam to have a cup of tea. They had a great time together.

- 4) Reread the passage about Joshua and his friends in page 105. Imagine that Joshua has gone home now. Imagine that you are Joshua, and relate what you and your friends said using a mix of direct speech and reported speech.

Grammar: SVO and SVOO sentence pattern

We learnt about two other sentence patterns before. They are the **SV sentence pattern** in Unit 2 and the **SVC sentence pattern** in Unit 3. In this unit, we will learn about the next two sentence patterns, SVO and SVOO sentences.

1. SVO sentences

Let's read the following sentences that paraphrase some statements in the police reports you read earlier in this unit.

The residents of Hendala noticed **the drug dealer**.

They informed **the police**.

The police checked **the drug dealer's whereabouts**.

The police arrested **the drug dealer**.

Many drivers on the expressway committed **traffic offences**.

Similarly, let's look at the following sentences as well:

My mother made **milk rice**. My father made **kesari**.

Jayanthi Kuru-Utumpala climbed **Mount Everest**.

The batsman hit **a four**.

The president inaugurated **the Expo Exhibition**.

The pickpocket stole **an expensive smartphone**.

In all these sentences, do you think the sentence is complete, or expresses a complete thought, without the words in bold? For example, will it make sense if we say the following?

“The residents of Hendala noticed.” “The police arrested.”

“My father made.” “The batsmen hit.”

In all these sentences, it is easy to see that an important piece of information is missing. We think “Who or what did the residents notice?” or “Who did the police arrest?” or “What did your father make?” or “What did the batsman hit?”

This is because the verbs in these sentences cannot be used without an additional grammatical element giving us additional information. We call this grammatical element the *direct object*. Some verbs in English such as *give, make, hit, notice, and arrest* always need a direct object. Such words are called *transitive verbs*.

When a transitive verb is followed by an object, we get an **SVO sentence**, or a sentence that has a **subject, a verb** and a **direct object**. It is easy to remember it as follows:

subject + verb + direct object

Let’s look at the structure of SVO sentences in the table below:

Subject	Verb	Direct object
I	ate	rice and curry.
Shalini	passed	her exam.
Ramesh	bought	a cake.
The Minister of Education	distributed	the awards.
The school children	sang	the national anthem and the school song.

- 1) Now let's transfer all the SVO sentences we read earlier in this section into a similar table. The first one is done for you:

Subject	Verb	Direct object
The residents of Hendala	noticed	the drug dealer.

Note, however, that some verbs in SVO sentences can also stand alone, as SV sentences. For example, we can say “We won!” and “The SL team won!”, (which are both SV sentences), as well as “The SL team won the series”, (which is an SVO sentence).

SVO sentences can be turned into the passive. See the examples below:

The residents of Hendala noticed the drug dealer.

The drug dealer was noticed by the residents of Hendala.

They informed the police.

The police was informed by them.

The police checked the drug dealer's whereabouts.

The drug dealer's whereabouts were checked by the police.

The police arrested the drug dealer.

The drug dealer was arrested by the police.

Language focus: You will see that in many news reports such as police reports that there are sentences in the passive voice. In them, often the doer, or the agent, is dropped. For example:

The drug dealer was arrested ~~by the police~~.

The ganja plantation was raided ~~by the STF~~.

Nine thousand ganja plants were cultivated.

A raid was carried out.

- 1) Make six SVO sentences with the following verbs: to buy, to sing, to give, to bring, to eat, to lend

- 2) Identify the SV, SVC and SVO sentences in the sentences below. There are two SVC sentences, four SVO sentences, and one SV sentence.

Thieves broke into the Pussellawa Samurdhi Bank. They took all the computer accessories. They fled with the loot. The management went to the Badulla police. The traffic delayed them. They lodged a complaint. The thieves have disappeared.

2. SVOO sentences

Let's read some other sentences now:

Ramesh bought Shalini a birthday gift.

My friend gave me a surprise.

My sister showed me her new books.

Can you identify the Subject, the Verb and the Direct Object in these sentences? Once you identify these elements, you will notice that there is another grammatical element left. This is the *indirect object*. The SVOO sentence pattern is formed as follows:

subject + verb + indirect object + direct object

You will notice that in this pattern, there is an indirect object between the verb and the direct object.

Let us look at the structure of the following sentences:

Subject	Verb	Indirect object	Direct object
Mother	cooked	us	rice and curry.
Our teacher	gave	us	a test.
Our science teacher	showed	us	an interesting film.
The pilgrims	gave	the beggars	alms.
My sister	made	me	a beautiful kite.

Verbs such as **give**, **show**, and **make** often have two objects, an indirect object and a direct object.

SVOO sentences can be changed into the passive in two ways:

- i) The indirect object in the active sentence becomes the subject.
- ii) The direct object in the active sentence becomes the subject.

Let's look at the examples below:

- (1) Mother cooked us rice and curry.
 - i) We were cooked rice and curry by mother.
 - ii) Rice and curry was cooked for us by mother.
- (2) Our teacher gave us a test.
 - i) We were given a test by our teacher.
 - ii) A test was given to us by a teacher.
- (3) Our science teacher showed us an interesting film.
 - i) We were shown an interesting film by our science teacher.
 - ii) An interesting film was shown to us by our science teacher.
- (4) The pilgrims gave the beggars alms.
 - i) The beggars were given alms by the pilgrims.
 - ii) Alms were given to the beggars by the pilgrims.
- (5) My sister made me a beautiful kite.
 - i) I was made a beautiful kite by my sister.
 - ii) A beautiful kite was made for me by my sister.

We can choose either i) or ii) depending on the information we want to emphasise: usually the subject of a sentence carries and conveys more emphasis than the object.

Note, also, that an indirect object can often be used as an adverbial:

My friend gave *me* the parcel. (here, *me* is the indirect object)

My friend gave the parcel *to me*. (here, *me* is the adverbial)

Activities:

1. Identify the indirect verb in the following sentences.
 - (i) I lent my friend my notes.
 - (ii) The mudalali offered me his best price.
 - (iii) The rich man bought his wife an expensive necklace.
2. Complete the sentences by adding a suitable indirect object.
 - (i) The student lent _____ the textbook.
 - (ii) My father made me _____.
 - (iii) Expatriates send _____ money.
3. Change the six SVOO sentences above into SVO + Adverbial sentences.
4. Change these sentences into the passive in at least one way.

Grammar: Modal Verbs

- 1) Look at the following sentences and write five more meaningful sentences that promote socially responsible behaviour. Pay close attention to the underlined verbs.
 - ▲ I should not litter, because it will be harmful to the environment.
 - ▲ We should help with the household chores because it is not only the duty of the females in our homes to do housework.
 - ▲ I would stand up for women and children when I see them being harassed.
 - ▲ I should learn to drive safely in order to prevent road accidents.
- 2) These underlined words are modal verbs (see Unit 2). Can you create a list of modal verbs you can use when reporting crimes?
- 3) Imagine you are working as part of a neighbourhood protection group. You need to find out about the needs of your neighbourhood. Get into groups of four and create a short questionnaire to find out the opinions and needs of your neighbours. You can use the following format to create your questionnaire.

Title

Name:

House Number:

Please indicate your preference (1 is the lowest, 5 is the highest)

1. We must attract new businesses to the local area.
1 2 3 4 5
2. We have to clean our roads ourselves.
1 2 3 4 5
3. We should buy from the shops in our local neighbourhood.
1 2 3 4 5
4. We need to organise a local garbage disposal system.
1 2 3 4 5
5. We have to maintain our streetlights.
1 2 3 4 5
6. We must install CCTV in our neighbourhood.
1 2 3 4 5

- 4) Get into groups of three and four and carry out the survey during a weekend. You can carry out the survey in your school as well. Present your findings to the class using sentences that use modal verbs.
- 5) Prepare a 2-3 minute speech on how to be a socially responsible, law-abiding person. You can talk to your teachers, parents, and friends to gather information.

You can include personal qualities such as **considerate, kind, courteous, disciplined, compassionate, open-minded, tolerant** in your description.

You can start the speech with the following:

I believe a socially responsible person is capable of doing his duty to his community

For example, socially responsible people in the community are always

- 6) Listen to the speeches above and select 10 good speakers. Now form two groups to create two teams. Practise for a debate on the following topic. Get your teacher and selected students from the class to assess your debate.

A socially responsible citizen is the foundation of a good society.

VS

Socially responsible citizens alone cannot create a good society.



THE CYBER WORLD

Introduction

This unit will guide you on how to best write different types of emails as well as make presentations. It also introduces you to concepts like ‘the internet of things’ while making you aware of internet safety too.

Lesson Outcomes

In this unit, you will

- ▲ read and write formal and informal emails.
- ▲ make a short descriptive presentation.
- ▲ read and understand texts containing abstract concepts.
- ▲ use new technical vocabulary.
- ▲ identify the main points in a longer text.
- ▲ use simple sentences, compound sentences, complex sentences appropriately.

Reading 1

Writing Emails

Before Reading

1. **Pairwork:** How do you keep in touch with your family and friends? Discuss with your partner and list all the ways you can keep in touch with them, especially if they move away.
2. What are the antonyms for the following words? Antonyms are words that mean the opposite. You can identify more than one antonym.

similarities
serious

official
common

formal

Now read the following passage and complete the activities given.

Writing Emails

Have you ever used email? Email is short for **electronic mail**. In many situations email has replaced the letters that we write on paper with a pen. There are similarities and differences in the way we write emails and letters.

For example, when you write an email or a letter to a friend, you can be very free and informal. But when you write for a serious purpose, you have to use a more formal style, and formal vocabulary and expressions.

When you write an email to a friend, you can use **emoticons**, or emojis, which are symbols that show your feelings, or 'emotions', in emails and in text messages (SMSs).

Here are some common emoticons and their meanings:

Emoticon	Name	Feeling
☺	smiley face	happy
☹	sad face	unhappy
<3	heart	love
:o	--	surprise
B-)	--	cool

You can also use **initialisms**, **acronyms** or **abbreviations**. Both **initialisms** and **acronyms** are formed with each first letter of long names and expressions. But there is a difference: we read each letter separately in **initialisms**, such as SLTB and USA. **Acronyms**, on the other hand, are read as one word, such as UNICEF and ICTA. **Abbreviations** are words which are shortened, e.g. "Dr" for doctor, "photo" for photograph. On the internet, there are abbreviations which have numbers, such as "gr8" for great, and "2day" for today.

There are many **initialisms**, **acronyms** and **abbreviations** in online communication, such as brb, lol, YOLO, and tc. But they are mostly used in informal emails and text messages. When we write formally, for official purposes, we have to avoid them.

While Reading

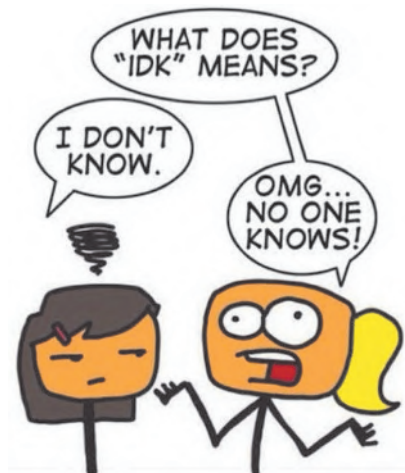
Are the statements below true (T) or false (F)?

1. We use pen and paper to write an email.
2. The way we write an email to a friend is the same as the way we write an email for an official purpose.
3. Emoticons or emojis are always found in formal emails.
4. There is a difference between initialisms and acronyms.
5. An acronym spells a word and is read as one word.
6. Some abbreviations combine numerals and letters.
7. "Mrs" is an example of an abbreviation.
8. "Prof" is an example of an initialism.

After Reading

1. The passage says that email is replacing paper and pen letters. Why do you think that is happening? Discuss in a pair or group.
2. Work with a partner and list the differences between a formal email and an informal email.
3. Here is a list of common initialisms, acronyms and abbreviations found in emails and texts. Can you identify each one?

Example	Meaning	initialism, acronym or abbreviation?
lol	laugh out loud	
ROFL	rolling on the floor laughing	
btw	by the way	
asap	as soon as possible	
TC	take care	
Tks	thanks	
4ever	forever	



Reading 2

An email to a friend

Before Reading

1. **Pairwork:** Discuss with a partner. Do you like to travel abroad? Which countries would you like to visit? Why?

While Reading

1. Now let's read an email written to a friend and answer the questions below:

From : arunip134@lankamail.com
To : nirmala2002@lankamail.com
Date : 10 July 2020 at 22.00 hrs
Subject : Hello from home

Hi Nirmala

How are you? I am so sad that you have gone to India to study. I really miss you and our chats.

LOL, something really funny happened last week at school. I was looking out of the window during the chemistry class and Miss Maya asked me a question. I didn't know what she asked so I just said "oxygen". She got so annoyed, because it was the correct answer! She was so surprised. She had a :-o face!

So much more to tell you, but I have some physics homework to do. Please reply soon, I am waiting to hear all about your tour to the Taj Mahal! Send me some pictures too.

TC
Love
Aruni

2. Are the statements below true (T) or false (F), according to the email?
- Nirmala is a tourist in India.
 - Aruni used to talk to Nirmala a lot.
 - Aruni always pays attention in class.
 - Miss Maya is a chemistry teacher.
 - Nirmala has not visited the Taj Mahal.

After Reading

- Discuss the answers to the following questions with a partner.
 - What salutation, or greeting, does the letter start with?
Can you think of any other way to start the letter?
 - What do the emoticons used in the email mean?
 - What can you say about the tone and the style of the letter: Is it formal, official, friendly, or informal?
 - Explain why Aruni's teacher was annoyed when Aruni gave the correct answer.
 - Why do you think Aruni has written this email to Nirmala?
 - Imagine you are Nirmala and write a reply to this email from Aruni.
- Write a short email to your best friend telling them about something interesting that happened at school.

Language Focus: Writing Formal Emails

Writing an email to a friend is very different to writing an email for official purposes. Here is some information about what should be included in a formal email.

	Explanation	Example
Salutation	Should be formal (similar to letters)	Dear Ms. Cader
Introduction	Should clearly and briefly state the reason for the email	I am writing to find out about the online course on coding you have advertised on Facebook. I am writing to ask/inquire about...

Body	Write any necessary details	I would like to know more about the course content and price.
Close	A polite statement that sums up what you want.	I look forward to hearing from you soon.
Closing	Usually you would write: a. Thank you b. A suitable close c. Your name	a. Thank you b. Best Regards Yours sincerely Sincerely c. Mohan

Things to remember when you write an email:

- ▲ Don't use emoticons, or informal initialisms, acronyms or abbreviations in formal emails.
- ▲ If you use you all capitals, it means you are shouting. So if you write WHY HAVE YOU NOT WRITTEN TO ME?, it means that you are angry and you want to show it. So use this very carefully as you don't want to have an email fight with a friend!
- ▲ In an email you don't need to write the date. You generally don't write your postal address either.
- ▲ To write an email you must have an email account. You can get your own free email account from online sites like Gmail or Yahoo.

Writing

Write a formal email to a school principal of another school in your district. In your email, do the following:

- 1) Inform the principal about your school's prefects' day.
- 2) Request the principal to nominate two prefects of that school to attend the prefects' day programme.
- 3) Include information about the event such as the date, time and venue.

Speaking

Making a Presentation

1. What is a presentation?

A presentation is a speech where you introduce information for a specific reason. You can make a presentation to explain a specific topic, to report research, or to market something.

2. How should you organize your presentation?

A presentation should have a clear beginning, a middle and an end.

A. The beginning

A presentation starts with:

- 1) a greeting,
- 2) a self introduction,
- 3) the topic,
- 4) a brief overview of the points covered.

Read the beginning of the presentation below, and complete the following activity.

{Good Morning.} **{I'm Arjuna}** and today I am going to tell you about **{the history of vaccines}**. I will start with **{the story of the first vaccine}**. Then my friend Saman will tell you about **{the initial problems with vaccines}**. Finally Malik will explain **{how vaccines became established in healthcare.}**

Complete the following table to match the bracketed sections in the example above with the function it performs.

Greeting	
Self introduction	
The topic	
A brief overview of the points covered	

B The main body of the presentation

Here, the speaker describes each point, using examples. It is best to

present your points one by one, following the same order you listed them in, in the introduction. You can use the following table to plan and practise the body of your presentation.

	Point	Elaboration / Example
The first point I would like to make is ...		
Let me move to my second point.		
My third point is ...		
Finally, my last / fourth point is		

C **The conclusion**

Briefly summarise the main ideas of the presentation and make a concluding point.

Things to remember when making a presentation:

- ▲ Practise and time your presentation
- ▲ Look at your audience and 'talk' to them
- ▲ Use phrases like 'in this picture', 'as you can see' to draw attention to the visuals you are using

In groups of three or four, make a five minute presentation to your class, on one of the topics given. You should include some visuals in your presentation. You can use PowerPoint slides, handmade posters or a model.

- ▲ How can we prevent the spread of dengue?
- ▲ What are computer languages?
- ▲ How can wave energy of the sea be used by humans?
- ▲ What are sustainable environment practices?
- ▲ What is the difference between a democracy and monarchy?

Reading 3

Before Reading

1. **Groupwork:** Name each noun represented in the picture. What is this picture trying to say? Discuss your ideas with your friends.



Image source: <http://www.iotleague.com/what-is-internet-of-things-the-basics-explained/>

- Match the words in bold in the text with the descriptions in the boxes below.

When we worry about something we can use this word to describe that thing.

This is a noun that means the same as path, way or road.

This is a word we use to describe things we use like smart phones or tablet computers.

This means to be powered by or made possible through.

This word also means influence or effect.

1000 million (1,000,000,000) or 10^9

- You are going to read a short article about “the internet of things”. Before you proceed, brainstorm what you think this phrase means.

While Reading

- Now read this text and answer the questions below.

The future? The internet of things

The internet of things (or the IoT) is a name for the latest way that technology will **impact** how we live and work. At the moment, technology that is internet **enabled** may be less in our lives. However, there are countries that are technologically advanced. In such countries, a lot of the devices they use not only have internet access, but they are also connected to each other. A research study says that in the future there will be 26 billion connected devices.

In time to come, devices will 'talk' to each other. For example, the vehicle you travel in will talk to other devices and take you on a **route** to work that has the least traffic. In this way IoT will make life more efficient and less wasteful.

On the other hand, our lives will become ruled by machines who will be 'talking' to each other. In addition, with so many devices connected to each other, there is a serious **concern** about privacy and security.

Understanding and studying IoT is important to all of us because more and more of the devices we use are becoming connected to the internet and to each other.

(This passage is based on "A simple explanation of 'the internet of things'" by Jacob Morgan, <https://www.forbes.com/sites/jacobmorgan/2014/05/13/simple-explanation-internet-things-that-anyone-can-understand/#6725feb01d09>, retrieved 12 June 2017)

2. Answer the questions below.

- 1) What is the Internet of Things, or IoT?
- 2) With the internet of things, what will devices do?
- 3) What are the benefits and drawbacks of IoT?
- 4) Why do you think devices 'talking' to each other are a 'concern' for human privacy and security?
- 5) Do you agree or disagree with the writer that it is important to understand and study IoT? Give reasons.
- 6) Imagine you want to explain the idea of IoT to your friend. Write a short email of not more than 150 words.

Listening

The difference between the internet, the web, and 'cyber'

Before Listening

1. You are going to listen to a person talking about the difference between the internet, the web and the adjective 'cyber'. Read the questions before you listen to the recording.

While Listening

1. Fill in the blanks as you listen to the recording. Your teacher will play the recording at least three times.

	Internet	World Wide Web
What?	An _____ interconnected _____ of computers	A _____ to get information
How does it function?	Uses _____ protocol suites	Uses _____ protocol
How did it start ?	Originated in _____ in the _____ of _____	Invented by _____ Burners _____ In _____

2. Are the following statements true (T) or false (F) ? Discuss with a friend and answer.
 - (i) The web is the same as the net.
 - (ii) A browser is used to access the web.
 - (iii) Web 2.0 is not as interactive as Web 1.0.
 - (iv) Cyber is a term related to human activity on the internet.

After Listening

1. **Groupwork:** In groups of four or five, discuss the following questions:
 - A. How can the internet make our lives easier and more convenient?

- B. What are the changes we will see in the internet in the next ten years?
2. Once you have discussed these and got many possible answers, make a group presentation in your class of not more than 10 minutes.

Reading 4

Before Reading

1. **Groupwork:** Look at the statement below. Is it a promise or a warning? Discuss with your friends first, and then share with the class.



Image source: <http://staggonline.net/features/the-internet-never-forgets/>

2. Now read the headlines, and look at the picture in the article below. Can you guess what the article is about?

While Reading

1. Now let's read the article and answer the questions below.

Know your enemy - it's not Facebook, it's you

By - *Chathuri Dissanayake*

"Facebook is not the enemy", said Manoj Jinadasa, senior lecturer at the Department of Mass Communication in the University of Kelaniya. The lack of computer literacy, the lack of communication and the breakdown of family relationships were the real causes for new media-related tragedies.



The lack of awareness about personal security on **cyber platforms** was the cause for many new media-related problems, says Roshan Chandraguptha, Information Security Engineer at Sri Lanka Computer Emergency Response Team.

“Out of all incidents reported last year, the majority of the incidents were related to security on the internet,” Mr. Chandraguptha said. “Users should understand that they should be careful about sharing their personal information just like in normal day-to-day social exchanges where we do not share personal information with strangers,” he said.

Dinithi Jaysekara, lecturer at the University of Kelaniya, said that most of the participants in a study she conducted, publicly **displayed** personal information. Also, a large percentage of users publicly listed their mobile number and email address. This research study was conducted among university students. “This research shows that they are not very concerned about **safeguarding** their **privacy** on Facebook,” she said, highlighting the need for awareness.

(Image and story adapted from: <http://www.sundaytimes.lk/140330/news/know-your-enemy-its-not-facebook-its-you-90997.html>)

2. Match the words in bold in the text with the meanings given below:

- 1) Protecting from harm :
- 2) An internet related base on which other activities take place:
.....
- 3) The part a person’s life that the public is not supposed to know about:
- 4) Showed or exhibited:

3. Answer the following questions based on the reading above:

- (i) According to Manoj Jinadasa, what is responsible for the new media related tragedies?
- (ii) Who is Rohan Chandraguptha?
- (iii) In the research conducted with university students, what were the students publicly sharing?
- (iv) Both Rohan Chandraguptha and Dinithi Jayasekera highlight a major mistake made by people using new media or social media. What is this mistake?

After Reading

1. In groups again, discuss and answer the following:
 - (i) What do you think the main message of the article is? Try to state it in your own words in one or two sentences.
 - (ii) Do you think the title of the article is appropriate for the content of the article? Explain why or why not.
2. **Groupwork:** In groups of four, imagine that you are Chathuri Dissanayake and make a list of at least five interview questions to ask Mr Manoj Jinadasa, Rohan Chandraguptha and Dinithi Jayasekera. Now appoint an interviewer and the three interviewees in your group, and conduct the interview. You may include additional information when you speak. You may also have it as a discussion on a TV programme.

Speaking

1. A debate:
Get into teams and debate on the advantages and disadvantages of social media. Examples of social media are Facebook, Twitter, YouTube, Whatsapp, Viber.

2. **Groupwork:**

Imagine that one of your best friends is getting messages on social media from two classmates insulting him/her all the time. This is called cyber bullying. Your friend is getting very upset. Work in pairs or groups of three to decide on advice you would give your friend on how to deal with the situation. Be prepared to explain the reasons for your advice.

3. Study the picture overleaf and discuss with your friends:
What do you think the Outernet is? Is it a real place? What is the message in this picture? Do you agree with it? Why? Remember that there can be more than meaning or message in it.

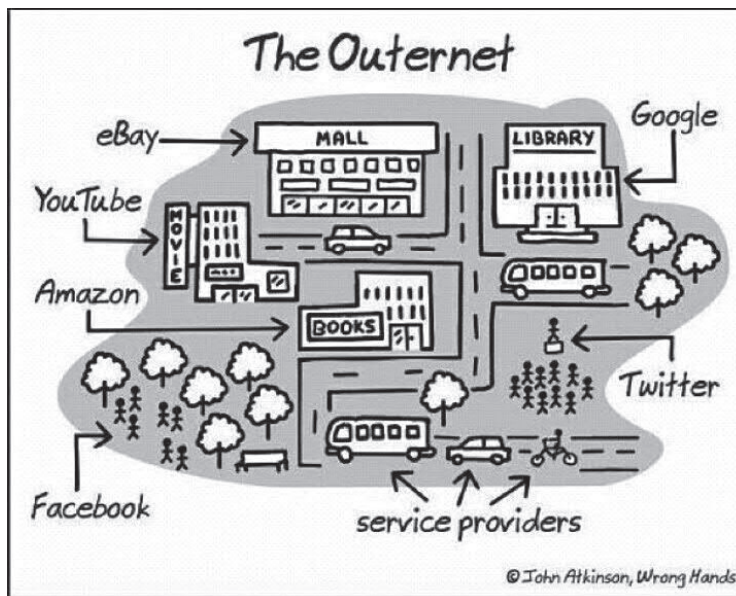


Image source: <http://grmdaily.com/before-the-internet-existed>

Grammar: Clauses

Let's read the following sentences and answer the questions below.

- 1) When he came home
- 2) The thirsty pilgrims drank some king coconut water
- 3) Unless you give me the book
- 4) Manik can type really fast
- 5) Because Azrah is making a video on cyber crimes
- 6) After Sammani married Dinidu

- i. Which of the above are complete sentences?
- ii. Which ones are incomplete sentences?

The complete and incomplete sentences above are all examples of clauses. Now let's read a definition of clauses from the Oxford English Dictionary:

What is a clause? According to the Oxford English Dictionary, a clause is a group of words that contain a main verb. It may be a complete sentence, or a part of a sentence.

Now, with a partner, try to complete the incomplete sentences in a meaningful way. The first one is done for you:

When he came home, he found his laptop on the floor.

You will notice that the underlined part of the sentence above can also stand alone as a complete sentence.

The incomplete sentences are called **dependent clauses**. The complete sentences are called **independent clauses**. Similarly, the part of a sentence that can stand alone is also an independent clause.

Now identify the dependent and independent clauses in the sentences below, by underlining the dependent clause. You can also do the same with the sentences you completed above.

1. I love to drink king coconut water when I'm thirsty.
2. If you are careless Facebook can become dangerous.
3. The internet is a network of computers that connects people all over the world.
4. After the war ended, people wanted to return to a normal life as soon as possible.
5. Cyber bullying is against the law.

In the sentences above, how many clauses did you identify in the 5th sentence? Is it a dependent or an independent clause?

Grammar: Simple, Complex and Compound Sentences

Sentences that have only one independent clause are known as simple sentences. Identify the three simple sentences in the sentences below:

- i) The president of the United States of America is rather unpopular.
- ii) Facebook is a social media site that is extremely popular with young adults.
- iii) Fuel shortages in Sri Lanka inconvenience travellers terribly.
- iv) The protests against the privatization of education continued after the government proposed a solution.
- v) Sri Lankans of all races and religions must live together peacefully.

Complex sentences have an independent clause, and one or more dependent clauses. So the sentences 2 and 4 overleaf above are complex sentences.

In complex sentences, you will notice that there is often a word that joins the dependent clause to the independent clause.

1. I love to drink king coconut water **when** I'm thirsty.
2. **If** you are careless, Facebook can be dangerous.

Words such as **when** and **if** which help to join a dependent clause to an independent clause are called **conjunctions**, specifically **subordinating conjunctions**.

These are subordinating conjunctions with examples of how they are used in sentences:

Broad category of conjunction	Subordinating conjunction	Example
Time relationships	after, since, before, until, when, whenever, while	Before the election, politicians campaign for votes. Channa will retire when he is 65 years old. Shani will monitor the accounts until Geeshani returns from leave.
Reason or cause	because, as	Sales increased for the company because of online advertising. Ms. Kumaraswamy was very happy with Nisha as she was eager to learn new computer strategies.

Result or effect	so that, in order that	We have to stop using plastic so that the world will have less garbage.
Condition	if, unless, even if, since	Even if the team scored a hundred now, they would lose the match.
Contrast	although, even though, though	Mr. Cooray bought a new lap top even though his son did not want him to.
Location	where, wherever	This is the spot where we held our camp last year. Marina always knows the best place to have ice cream wherever she travels to.

Sometimes, we can join two independent clauses with words such as **and**, **but**, and **so**. Let's look at some examples:

- i) The cricket champions flew home **and** they were given a heroes' welcome.
- ii) Computers can do very clever things **but** they can't do everything we want.
- iii) The meeting was called at the last minute, **so** attendance was very poor.

Here, the conjunctions join two independent clauses. Such sentences are called **compound sentences**. Conjunctions that join two independent clauses are called **coordinating conjunctions**.

Compound sentences can have more than two independent clauses. Identify the three independent clauses and the two coordinating conjunctions in the second sentence below:

It was 12 midnight. I suddenly woke up and I looked out of the window but it was too dark to see anything.

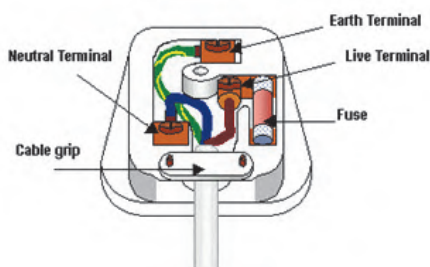
Let's read a summary of simple, complex and compound sentences in the table below:

Type of sentence	Number of clauses	Conjunctions
Simple sentences	one independent clause	
Complex sentences	Have one independent clause, and one or more dependent clauses	Subordinating conjunctions: <i>if, when, after, although etc</i>
Compound sentences	Have two or more independent clauses	Coordinating conjunctions <i>and, but, or</i>

Grammar activities:

1. Use a single underline to mark independent clauses and a double line to underline dependent clauses. Say whether the sentence is a **simple**, **compound** or a **complex** sentence.

Changing a plug top



(Image source: https://en.wikibooks.org/wiki/GCSE_Science/Safety_in_Mains_circuits)

- 1) First, you must remove the screws on the old plug top and check the wire connection in the exposed plug top.
- 2) You should check whether the wires are damaged.
- 3) Now, you should check the place of each wire in relation to the terminals before you loosen the screws holding the wires in place.
- 4) Next, take the new plug top, remove the screws and expose the terminals.

- 5) Re-fix the wires in their original positions.
 - 6) Now fix the cover back in place and the new plug top is ready to be used.
2. Underline the independent clauses and dependent clauses in this short text. The text is an extract from the children's novel *Mythil's Secret* by Prashani Rambukwella.

Surfing the net cost money and Thatthi didn't often let him do it unless he had a homework assignment or something important like that. An idea struck him. 'Do you think the internet will have anything on yakas and bhirawayas?'

'Probably not,' Thatthi said shortly. He looked like he was about to say something sharp about Mythil's fascination with yakas but then his emails started downloading and he lost interest.

3. Fill in the blanks of the passage, also extracted from *Mythil's Secret*, with suitable conjunctions.

Dead leaves on the jungle floor rustled at the corner of his eye ____ he turned sharply. A babbler was scratching for worms. Ceylon Rufus Babbler, he proudly identified it to himself. Aachchi had shown him a painting of it in her bird book. He often saw these small brown birds in their little garden back in Colombo.

Four more appeared pecking and scratching among the undergrowth. He looked around for the scout sister. Aachchi had told him how these 'seven sister' birds always kept a scout on a high branch _____ the others were feeding on the ground. Ah! There she was. She wasn't doing a very good job, Mythil thought. She had found a big caterpillar ____ was smashing it to a pulp.

4. Join the following sentences with a suitable conjunction:
- (i) Oshani likes ice cream. Oshani eats ice cream every day.
 - (ii) Chandana is not a good runner. Reza is a good runner.
 - (iii) Reza has won many sprint races. He takes his athletics practices very seriously.
 - (iv) Mirthubhashini travels by bus daily to Ampara. She knows the road to Ampara well.
 - (v) Asmitha travels daily by bus to Ampara. Asmitha always sleeps on the bus. She doesn't know the road to Ampara well.



CONTINUING EDUCATION

Introduction

This is the seventh unit of your book. In this unit, you will learn English by reading about and talking about some of the different fields of learning that are available to young people like you in this country.

Lesson Outcomes

In this unit, you will

- ▲ speak with and listen to your friends about continuing your education after school.
- ▲ read and write different types of texts on tertiary level education.
- ▲ learn vocabulary related to higher education.
- ▲ read about and practise writing SVOC sentences.



Source: "Fusion" Sarvodaya ICT4D Movement, <http://fusion.lk/skills-for-the-future/>

Speaking 1

- 1) Discuss answers to the following questions, first with a friend, and then in a group of four or five students:
 - (i) Do you feel happy or sad that your school days are coming to an end? Give reasons.
 - (ii) What would you like to do after your Advanced Levels?
 - (iii) Do you like to continue studying? Why?
- 2) After you share your views with your group, make a table like the one below, and fill in all your answers in point form (first read the explanation of what 'in point form' means in the Language Focus).

After A Levels

Reasons for sadness	Reasons for happiness	Things you like to do after ALs	Reasons to continue studying	Reasons not to continue studying

- 3) After you fill in your table, present it to your class in not more than five minutes. After you hear your friends' group presentations, you can ask questions or make comments.
- 4) You will probably hear other good ideas from your friends. So after the presentations and the discussion, go back to your own groups, and update your table. You might have to rewrite your table, but this is okay. Your teacher will mark all your groupwork after that.

Language Focus: What is to write “in point form”?

“In point form” is to write things down very briefly. For example, in activity 2) above, “I feel sad because I will not see my class mates” can be written in point form in the first column as follows: “sad -- will not see classmates”.

You will see that in the example the first part of the sentence, the subjects of the second clause (I), and the possessive marker are all left out. When we write in point form, we often begin with the main verb of the sentence leaving out articles and pronouns. We also use bullet points.

This is a style of writing when you make lists of important points. Writing in point form is the best way to prepare your slides for a PowerPoint presentation. It is also a very useful note-taking technique. Look at the examples below. The first is a “To do” list of an A/Level student. The second is a slide from a presentation on the main features of a state university in Sri Lanka.

Things to do today

- ▲ Read ch. 3 of textbook
- ▲ Buy 2 blue pens
- ▲ Pay tuition fees
- ▲ Visit aunt w/ amma

Main features of a state university

- free education
- many facilities
- many degree programmes
- strikes and ragging

Reading 1

Before Reading

1. We are going to read about the Maradana College of Technology. Before we do that, let's look at the picture of the place. Discuss with a friend:

- a. Do you like the look of this building? Give reasons.
 - b. If you didn't know that it was a technical college, what would you imagine it to be?
 - c. Would you like to visit this building one day? Why?
2. Now share your answers with the class. Whose answers are the most interesting?



Image source: "Maradana Technical College" Facebook page

3. Let's look at some vocabulary. Match the word or expression with the correct meaning given below.

informally known as ***striking*** ***landmark***
technical and vocational training

- 1) Attractive and eye-catching
- 2) A more commonly used and shorter name for something
- 3) To develop skills and knowledge in order to train for a job
- 4) Can be easily seen and recognized in a town or village

While Reading

4. Now let's read the following passage and answer the questions below.

The Maradana College of Technology is the oldest technical college in Sri Lanka. It is **informally known** as Maradana Technical College, or Technical College Maradana. It was built in the late 19th century by the British. Even today, this **striking** red and white building is a **landmark** in Maradana, Colombo 10. The busy junction close to it is known as “Technical Junction.”

The Maradana College of Technology was first called the Government Technical College. Next it was called the Ceylon Technical College. During the time it was called the Ceylon Technical College, its science section was moved to the first university of our country, the University College, in 1921.

At present, the Maradana College of Technology is one of over 30 technical colleges in Sri Lanka. You can follow many **technical and vocational training** courses in a technical college with just six passes at the G C E Ordinary Level examination.

5. Read the statements below. Are they true or false, do you think? Discuss with a friend and write T or F.
 - 1) The Maradana College of Technology is housed in a modern building. (T / F)
 - 2) The official name of this technical training college has changed over the years. (T / F)
 - 3) This technical college was set up after Independence. (T / F)
 - 4) The Faculty of Science of the University of Ceylon had its origins here. (T / F)
 - 5) There are over 30 other colleges of technology and technical colleges in the country today. (T / F)
 - 6) You need a very high Z score at the Advanced Level examination to enter a technical training college like the Maradana Technical College. (T / F)

After Reading

1. **Groupwork:** Read the additional information about the Maradana College of Technology in the following table. Make a group presentation about the institute to class using this information.
2. Use the information to write 3-5 more paragraphs on the oldest technical college in Sri Lanka.

The Maradana College of Technology	
Established	1893
Province	Western Province
District	Colombo
Location	Olcott Mawatha, Colombo 10
Head of the College	Principal
Fees	Free of charge
Entry requirements	6 subjects at GCE O/Levels

Facilities	Activities	Courses available	Types of courses
<ul style="list-style-type: none"> ▲ Automotive workshop ▲ Electrical workshop ▲ Electronic workshop ▲ Building trade workshop ▲ Wood machinery workshop ▲ Lathe machine workshop ▲ Welding workshop ▲ Library ▲ Computer lab ▲ General science lab 	<ul style="list-style-type: none"> ▲ Vocational training ▲ Vocational guidance and counselling ▲ Industry liaisons ▲ Student union ▲ Sports 	<ul style="list-style-type: none"> ▲ Accounting technicians ▲ Motor mechanics ▲ Electricians ▲ Plumbers ▲ Refrigeration and air conditioning mechanics ▲ Machinists ▲ Draftsmen ▲ Welders ▲ Quantity surveyors ▲ ICT ▲ Radio and TV repairing ▲ Jewellery design and manufacture ▲ English for commerce, industry and further education <i>and many others</i> 	<ul style="list-style-type: none"> ▲ National certificates ▲ National Diplomas ▲ Part-time courses ▲ Full-time courses ▲ One year courses ▲ Two year courses ▲ Three year courses

You can find more details of Colleges of Technology and Technical colleges on its website: <http://www.dtet.gov.lk/web/>

Reading 2

Before Reading

1. What is an apprenticeship? Who is an apprentice? Select the most suitable answer from the three following descriptions.
 - a. The apprenticeship is the first year of the Advanced Level class. During your apprenticeship you begin to study your Advanced level subjects. An apprentice is a grade 12 student. Nowadays, before you begin your apprenticeship, you can take a few weeks to decide on your Advanced level subjects.
 - b. An apprenticeship is a type of professional training where you learn a skill or a trade mostly by working under an expert in that profession. An apprentice gets a very practical training, so it is also called on-the-job training. It can include some formal studies in a classroom as well. Nowadays, many technical or vocational training programmes also have an apprenticeship.
 - c. An apprenticeship is a hobby which you try at home, which, if you're good at it, you can turn into a profession. An apprentice is someone who has a lot of free time, and thus begins to make things like food items and handicrafts at home, and starts a business by selling them to family and friends. Nowadays, such apprentices can make a lot of money.
2. Circle the jobs below that can have a practical training component in addition to a formal course of study.

electrician tailor mechanic carpenter
welder TV/radio repairer beautician
private bus conductor betel seller computer
graphic designer
3. In some professions, the on-the-job training component is compulsory, which all students have to complete successfully in order to practise the profession. These professions also have a specific name for the

practical training. Given below are a few such professions with the name given to their practical training, but they are jumbled. Match this name with the correct profession by drawing a line.

<i>Doctor</i>	<i>creeper</i>
<i>Lawyer</i>	<i>accounts assistant</i>
<i>Accountant</i>	<i>commis chef</i>
<i>Chef</i>	<i>intern</i>
<i>Planter</i>	<i>apprentice, junior</i>

4. You are now going to read about a Sri Lankan girl who followed a course with on-the-job training at NAITA, which is the acronym for the National Apprenticeship and Industrial Training Authority. Before you start reading, look at the picture below and try to guess what kind of training she chose.



While Reading

Now read the text and answer the questions below.

My name is Susikaran Vinotha. I'm 20 years old. I'm from Skandapuram. My father is a labourer. My mother is a housewife. I have a brother and two sisters.

I studied at Akkarayan Maha Vidyalayam in Kilinochchi. I studied up to the Advanced Level. But I didn't get through maths. So I followed a course in electronics at NAITA to become an engineer.

At NAITA we were taught theory from the beginning. So it was easy. But we got scared when we saw the TVs and the radios during the practicals.

There is a difference between school education and vocational training education. NAITA is co-educational, so girls and boys learn together in the same class. At school we never spoke to boys. But here we have to interact with everyone and learn with everyone.



We went on many educational tours to different parts of the country. But unfortunately we spoke only Tamil. So we had to speak in the little English we knew with each other, and we managed somehow. We had never visited Colombo before. But during my course we visited Colombo three times.

I have been getting on-the-job training at Sri Lanka Telecom for the last three months. It is a one year training period. I am training in-house, in the CDMA section. Before I started my course, I didn't even know what a CDMA phone was. Now I can easily repair them!

Not only boys, girls can also do many things. When I told my parents about this course, they didn't know anything about electronics. They asked me what was there to learn about electronics. They also asked me why I wanted to do a boys' job.

But my parents understood the importance of this vocational training after I started on-the-job training. Then they allowed my younger sister also to follow an electrical course. Now she is also following an electrical course at NAITA. My youngest sister is still studying.

Those who study well can get a good job. We can open our own business and become entrepreneurs. You can even find employment abroad after you get the certificate. But I like to stay in Kilinochchi where I grew up, and to develop my country without going abroad.

Article Source: Youtube <https://www.youtube.com/watch?v=FxKVIXDP59w>, published 09/09/2015 by Chrishanthan Jayavasan, GIZ Vocational Training in the North and East of Sri Lanka (VTN) Project.

- 1) Complete the following table. Try to fill it in point form as much as possible.

Profile: Susikaran Vinotha

1	Name	
2	Age	
3	Hometown	
4	School	
5	Father's profession	
6	Mother's profession	
7	No. of brothers	
8	No. of sisters	
9	Institution trained at	
10	On the job training location	
11	Length of training period	
12	Main task during training	
13	Differences between school and vocational training	1)
		2)
14	A memorable experience during the training	
15	Had parental approval before course	Yes / No (circle the correct answer)
16	Had parental approval after course	Yes / No (circle the correct answer)

After Reading

1. Now answer the following questions.
- 1) What can you say about Vinotha's family background?
 - 2) Do you think Vinotha is admirable? Give reasons.
 - 3) What do you think Vinotha means by the words, "not only boys, girls also can do many things"?
 - 4) What can we learn from Vinotha's experience?
 - 5) What do Vinotha's words tell us about the importance of learning more than one language?

- 6) Give this story a suitable title.
 - 7) What do you think Vinotha is doing now? Give reasons based on the text.
 - 8) Get into groups of four. Imagine that you are Vinotha, her mother, her father and her sister.
 - a. Have a conversation about Vinotha's intention to study at NAITA before the course.
 - b. Have a conversation about Vinotha's intention to study at NAITA after she finished the course.
2. **Groupwork:** In groups of five to six, discuss the advantages and disadvantages of co-educational, or mixed schools. Use a table like the one below to summarise your discussion. Try to list at least three points each.

Advantages of mixed schools	Disadvantages of mixed schools
1)	
2)	
3)	

3. Use the points you listed to write a short essay on the topic. Use the structure you learnt in Unit 3 to write an Introduction and a Conclusion to this essay.
4. Project / field trip
 - 1) **Preparation:** Three class leaders must find out where the closest technological or vocational training institute is. With the help of your teacher, arrange a class visit of half a day to this training institute. It could be a technical college, or a college of technology. It can be a state or a privately owned institution.
 - 2) **Groupwork:** In groups of five or six, do the following:

- (i) Before you make the trip, try to find out information about this training institute on the internet, or by talking to people who have gone there.
 - (ii) During your class visit, observe the surroundings, read notices, talk to the teachers and students there, and find out the following: the available courses, types of courses, duration of courses, facilities available, number of teachers, number of students, name of principal or head, and whether the place seemed interesting, clean, well maintained, welcoming, the teachers seemed friendly, the students seemed happy and satisfied with the course, etc. Remember to take down notes during the visit.
 - (iii) After the visit, make a group presentation of 10-15 minutes, using the information you gathered in (ii). Use the structure given in Unit 6.
- 3) **Follow up:** Students can write individual diary entries based on their group presentation, titled “A visit to a vocational/technical training institute near us”

Useful websites

You can find out more about vocational and technical training opportunities in Sri Lanka by visiting the following websites:

- 1) *The Department of Technical Education and Training. Or DTET (<http://www.dtet.gov.lk/>)*
- 2) *The National Vocational Training Authority, or NVTA (<http://www.vtasl.gov.lk/>)*
- 3) *The National Apprenticeship and Industrial Training Authority, or NAITA (<http://www.naita.gov.lk/>)*

You can also find these websites by googling the acronyms VTET, NAITA, or TVET, “Vocational Training in Sri Lanka”, or “Advanced Technological Education”, and so on.

Speaking

Below is a table about higher national diplomas in education. In groups of five or six, do the following activities.

- 1) Read the table and make 10 questions based on the information given.
e.g. :- What is the name of the institute?
- 2) Join with another group and ask the questions from each other. Each student must ask at least one question, and each student must answer at least once.
- 3) Go back into your own groups, and practise making a group presentation on SLIATE. In the oral presentation, also include three reasons why your group would like to study and obtain a higher national diploma.

1	Name	Sri Lanka Institute of Advanced Technological Education	
2	Acronym	SLIATE	
3	Ministry	Ministry of Higher Education and Highways	
4	Established	2001	
5	Head of SLIATE	Director General	
6	Types of institutes	Advanced Technological Institutes (ATIs)	Advanced Technological Institute Sections (ATI Sections)
7	Heads of institutes	Directors	
8	Locations of institutes	ATIs in Ampara, Badulla, Colombo, Dehiwela, Gampaha, Jaffna, Kandy, Kegalle, Kurunegala, Trincomalee	ATI Sections in Anuradhapura, Batticaloa, Nawalapitiya, Ratnapura, Samanthurai, Tangalle, Vavuniya
9	Available courses	Accountancy, agriculture, building services, business administration, business finance, English, civil engineering, electrical engineering, management, IT, food technology, quantity survey, tourism and hospitality management, consumer science and product technology	
10	Duration of courses	4 years; 3.5 years; 3 years; 2.5 years	
11	Type of courses	Full time and part time	
12	Fees	Free for full time students	

The information above is based on the SLIATE website of 08/09/2017

You can find out more about Higher National Diplomas offered by advanced technological institutes in Sri Lanka by visiting the following websites:

- 1) SLIATE (<http://www.sliate.ac.lk/>)
- 2) Higher National Diploma in Engineering, or HNDE (<http://www.hnde.lk/>)
- 3) Human Resource Management Institute, or HRMI
(<https://www.hrmi.lk/index.php/higher-national-diploma>)

Listening

In this section, you will hear a conversation among four friends who are all Advanced Level students like you.

Before Listening

1. Here are some words and expressions that you will hear in the dialogue. Some of them are quite informal, and useful, when speaking to friends and other peers. In groups of four or five, discuss what they can mean. You can think of equivalents in your mother tongue too.

"I don't have a clue"

to specialize in something

"Aney just go men!"

to feel guilty

to be at a loss

a great pundit

to be confused

While Listening

You will now listen to a conversation between four friends. They are Pasan, Maithreyi, Asnah and Lihini. They are chatting during the interval of their A-Level tuition class.

Your teacher will play the dialogue three or four times, pausing for a few minutes in between each play. First read the statements 1-10 in question 1 carefully, before your teacher plays the audio.

1. Now listen while the recording is played and answer the questions. Check your answers when your teacher plays it for the last time.

- 1) None of the students have definite aims. (T/F)
 - 2) There is no one to advise them on what to study after A/Levels. (T/F)
 - 3) Asnah's parents don't want her to study. (T/F)
 - 4) Asnah is willing to repeat her A/Levels. (T/F)
 - 5) Their tuition master is stressed because of work pressure. (T/F)
 - 6) Pasan dreams of enjoying life after A/Levels. (T/F)
 - 7) Maithreyi's brother has been successful at A/Levels. (T/F)
 - 8) Lihini feels responsible towards her parents. (T/F)
 - 9) Lihini's friends don't care about her worries. (T/F)
 - 10) Maithreyi is keen to organize a seminar on education opportunities after Advanced Levels. (T/F)
2. In your opinion, who is the most serious one among the friends? Who is the most carefree one? Give reasons for your answers.

After Listening

1. **Pairwork:** Imagine that you are another friend of theirs. Select one of the characters and discuss how to advise him or her. Then practise the dialogue.
2. **Groupwork:** The four students get late to go back to class. Imagine that you are Sidath sir. You are angry with the students. Create a short dialogue that takes place between Sidath Sir and the four students. You can decide whether he punishes them or forgives them.

Sidath sir:

Asnah:

Sidath sir:

Lihini:

Sidath sir:

Pasan:

Sidath sir:

Maithreyi:

Sidath sir:

3. **Groupwork:** Get into four or five groups.

- 1) Imagine that you are Arulnesan Sir. The students have invited you to speak to them and their schoolmates on the educational opportunities after the A/Levels. You have accepted the offer. Select one of the following and find out about the opportunities for students that are offered at these institutions:
 - (i) at state universities
 - (ii) at private institutes of education affiliated to foreign universities
 - (iii) at government technical colleges and colleges of technology
 - (iv) at an advanced technological institute
 - (v) at privately owned training centres and institutes

In order to find information, you can use the internet, make phone calls to these institutes, ask your older brothers and sisters in school, ask those who are already studying there, or visit one of these places if they are close to your school.

- 2) Prepare in your groups and make a 5-10 minute presentation, using the guidelines in Unit 6.
- 3) As your friends make their presentations, take down notes in point form according to the following table. At the end of each presentation, you can also ask questions from the other group presenters in order to get more information to complete the table:

Qualifications needed	Courses available	Other useful / interesting information

- 4) Write an essay referring to at least THREE different types of institutes based on your presentations, using the following structure. Give your essay a suitable title.

1	Introduction	One paragraph
2	Qualifications needed	1-3 paragraphs
3	Courses available	1-3 paragraphs
4	Other useful / interesting information	1-3 paragraphs
5	Conclusion	One paragraph

Reading 3

In this section, you will read a passage about university education.

Before Reading

1. In groups of five or six, brainstorm and write down what comes into your mind when you hear the word "UNIVERSITY". You can say anything you like. After about 10 minutes, stop brainstorming, and share with your class what you wrote down. Keep your list until the end of the activity.
2. Discuss in your group and try to find out what these words mean.

undergraduates
stiff competition
 reputation
 to set aside
 inferior

entitled to
 preference
 prestige
 biases
 superior

most **deserving** students
inherent skills
 sought after
 intrinsic value
 aptitude

While Reading

Now let's read the essay below. As you read, do the activities in the boxes and the circles.

University Education in Sri Lanka

There are many types of universities in Sri Lanka. The best known ones are the state universities. Most state universities do not charge fees: they teach most of their programmes free of charge to **undergraduates**.

When you enter a university as an undergraduate, you are also **entitled** to all the facilities provided by the university either free of charge, or at a **heavily subsidized rate**. These facilities include library use, access to the internet and the use of computer labs, accommodation for the most **deserving** students, sports, clubs and student associations. At many university canteens, food in the canteens is generally provided at about one-third the cost outside. A recent development in some universities is the opportunity to take part in international student exchange programmes.

What is the example of a **heavily subsidized rate** given in this paragraph?

As we all know, there is **stiff competition** to get into state universities. Only a small percentage of qualified students get this opportunity, because there is only a limited number of places. We also know that this is why we need a high Z-score at the A-levels to enter a state university.

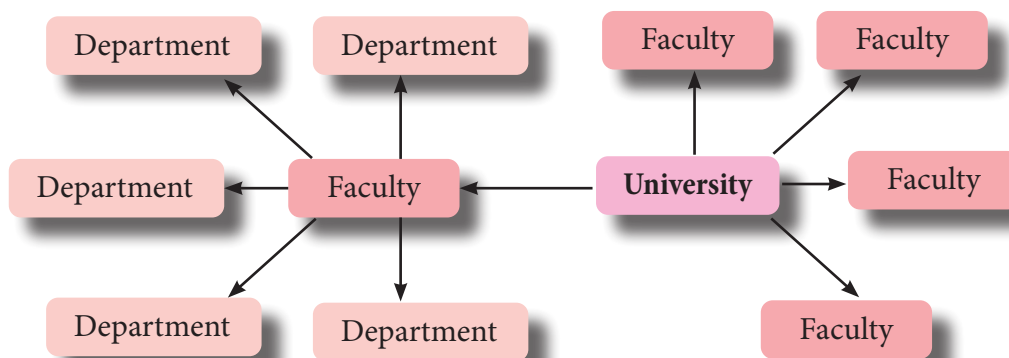


Chart 1 The academic structure of a state university

Let's look at the academic structure of a state university. Each university has several faculties. There are various departments in each faculty. For example, in the Rajarata University of Sri Lanka, the Faculty of Agriculture has four departments. The Faculty of Applied Sciences of the South Eastern University of Sri Lanka has three departments. There are 11 departments

Do all universities have the same number of faculties? Do all faculties have the same number of departments?

in the Faculty of Arts, University of Colombo. The Faculty of Medicine in the University of Jaffna has 15 departments.

Each faculty offers a degree programme, such as a Bachelor of Science degree, a Bachelor of Arts degree, an MBBS, a Bachelor of Engineering degree, a Bachelor of Business Management degree and so on. Few people know that “MBBS” is an initialism in Latin which means “Bachelor of Medicine and Bachelor of Surgery”. Similarly, LLB, the Bachelor of Laws degree, is also a Latin initialism.

The table below shows you some of the faculties and degree programmes available in six state universities in Sri Lanka in 2017: the University of Colombo (UoC), the University of Jaffna (UoJ), the University of Peradeniya (UoP), the University of Ruhuna (UoR), the Eastern University (EU) and the South Eastern University of Sri Lanka (SEUSL).

Bachelor of	UoC	UoJ	UoP	UoR	EU	SEUSL
Arts	✓	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓	✓
Business Management	✓	✓	✓	✓	✓	✓
Medicine	✓	✓	✓	✓	--	--
Agriculture	--	✓	✓	✓	✓	--
Engineering	--	✓	--	✓	--	✓
Technology	✓	✓	--	✓	--	✓
Dental Sciences	--	---	✓	--	--	--
Healthcare Sciences	--	---	--	--	✓	--
Veterinary Medicine	--	---	✓	--	--	--

Discuss this table with a friend. According to this table,

- Which degree programmes are available in all the universities?
- Which degree programmes are available in only four universities?
- Which three degree programmes are available in only one university?

There are many subjects in each faculty related to the programme of study. For example, in arts faculties in the state university system, you can study subjects from **the humanities** and **the social sciences**. In fact, in

Find out the departments and the subjects available in medicine or engineering in a state university listed above.

certain universities, the arts faculty is known as the Faculty of Humanities and the Social Sciences. Here, you find a range of subjects such as classical languages and literature; modern languages and literature; religious studies like Buddhist, Christian, Hindu and Islamic studies;

history; political science; geography; sociology; international studies; linguistics and so on. In Bachelor of Arts programmes, different universities offer a different range of subjects.

What were your favourite subjects at O/levels? Did you choose what you liked to do for your A/Levels?

When we select our Advanced Level subjects, we make our decision based on several factors. One is our **preference** for certain subjects. There are subjects we like more than others. Another is the **inherent skills** and abilities we have identified in ourselves for certain subjects. These are the subjects we have done well in, and/or your teachers have identified

Which subjects are considered most prestigious at A/Levels?

your potential to study them. Thirdly, and perhaps most importantly, is the **reputation** and the **prestige** of certain subjects over others. We know that there are subjects that are considered more difficult, and only suitable for the best students. They tend to be **much sought after** also because the professions associated with these subjects are much **admired** and **respected**. As a result, some other subjects are sometimes regarded as **inferior**.

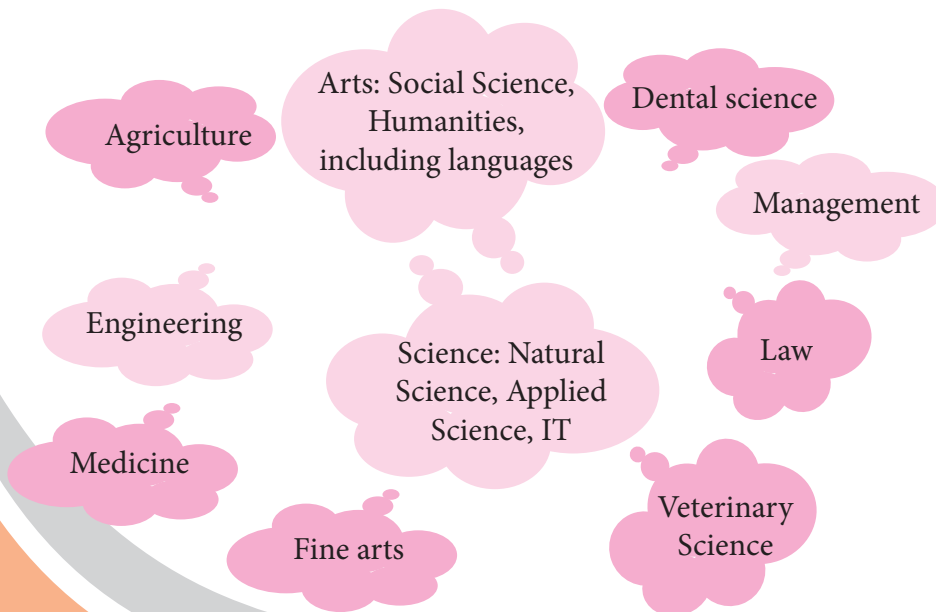
However, it is important to **set aside** such **biases** when we select our streams, and our subjects, because things like reputation and prestige are not always based on the reality. All subjects have their own **intrinsic value**. No subject is **superior** or **inferior**. All subjects offer us opportunities to develop our knowledge and skills. They can also form the foundation for various types of employment. So it is better not to force yourself to do subjects that you are neither interested in, nor have an **aptitude** for, because of prestige alone.

After Reading

1. The first paragraph of this essay suggests that there are state universities that also charge fees. Do you agree? How do you know?
2. What facilities are available to state university students free of charge, according to the second paragraph?
3. Which paragraph tells us about the difficulties of getting into a state university?
4. Transfer the information given in Paragraph 4 into this table:

Name of university	Name of faculty	Number of departments

5. Which paragraph suggests the importance of choosing the subjects that are right for you, despite what other people think?
6. **Groupwork:** Below are study programmes available in Sri Lankan state universities. In groups of five or six, read them and do the activities below.



- 1) First, find out what the study programmes called in your mother tongue.
- 2) Discuss with your friends and list the study programmes according to the prestige that is generally given to them by society, school, parents, and even you.
- 3) Now, list them according to your own preference. You must do this alone. Once you finish, share your list with your group members.

You can draw a table like this in your notebook to complete activities 2 and 3.

	1) Highest to lowest prestige according to society	Reasons for 1)	2) According to my preference	Reasons for 2)
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				
9 th				

- 4) Summarise the preferences and the reasons for preferences in your group. You can use the following structures:

“Some of us prefer to study while some of us prefer”

“Most of us like to study Most of us don’t like to study”

“Only a few of us /only one of us like(s) /does not like to study”

“Reasons given by us are” “Some of us feel / think that”

“Most/none of us like to study because it is”

- 5) Do you agree with the last sentence of this essay? Discuss in your group, giving reasons. You may agree or disagree. After discussing, present a summary of what you discussed in class. The summary can be written in two columns, in point form.

- 6) Remember the first “before reading” activity you did when you brainstormed about the word UNIVERSITY? Read what you wrote then. Have your ideas changed after reading the article? Can you add more to your impressions now? Discuss with your friends, and present to your class.
- 7) Find out more about university education and the programmes you dream of following by visiting the websites of the national universities given below. You can find out about faculties and departments by going to the home page, and clicking on the link that says “Academic”.

Eastern University of Sri Lanka:	www.esn.ac.lk
Open University of Sri Lanka:	www.ou.ac.lk
Rajarata University of Sri Lanka:	www.rjt.ac.lk
Sabaragamuwa University of Sri Lanka:	www.sab.ac.lk
South Eastern University of Sri Lanka:	www.seu.ac.lk
University of Colombo:	www.cmb.ac.lk
University of Jaffna:	www.jfn.ac.lk
University of Kelaniya:	www.kln.ac.lk
University of Moratuwa:	www.mrt.ac.lk
University of Peradeniya:	www.pdn.ac.lk
University of Ruhuna:	www.ruh.ac.lk
University of Sri Jayawardenepura:	www.sjp.ac.lk
University of the Visual and Performing Arts:	www.vpa.ac.lk
Uva Wellassa University:	www.uwu.ac.lk
Wayamba University of Sri Lanka:	www.wyb.ac.lk

Grammar

Sentence Patterns: SVOC Sentences

So far, we have learnt about SV sentences (in Unit 2), SVC sentences (in Unit 3), SVO and SVOO sentences (in Unit 5). In this unit, we will learn about the final type of sentence, the SVOC sentence.

The structure of a SVOC sentence is as follows:

Subject + Verb + Object + Complement

In SVOC sentences, the complement follows the object. Here the complement refers to or modifies the object, and thus we call it the Object Complement. The object complement can either be a **noun** (N), a **noun phrase** (NP), an **adjective** (A), or an **adjective phrase** (AP).

1. The family called their new puppy **Tarzan**. (N) (proper N)
2. Mahela Jayawardana and his wife named their daughter **Sansa**. (N) (proper N)
3. The angry principal called the disobedient students **hooligans**. (N)
4. He considered himself **a failed businessman**. (NP)
5. The members elected her **the president**. (NP)
6. We painted the house **yellow**. (A)
7. The court found the accused **guilty**. (A)
8. I find your comments **tactless**. (A)
9. The mobile phone company offers some connections **free of charge**. (AP)
10. The service organisation considered their coordinator absolutely **irreplaceable**. (AP)

Grammar activity:

Identify all the grammatical elements in the sentences above by completing the table below. Some are done for you.

	Subject	Verb	Object	Complement (N or NP)	Complement (A or AP)
1	The family	called	their new puppy	Kalu.	--
2					
3					
4					
5					
6	The court	found	the accused	--	guilty.
7					
8					
9	The service organisation				

Once again, you will notice that SVOC sentences in which the complement is a noun is quite rare; they tend to be proper nouns or plural nouns.

SVOC sentences are not very common in English, unlike SVC sentences that you studied in Unit 1, for example. We often find SVOC in formal speech or writing. Look at the examples below:

A: Formal speech

I find your comments tactless.

I consider him a failed businessman.

I find you charming.

B: Informal or colloquial speech

You're tactless!

I think he's a failed businessman.

I think you're charming.

The utterances under A and B are similar in meaning. They only differ in their levels of formality.

SVOC sentences also occur in specific instances of more commonly used verbs like *to make*, *to find*, and *to paint*. However, note that *to find* and *to make* are not used in their everyday sense of physically finding something or making something, as in "I found the book I was looking for", or "I made a birthday card". Instead, the two verbs are used in a more abstract sense here.

To paint: We painted the classroom white. They painted the town red.

To find: I find your comment tactless. (the same meaning as I think, I consider)

To make: The film made the actor famous. Hard work made him rich.

Activity: Identify the verbs that can be followed by an object complement:

to have, to offer, to declare, to sing, to pronounce

1. **Groupwork:** The principal in your school is very strict. He usually scolds students harshly if he catches them breaking a school rule. Now, in groups of five or six, Read the following situations.

- i) You and your friends climbed the mango tree in the school garden and ate all the ripe mangoes. Then, you picked all the unripe mangoes and threw them at the primary school children when they were going home. The small children's parents complained, and you and your friends got caught.

- ii) Two days ago, you and your friends secretly left school at 10.30 am without getting permission. You roamed around the shops in town for two hours. Then you went into a small shop and had some cool drinks, some biscuits, and some other things, and went home. A teacher saw you creeping out of school. The mudalali of the shop took pictures of you with his phone and sent them to your principal. You were all easily identified.
- iii) After the annual sports meet, you and your friends got into an argument with some students of a different house. The argument went out of control and it became a physical fight. One of your friends got a broken nose and had to be taken to hospital. By the next day, even the neighbouring schools had got to know about this incident.
- iv) You and your sweetheart always sit at the back of the class and pass notes to each other. Then you started secretly bringing your phones to class. You were secretly SMSing each other from under the table when the teacher caught you. You were both taken to the principal.

Imagine that you are the students as well as the principal in these situations, and select the one that you like best. Discuss it in your groups, and practise scolding each other like the strict principal, using the following language structures. Each student in the group must play the role of the principal in turn. The rest of the students must act like the wrongdoers.

As the principal scolds, the other students can give reasons in their defense.

Structures	Vocabulary to scold
<i>I consider you</i>	terrible disgraceful
<i>I also consider you</i>	very badly-behaved
<i>I think you are</i>	irresponsible violent
<i>I find your actions</i>	a disgrace to the school rascals thugs hooligans a bunch of thugs
	I am extremely ashamed of you. I will suspend you for four weeks.

Now, imagine you have done something very good and praiseworthy at school. You have been invited to the Principal's room with your teacher in charge. Here, the principal makes a short speech of appreciation. Select one of the following situations.

- i) You are the captain of the debating team. You are an outstanding debater and you also worked hard to train your team. You and your team recently won second place at all-island debating contest. Now you have been invited to the BMICH in Colombo to receive medals from the Minister of Education.
- ii) A child and mother were crossing the road in front of your school. You were walking just behind them. Suddenly a bus came at great speed. You pushed the child and mother away from its path by throwing yourself at them. They were saved by inches. But in the fall, you broke your wrist. Several teachers and students witnessed what you did, and informed the principal.
- iii) An essay you submitted for a competition titled "Controlling the Dengue Menace at School" has come first in the province. The provincial director of education has written to your principal informing him/her of this. The letter also says that the recommendations you make in your essay will be implemented in all the schools in the area.
- iv) Your school decides to start a home garden. The teacher-in-charge invites Advanced Level students to participate in gardening as a form of stress relief. It is not compulsory, and very few students join. But you go regularly throughout the year and help with planting, watering, weeding, and sweeping the home garden. The teacher in charge notices your commitment and informs the principal, and recommends that you are awarded a special prize to recognize you at the school prize giving.

Select the situation you like best. Once again, imagine that you are the principal, and use the following language structures to praise the student. Again, you can develop this into a skit, with each student in your group playing the role of the principal, teachers, and the student.

Structures	Vocabulary to praise
<i>I consider you ...</i> <i>I also consider you ...</i> <i>I think you are</i> <i>I find your actions.....</i>	an asset to the school an outstanding student admirable talented praiseworthy exemplary
	I am extremely proud of you. I will organize a felicitation ceremony for you.

8

EMPLOYMENT

Introduction

This is the final unit of your textbook. In this unit, you gain practice in reading, writing, listening and speaking in the context of employment. You will also learn vocabulary needed to face job interviews and communication in the workplace in general. The activities in this unit encourage you to engage in co-operative learning.

Lesson Outcomes

In this unit, you will,

- ▲ read and understand job advertisements.
- ▲ fill basic application forms required for jobs.
- ▲ write covering letters for job applications.
- ▲ write effective résumés / CVs.
- ▲ face job interviews confidently.
- ▲ use English confidently in the workplace for verbal communication, writing business letters, resumes and short reports.



*Job Fair 2016, University of Colombo
(Image source: <http://www.cmb.ac.lk/index.php/colombo-job-fair-2016/>)*

Reading

Reading the poem ‘The Employment Struggle’

Before Reading

1. In groups of five or six, do the following activities:
 - (i) List 10 different types of employment commonly found in Sri Lanka. E. g. computer assistant, teacher, soldier
 - (ii) Discuss the advantages and disadvantages of self-employment.
 - (iii) Name two jobs that you would like to be engaged in, and explain the reasons for your choice.

- (iv) Do your elders expect you to do the same job as theirs, or do they have different expectations?
- (v) Think of three difficulties people face in finding jobs.
2. In the table below, the definitions of the words that are listed are jumbled. Match the words with their correct definitions.

1	Toil	understanding and reaping the benefits of one's own talents and skills
2	To strive	to make a great effort to achieve something
3	Self-actualization	duties, commitments or responsibilities
4	Perseverance	obeying the law
5	Law abiding	hard work, also struggle
6	Obligations	the act of continuing with an opinion or actions in spite of difficulty

While Reading

1. Read this poem written by a Jamaican poet and answer the following questions.

The Employment Struggle

By Erika Heslop Martin

The struggle,
 The **toil**, the depression, the frustration,
 striving towards **self-actualization**,
 life can be so hard,
 set goals,
 work towards them,
 obstacles in the way.
 Go to school to get educated,
 get educated to get hired,
 get qualified, but there is no suitable job,
 ideas come flushing,
 start a business.
 Hustle in the midst of the bustle,
 business needs capital
 business needs a push start.

Apply for many jobs,
get called for many interviews,
too qualified you are,
employers can't pay you,
under experienced you are,
employers pay you what they want.

Tired of being unemployed,
take the job with little or no pay,
they think you are competent,
but, they want to reduce their expense.

Question,
will you take contract work?
The employers ask.
You want the job, you need the job,
you need some money,
you have financial **obligations**,
you don't want to steal,
you don't want to kill,
you don't want to sell your soul to the devil,
you just want to be a decent **law-abiding** citizen,
no idler, no bum,
so you say: sure,
contract work they call it,
you are now a temp,
you get paid until they say when,
there are no benefits,
just the raw pay,
and you are taxed just the same.
Your place is temporary,
so you just go with the flow.

Be punctual, be nice, dress professionally,
work hard; work late if you must,
misery, frustration a part of the struggle,
perseverance, hard work and determination,
creativity, innovation, enthusiasm,
one day you will be, out of the employment struggle!

- (i) Identify three words in the poem which suggest psychological obstacles to finding jobs.
- (ii) Explain with examples the following line “Business needs a push start” as expressed in the poem.
- (iii) Write the line which gives the idea of “self-employment” in the first verse.
- (iv) Name five actions or principles expected from an employee, as stated in the poem.
- (v) Does this poem end on an optimistic tone? How do you know?

After Reading

1. Write a short paragraph paraphrasing the poem. You can begin with the following sentence:

“Finding a suitable employment is a struggle as we have certain expectations and goals in our lives.”

Some guidelines on paraphrasing:

First, a definition:

Paraphrasing can be defined as “expressing the meaning of something written or spoken using different words”. It involves taking a set of facts or opinions from a written or spoken text and rewording it. Summarising, on the other hand, means expressing in your own words the key points (or the main argument) of the original passage. A summary is necessarily shorter than a paraphrase.

Paraphrasing is useful when we need to express an idea in our own words, and not necessarily in the original author’s words. Sometimes, paraphrases are needed to simplify a text, and to make it clear. Follow these steps to write a paraphrase:

- ▲ First read the original text, *e.g.* :- a poem, a newspaper article etc. without taking down any notes. You should read it at least twice.
- ▲ Then, put the original text aside and write down what you remember.
- ▲ Now read the original text again by paying attention to keywords (either circling, underlining, taking down notes in the margin etc.), until you clearly understand its meaning. You may read it two or three times.

- ▲ Try to guess the meaning of unfamiliar words by making use of the words on either side of the text. Failing that, search for the meanings of the unfamiliar words.
 - ▲ Put the original text aside and carefully read what you have written.
 - ▲ Then revise what you have written. Write all the main ideas in your own words. When writing, do the following:
 - Introduce the source, where available, in a single phrase. For instance, “In the article titled ‘Towards a Democratic Sri Lanka’, De Silva says that ...”
 - Change the sentence patterns from the original text.
 - Try to keep the paraphrased text about the same length of the original text.
 - Try to follow approximately the same tone (e.g. humorous, sad, informal, or formal) as the original passage.
 - ▲ Compare the paraphrased text with the original one: look closely to see if the exact meaning is paraphrased.
2. Participate in a classroom debate about employment: self-employment vs. temporary employment

Language Focus

Given below is a list of words, phrases and questions related to employment, including self-employment. You can make use of them in your debate.

Shift work; Night shift;
Dead-end jobs; Well-paid
jobs; Domestic workers;
Part-time job; A good
team-player

Apply for a job; Job
seekers; Search for an
employment; Candidates
for the job; On contract
basis; Permanent jobs; The
government sector

“Do you know anyone who is self-employed?”
“Why do you think some people don’t choose to be self-employed?”
“Do you have any career plans yet?”
“Why don’t you start your own business?”

Unfair dismissal;
Trade union action;
Difficult working conditions;
To be stuck behind a desk;
Heavy workload;
Dealing with rude employers

Cost-of-living allowance;
Pay slip;
Salary expectations;
Pension scheme/pension plan;
Payday;
Allowance;
Redundancy pay;
Retirement age;
All expenses paid

Some jobs allow people to work remotely.
My job is demanding.
I'm in charge of supervising the technical department.
Self-employment is boring.
I run my own business/ institute.
There is encouragement from the current government for university students to become self-employed.
You could also get a promotion.

to fire; to quit a job; to resign;
to go on strike;
to be hired; overtime;
meeting a deadline; job satisfaction

Maternity leave;
Casual leave;
Annual leave;
Study leave;
Medical leave;

Reading

Reading advertisements

Before Reading

1. List three places where you can find employment opportunities and advertisements.
2. Discuss the advantages and disadvantages of these sources.
3. Brainstorm or guess, and write down 10 words that you may find in job advertisements.

Reading

1. Scan the following job advertisements very quickly, and identify the jobs that are advertised.

Advertisement 1

VACANCY
POST OF CLERK

A well established Public Quoted Company in Colombo has an immediate vacancy for a Clerk.

Qualifications / Experience required.

- Educational Qualifications: G.C.E. Advanced Level
- Experience in Accounting Packages will be an added advantage
- Computer literacy with Email, MS Office (specially MS Excel), Web browsing ability
- Fluency in English

Please apply with names and contact telephone numbers of two non related to the address shown below to reach us within 7 days of this advertisement.

**Deputy General Manager (HR & Admin),
Lake House Printers & Publishers PLC.,
No. 41, W.A.D. Ramanayake Mawatha, Colombo 02.
Email : lakehouseadmin@lhppi.com**

Advertisement 2

 **Nemsuji**[®] Right Thing - Right Place

Leading PVC Manufactures and Importers of hardware product of Sri Lanka is looking for Dynamic young persons to following position.



DATA ENTRY OPERATORS

- High Volume of Computer Literacy 2-3 years Experience in similar capacity
- Experience of working with ERP System Will be an added advantage

Human Resources Division , Nemsuji (pvt) Limited
Panawala Road, Kongasdeniya, Nittambuwa
Tel :- 077-3148338
Email :- nemsuji.hre@gmail.com

Advertisement 3

**GREAT OPPORTUNITY TO JOIN THE
PREMIER FINANCIAL INSTITUTION OF THE COUNTRY**

ශ්‍රී ලංකා මහ බැංකුව
இலங்கை மத்திய வங்கி
CENTRAL BANK OF SRI LANKA

The Central Bank of Sri Lanka invites applications from qualified and experienced individuals to be appointed as Junior Personal Assistants to the Non-Staff Class of the Central Bank, subject to a probation period of two years. This position is demanding and open for those who are able to commit themselves to contribute as required and willing to work in a team environment.

**POST OF JUNIOR PERSONAL ASSISTANT (STENO-TYPIST)
(ENGLISH AND SINHALA)**

- Competencies**
Excellent interpersonal, communication and organizational skills, proficiency in both Sinhala and English languages, ability to use various computer Office applications, prioritizing work appropriately and other generic competencies required by a personal assistant.
- Responsibilities**
Maintaining a high level of confidentiality, loyalty and timeliness, coordinate various events by maintaining the diary, liaising with internal and external parties, preparing office correspondence independently, taking dictation and typing work and any other responsibility under the secretarial functions
- Qualifications & Experience**
 - Educational Qualifications**
Passed six (06) subjects in GCE (O/L) Examination at one sitting including Mathematics and four (04) Credit passes including English and Sinhala
AND
Passed at least three (03) main subjects in GCE (A/L) Examination in any discipline at one sitting
 - Professional Qualifications**
Successful completion of a Professional Diploma/Certificate in Shorthand and/or Typesetting/Typewriting (English/Sinhala) from a recognized institution acceptable to the Central Bank
 - Experience**
At least 5 years of experience in Typing/Type-setting in English/Sinhala in a reputed institution and be conversant with the Office applications in both Windows and Apple Mac environments
 - Additional Qualifications**
Ability to work in Tamil
- Age**
35 years or below as at 25th September 2017
Applicants are requested to submit copies of relevant documents along with the duly completed application.
- Remuneration & other benefits**
An attractive salary and special payment of two months salary per annum, PF & ETF, medical & staff loan facilities and training opportunities

SELECTION PROCEDURE

Applicants will be shortlisted for the interview based on the performance at the skill test.

APPLICATIONS

Applications in the prescribed form should be sent by registered post to reach the undersigned on or before 25th September 2017. Applicants are strictly advised to adhere to the prescribed application form. Application forms could be downloaded from the official website of the Central Bank of Sri Lanka <http://www.cbsl.gov.lk>

Any application not meeting the required qualifications, received after the deadline or not in the prescribed format will be rejected without any notice. Applicants, who do not possess the required qualifications as at the closing date, will not be eligible to apply for this post.

Any form of canvassing will be a disqualification. The Bank reserves the right to decide the number of positions to be filled or postpone/cancel the recruitment.

Director - Human Resources
Central Bank of Sri Lanka, No. 30, Janadhipathi Mawatha, Colombo 01
Telephone: 0112477330 Fax: 0112477715

Advertisement 4

We are a leading Electrical Engineering Company engaged in Trading & Installations. We represent world renowned manufactures of Circuit Breakers, Power Contactors, Power Capacitors, Lightning/Surge Protection Equipment and wide range of other industrial electrical equipment.

ACCOUNTS ASSISTANT

The Candidate should have Diploma in Accounting / AAT/ Chartered part qualified, with minimum 2 years experience. Experience in QuickBooks accounting package will be an advantage.

**STORE KEEPER/ ASSISTANT STORE KEEPER
(Boralasgamuwa Warehouse)**

Should have certificate in stores Management from the Institute of Supply & Stores Management. Computer literacy must & knowledge in electrical equipment will be an added advantage. Minimum of 2 Years experience in similar capacity.

ADMINISTRATIVE ASSISTANT

Will be responsible for providing administrative and clerical work in an effective and efficient manner to ensure operations are maintained.

Computer/ MS office, good communication and inter personal skills essential.

For immediate employment.
Forward CV by post or E-mail within 7 days.

General Manager
EMPIRE TRADING AGENCY (PVT) LTD,
No.110, Layards Broadway, Colombo 14.
Tel : 011 2433047/5330471
E-mail : vacancies@empiretradingagency.lk
Web: www.empiretradingagency.lk

Advertisement 5

Graphic Designer and Support

We are Colombo based BPO Company for a uk based parent company looking for an experienced Creative Graphic Designer to join our growing team.

Requirements

- Degree in Graphic Design, or equivalent by experience
- 1 - 2 years' experience of working in a graphic design or creative marketing role
- Experience in web design and online marketing
- Strong working knowledge of Adobe CS - full competence in Adobe InDesign, Illustrator, and Photoshop is essential
- Ability to manage multiple projects at once and work to deadlines
- Ability to demonstrate creative ideas and concepts for marketing and social media
- Passionate about the digital market and ability to demonstrate knowledge of latest trends
- Ability to work with a large variety of clients, both internal and external
- Work experience in BPO company would be an added advantage

Description

- Collaborating with the wider marketing team to create the design and layout
- Designing exciting artwork for promotional campaigns across web, social media channels and email newsletters.
- Passionate about the digital market and ability to demonstrate knowledge of latest trends
- Ensuring all marketing / branding materials produced is of a high quality
- Manage time effectively and ensure to deliver to deadlines, prioritizing tasks effectively
- Creating and managing efficient online creative

This is a fantastic opportunity for a Graphic Designer looking for their next step, to apply please send over your most up to date CV to ism.solutionsltd@gmail.com

**No-177,R.A De Mel Mawatha
Colombo-03.
T.p - +94 773841026
Email - ism.solutionsltd@gmail.com**

Advertisement 6

Management Trainees

We are a group of Company based in Kiribathgoda engaged in Manufacturing, Marketing, housing construction, Printing, Human resource Training Pharmaceutical, Advertising & event Management We need young energetic school leavers and others below 23 years with an outstanding school carrier & high sense of knowledge to be recruited as management trainees. Selected candidates will undergo a detail training in the above categories to take up the responsibilities in rapid growing business environment of our group. Those who intend to have a professional carrier only should apply within 7 days with 02 non related referees to:

marketing.stretchec@gmail.com

Advertisement 8

JOIN OUR TEAM

We are looking for young, energetic Team Players with experience for the position of **Area Sales Executive.**

RESPONSIBILITIES:-

- Increasing sales by implementing sales plans, promoting new distributors and developing opportunities,
- Achieving monthly, Quarterly, Yearly sales targets given by the company,
- Supervising & guiding distributor sales representatives at the field.

Requirement:-

- Age between 25 to 35 years
- Should have 3 to 5 years' hands on experience in FMCG sales & distribution,
- Ability to withstand tough/very competitive market conditions in the field.
- Having a valid riding license with a motorbike is essential and would be paid a monthly allowance.
- Excellent communication skills. For those who are selected to serve in North & East Tamil language proficiency is a must and knowledge of English and Sinhala languages would be an added advantage.

An attractive remuneration package on par with or above industry standards is on offer for ideal candidates



Please forward your CV to :-
HR Officer,
Bevco Lanka (Pvt) Ltd,
Weliketyawatta, Welgama,
Thittapattara.
admin@bevcolanka.lk



Advertisement 7

IMMEDIATE VACANCIES

WALK-IN INTERVIEW

FIELD OFFICERS- DEBT RECOVERY

Colombo/Colombo Suburbs, Wattala/Ja Ela, Negambo Chilaw, Kurunegala, Kegalle, Rathnapura/Balangoda, Kegalle, Kandy, Matale, Jaffna, Kilinochchi/ Mullaitivu/ Vavuniya

- Those with recovery experience & Ex-Forces staff considered favorably
- Should have valid motor cycle license
- Those living in other locations can be considered as well

CALL CENTER MALE/FEMALE

Colombo Office

- Minimum GCE (O/L) with proficiency in MS Office
- Ability to speak more than one language is an added advantage

ATTRACTIVE REMUNERATION
PACKAGE ON OFFER
Forward Applications to

TOTAL CREDIT MANAGEMENT
SERVICES LANKA (PVT) LTD
No 29/17A, Vishaka Private Road,
Off Duplication Road,
Colombo - 04.

E-mail: tcmscoordinator@dialognet.lk

2. Draw a table like this in your notebook, or on a large piece of paper, and include all the basic details of each advertisement.

	<i>Ad 1</i>	<i>Ad 1</i>	<i>Ad 1</i>	<i>Ad 1</i>	<i>.....</i>	<i>.....</i>
<i>Post</i>						
<i>Advertiser</i>						
<i>Place of work</i>						
<i>Educational qualifications</i>						
<i>Professional qualifications/ experience</i>						
<i>Age required</i>						
<i>Salary</i>						
<i>Contact details</i>						
<i>Other relevant information</i>						

3. Write similar words for each of the following words that appear in the advertisements.

Verbs	Verbs	Nouns	Nouns
implement		proficiency	
forward		position	
demonstrate		literacy	
prioritize		capacity	
provide		fluency	
recruit		categories	
undergo		resource	
liaise		disqualification	
shortlist		referee	
cavass		competence	

4. Write 10 adjectives found in the advertisements that describe personal qualities of candidates.
e.g. :- competent

5. Select five adjectives from your list and make sentences out of each one to bring out their meaning.

After Reading

1. Get into groups of five or six. Select one member from your group. Discuss which post suits him/her best and justify your choice.
2. Each group announces their decision and the justification to the class.



Applying for Jobs

Image source: <http://bizenglish.adaderana.lk/commercial-bank-declared-the-strongest-bank-in-sri-lanka/>

Interviews

- (i) Imagine you are Namal, a young school leaver. Namal has applied for a post of Technical Assistant. He has been called for an interview. Fill the blanks in the following dialogue between the interviewer and Namal with appropriate details and phrases.
- (ii) Discuss with your friends and make a list of requirements and qualifications you need to have to face the interview for a technical assistant.

At an interview

Interviewer : So, you've applied for the post of technical assistant?

Namal : Yes, that's right.

Interviewer: Tell us about you and your achievements.

Namal :
.....
.....

Interviewer: Can you tell us why you applied for this job?

Namal :
.....
.....

Interviewer: Do you know what your duties would be as a technical assistant?

Namal :
.....
.....

Interviewer: Yes, you mentioned almost all the duties and responsibilities expected. Tell us, how you see yourself as a student?

Namal :
.....
.....

Interviewer: Do you have any previous work experience, even as an intern or as an apprentice at school?

Namal :
.....
.....

Interviewer: Now, do you have any questions to ask us about this job?

Namal :
.....
.....

Interviewer: Our salary is negotiable. However, it will depend on your commitment. So what are your expectations in terms of a salary?

Namal :
.....
.....

Interviewer: We open at 9.00 and work from Monday to Saturday and all our employees are expected to arrive at 8.30. We close at 6.00 pm. You will be able to leave by 6.30. Thank you for coming for the interview.

Namal : Thank you. When will I know if I have been successful?

Interviewer: We'll give you a call by next Friday.

Application Forms

1. Given below is a list of words and expressions often used in application forms, at interviews and in the office. Study them and answer the questions given below.

advert	punctuality
attest	referee
certify	resign
curriculum vitae	résumé
customer care policy	remuneration
dismissed	to give / get the sack
efficient	walk-in-interviews
fired	with effect from
negotiable	

- (i) Underline the informal, colloquial words and expressions in the list.
 - (ii) Select 10 of the words in this list. Make sentences for each one to bring out their meaning.
2. In groups of four or five, read the five curricula vitae (CVs) and the advertisement given below, and complete the following activities:

- (i) Discuss and order the CVs for the post advertised according to suitability. Give reasons for your choices.
- (ii) Announce this to your class.
- (iii) Have a discussion with the other groups justifying your selection and arguing and counter-arguing their order of preference.

Curriculum Vitae 1

photograph

Venoshi Bandara
1234, North Street
Chilaw
077-590490
venoshibandara@gmail.com

SUMMARY OF QUALIFICATIONS

Exceptionally well organized and resourceful professional with more than six years of experience; a solid academic background in accounting and financial management; excellent analytical and problem solving skills; able to handle multiple projects while producing high quality work in a fast-paced, deadline-oriented environment.

EDUCATION

Bachelor of Science, Wayamba University
Major: Accounting; Minor: Computer Information Systems

PROFESSIONAL ACCOMPLISHMENTS

Accounting and Financial Management

- ▲ Developed and maintained accounting records for up to fifty bank accounts
- ▲ Formulated monthly and year-end financial statements
- ▲ Generated various payroll records including state payroll reports, annual tax reports

- ▲ Tested accuracy of account balances and prepared supporting documentation for submission during a comprehensive three-year audit of financial operations
- ▲ Formulated budgets for various projects
- ▲ Converted manual to computerized accounting systems for two organizations
- ▲ Analysed and reprogrammed software to meet customer requirements
- ▲ Researched and corrected problems to assure effective operation of newly computerized systems

WORK HISTORY

- ▲ Student Intern, Financial Accounting Development Programme, ABC College, Borella (May 2012)
- ▲ Accounting Coordinator, Maharaja Organisation (2011)
- ▲ Bookkeeper, Ceylon Tobacco Company (2009-2011)

PROFESSIONAL AFFILIATION

Member, International Computer Association, Wayamba University Student Association

COMPUTER SKILLS

- ▲ Proficient in MS Office (Word, Excel, PowerPoint, Outlook), QuickBooks
- ▲ Basic Knowledge of MS Access, SQL, Visual Basic, C++

Curriculum Vitae 2

Nuzrat Noor
43, Daham Street
Kandy
072-889900
nnoor@yahoo.com

OBJECTIVE: Internship or a Part-time Position in Marketing, Public Relations or a related field utilizing excellent academic and communication skills

EDUCATION:

- ▲ Currently following a BSc in Business Administration with Marketing Emphasis; University of Peradeniya
- ▲ Expected Graduation Date: June 2018
- ▲ GPA to date: 3.32/4.00

RELEVANT COURSEWORK

- ▲ Principles of Marketing Business Communication
- ▲ Internet Marketing Consumer Behaviour
- ▲ Public Relations Business Policy & Strategy

WORK

- ▲ Academic Tutor: History (2016 to present); ABC Private Institute, Kandy
- ▲ Assisted university students in overcoming issues and successfully mastering academic coursework
- ▲ Accounts Assistant, Imtiyaz Financial Group, Nuwara Eliya, 2014
- ▲ Researched story ideas, wrote articles and participated in the publication of a weekly newsletter published by the university, 2015-2016

COMMUNITY SERVICE:

- ▲ Advertising Coordinator (part-time), The Canon (2016 to present)
- ▲ Editor, University Student Newspaper, University of Peradeniya
- ▲ Volunteer, Publicity Committee (2014- 2016), Public Library, Kandy

ADDED VALUE:

- ▲ Language Skills: Trilingual (English/Sinhala/Tamil)
- ▲ Computer Skills: MS Office (Word, Excel, PowerPoint), Photoshop

REFERENCES: Available Upon Request

Curriculum Vitae 3

Ratheesh Karunakaran

123, Main Street

Jaffna

ratheeshkt@gmail.com

EXPERIENCE:

Office Manager

National Painting Society, Vavuniya

June 2014 -Present

- ▲ Developed an improved, streamlined webpage for new users
- ▲ Assisted in all other office administrative duties
- ▲ Assisted in planning and execution of all society events
- ▲ Managed volunteers through tasks delegation and coordination
- ▲ Maintained office library including inventory and record keeping

Assistant Accountant

ABC College, Kadawatha

September 2011 - May 2012

- ▲ Input all data into registrar database
- ▲ Manually calculated salary

Achievements

- ▲ Received an award for outstanding work ethic in April 2012 from ABC College
- ▲ Won the best performer award at the computer assistant competition organised by Mirasa TV Corporation, 2011

Secondary Education

Vavuniya Central College, Vavuniya (1995-2007)

Science Stream (G.C.E A/L)

University Education

University of Moratuwa

Bachelor of Science in IT, Second Class Lower Division in IT Administration, 2011

Skills

- ▲ Ability to work with several operating systems, including Windows and Linux
- ▲ Experience with HTML and JavaScript
- ▲ Ability to work in all three languages - English, Sinhala and Tamil - fluently and confidently

Curriculum Vitae 4

Pavani Fonseka

No.77, Samagi Avenue

Panadura

pavanifonseka@gmail.com

Summary

Committed and motivated Office Assistant with exceptional customer service and decision making skills, strong work ethic, professional demeanor and great initiative, quick to learn new procedures, takes responsibility for diverse projects.

Highlights

Typing and transcription	Persevering
Microsoft word, Excel and PP	Personable
Filing, faxing and mailing	Flexible
Presentation skills	Organised
Telephone skills	Diligent
Reception area management	Adventurous
Package deliveries	Trustworthy

Experience

Office Assistant (2014 – present), One-to-One Organisation, Panadura

- ▲ Handling all incoming correspondence and packages
- ▲ Logging phone messages to computer system; emailing staff members
- ▲ Creating shipping labels; scheduling daily pickups
- ▲ Calling clients to schedule appointments; following up on visits
- ▲ Scheduling equipment management; ordering supplies

File clerk (2012-2013), One-to-One Organisation, Panadura

- ▲ Filed paper backup copies of research notes and letters
- ▲ Scanned historical magazines for easy retrieval
- ▲ Created computer backup for off-site storage

Telephone Interviewer (2010-2011), One-to-One Organisation, Panadura

- ▲ Checked on customer satisfaction
- ▲ Followed telephone scripts to obtain customer information

Education

Diploma in Management and Computer Designing, Second Class Lower Division (2010), Institute of Management and Computer Designing, Colombo 5

Curriculum Vitae 5

Kevin Brohier
23, Frederick Street
Trincomalee
078- 4893421
kevinb@gmail.com

PROFESSIONAL HIGHLIGHTS

- ▲ Extensive technical and management experience in information systems technology with a solid academic background in computer information systems and business administration
- ▲ Excellent communicator with strong leadership skills with the ability to build cohesive, productive teams while fostering and encouraging creativity and individual expression
- ▲ Experience in Operations Management, Project Management, Quality Management & PC Operations, Software Development, Systems Design, customer relations, technical support and troubleshooting

WORK EXPERIENCE

Supervisor, Financial Systems, Super Vehicles Ltd, Colombo 5 (2016 to present)

Significant Accomplishments

- ▲ Supervised the maintenance and enhancement of financial systems to ensure process integrity and system stability for user areas
- ▲ Managed a major software upgrade, significantly increasing efficiency in the use of accounts and purchasing systems
- ▲ Converted contract and payee information from a third party system to an internal automated system, resulting in approximately Rs.250, 000 in annual revenue for the organization
- ▲ Developed a cohesive, productive work team of individuals from diverse areas of the organization, utilizing strong interpersonal and leadership skills to foster and encourage teamwork and cooperation among team members and with user areas
- ▲ Implemented several internal process improvements that have resulted in hundreds of time-saving hours annually
- ▲ Promoted to the post of Supervisor after 6 months on the contract basis

Programmer/Analyst, Nawaloka Hospital, (2013 - 2016)

Significant Accomplishments

- ▲ Provided systems support and enhancements to user areas throughout the hospital
- ▲ Developed and implemented an automated system for processing employee timesheets, thus eliminating the need for handwritten timesheets
- ▲ Researched, designed and developed a new software application for strategic planning and reporting
- ▲ Recognized as Information Systems Employee of the Year 2015 for the high quality of customer service provided

Senior Computer Operator, Cultural Development Bank, Galgamuwa (2010 – 2012)

- ▲ Supervised shift operations and staff, trained employees, developed work schedules and monitored work performance
- ▲ Operated IBM and Digital systems; identified and resolved problems to assure smooth and efficient system operations

EDUCATION

- ▲ MBA with concentration on Management Information Systems, Sri Jayewardenepura University (2015)
- ▲ Bachelor of Science, Adex College, Moratuwa, (Affiliated to Monash University, Australia (2009)
Major: Computer Information Systems, Minor: Business Administration, GPA: 3.00/4.00 GPA in major:
- ▲ Certificate in Computer Programming; Electronic Computer; Programming Institute, Doorway Institute, Colombo 4 (2012)

TECHNICAL KNOWLEDGE AND SKILLS

- ▲ C, C++, Visual Basic, COBOL Windows 9x/200x/XP
- ▲ Advanced Microcomputer Applications UNIX/Linux
- ▲ Management & Design of Database Systems SQL
- ▲ Relational Database Management Microcomputer Graphics/Mapping
- ▲ MS Office (Word, Excel, PowerPoint, Outlook, Access)

References are available upon request

Resumes adapted from <https://resumegenius.com/resume-samples>

The Advertisement



Business Development Manager E-Commerce

Metric Products is a BOI approved US Company with established Product Development, Manufacturing and Supply Chain Management facilities in Polgasowita. We are a well-established 60 plus year old company, engaged in designing, manufacturing and selling consumer products primarily in the United States.

Our E-commerce business activities are growing rapidly and we have an opportunity for an individual capable of leading our business development in this sphere.

The Ideal Candidate

- ▶ The Candidate should be a holder of a Degree or equivalent in Marketing with five years of marketing experience.
- ▶ We would like a candidate with two years of experience in online Marketing towards the typical U.S. Customer.
- ▶ The candidate should have had exposure to consumer research methods and be able to choose consumer products which are marketable to the United States Consumer. The candidate will work closely with Product Development and Manufacturing Teams.
- ▶ The ideal candidate should be experienced with Social Media platforms, Pinterest, Facebook, Instagram etc., and have public relations experience using bloggers, online reviewers and other media platforms as well as familiarity with creating advertising campaigns.

Please submit your resume with a cover letter marketing yourself for the above position to reach HR@metric-products.com and aruna@metric-products.com not later than 10th Feb.

Advertisement: <http://www.cv.lk/ads-February/metric-vacancy-671760.aspx>

3. Write your own curriculum vitae.
4. Given below is an advertisement and a specimen application form for Grade III of Sri Lanka Courts Registrars Service taken from a Government Gazette notification. Read the relevant information and prepare an application form according to the guidelines given.

Judicial Service Commission
Open Recruitment to fill Vacancies in Grade III
of Sri Lanka Courts Registrars Service - 2017

The Judicial Service Commission has decided to recruit those who possess following qualifications to fill vacancies in the post of Registrar Grade III in the Sri Lanka Courts Registrars Service based on the results of an interview.

Qualifications :

Applicants should be:

- (i) attorneys-at-Law; or
- (ii) graduates of a recognized University; or
- (iii) persons possessing any other equivalent professional or educational qualifications ;
- (iv) should be not less than 20 years and not more than 30 years of age.

Preference will be given to those who possess experience in office Management and Accounting Procedure.

02. The post carries a monthly salary scale of Rs. 41,580 -11x755 - 18 x1,030 - Rs. 68,425 (The initial salary step will be the (MN 7-2016) 3rd salary step (Rs. 43,090) in this salary scale. The salary will be paid in accordance with Schedule II of P. A. Circular No. 03/2016 till 01.01.2020).
03. The applicants selected for recruitment after an interview will be given appointments to Courts with vacancies in any part of the island due to service exigency and apart from service exigency, requests for transfers will not be considered for any reason till the end of due period.
04. The specimen form of application for this post is published at the end of this notification. According to said notification applications should be prepared and submitted using a paper of 11 1/2" x 8 1/2" in size. The applicants should prepare their applications strictly in accordance with the specimen application form.
05. Applications from officers already engaged in service possessing above qualifications should be submitted through their respective Heads of Departments.

06. Applicants who have fulfilled above qualifications should submit their applications under registered cover addressed to the “Secretary, Judicial Service Commission Secretariat, Colombo 12” to reach on or before 31.03.2017.

The envelope containing the application should be marked “Open recruitment to Courts Registrar Grade III” on its top left hand corner. Applications received after the closing date will be rejected.

07. Applications which do not conform to the requirements stipulated in this notification will be rejected and such applicants will not be notified.

08. Any questions with regard to the application and recruitment, the decision of the Judicial Service Commission will be final.

09. The Judicial Service Commission may decide about the number of vacancies to be filled by the interview.

PRADEEP JAYATHILAKE,
High Court Judge/Acting Secretary,
Judicial Service Commission.
Judicial Service Commission Secretariat,
Colombo 12,
09th February, 2017.

OPEN RECRUITMENT TO FILL VACANCIES
IN GRADE III OF THE SRI LANKA COURTS
REGISTRARS SERVICE - 2017

01. Name with initials (Mr./Mrs./Miss) :
02. Names denoted by initials :
03. (i) Date of Birth :
- (ii) Age as at 31.03.2017 :
- Years : Months : Days :
04. (i) Permanent address :
- (ii) District :
05. National Identity Card Number :

06. Telephone Numbers :
 (i) Home :
 (ii) Mobile :
07. Date of enrolment as an Attorney-at-Law :
08. In case of a graduate applicant :
 (i) Degree :
 (ii) Date of a completing the degree :
 (iii) University :
09. Any other equivalent educational or professional qualifications :
 (i) University/Institution :
 (ii) Qualifications:
 (iii) Date of completing the qualifications:
10. If employed at present :
 (i) Designation and Grade :
 (ii) Whether confirmed in the present post :
 (iii) Department and present station :
11. (i) Have you been convicted for any offence by a Court?
 :
 (ii) If so, give details :

I hereby declare that the above particulars furnished by me are true and correct.

.....
 Signature of the applicant

Date :

Attestation of Applicant's Signature

(Not applicable for applicants already in the Government Services)

I certify that the applicant Mr./Mrs./Miss
 is known to me personally and that he/she placed his/her signature before
 me on

.....
 Signature of Attester

Date :

(Applicant's signature should be attested by a Principal of a Government School or a Justice of Peace or a Commissioner of Oaths or an Attorney-at-Law or a Notary Public or a Commissioned Officer in the three forces or a permanent Government officer drawing a monthly consolidated salary of not less than Rs. 47,615).

Recommendation of Head of the Department

I, hereby certify that Mr./Mrs./Missemployed in this possesses the required educational qualifications to apply for the Grade III post in the Sri Lanka Courts Registrars Service and that he/she can be released from the present post, if selected to the above post and that he/she is not more than 30 years by the closing date that he/she signed before me and that his/her application form is recommended and forwarded.

.....
Signature of the Head of Department

Stamp :

Date :

02-969/3

Covering Letters

Read the five covering letters and answer the following questions.

1. Explain the meaning of the following words and phrases which appear in the letters given. You may look up a dictionary.

- ▲ meticulous
- ▲ passion
- ▲ excellent
- ▲ rewarding
- ▲ resilience
- ▲ rewards
- ▲ all walks of life

2. Rewrite the following sentence, taken from the letter 2, in your own words.

“Working at Commercial Bank has been very rewarding, and I would appreciate the opportunity to become a permanent employee”.

5. Which covering letter gives evidence of the candidate's experience in acquiring English language proficiency? Give the evidence.
6. Complete the following table according to the details given in the covering letters. Fill in the appropriate headings in the first row as well.

			Advertised in/ on	
Dharani				
	Mendis			
		Aroma Food City		
			<i>Sunday Times</i>	
Editor				
	Computer Assistant			
				Seems persevering

7. "A great way to stand out in your cover letter is to highlight a character trait, an accomplishment, a really impressive skill that will quickly show how you stand out among other applications". According to this statement, what, do you think, is the best covering letter of the four given below? Write a short paragraph justifying your answer.

Letter 1

Dharani Karunanyake
“Jayasri”, Main Street
Matara
072-002233
jayasri1@yahoo.com

20th September 2017

D. P. Kodikara
Director
PTO Company
Baker Street
Colombo 9

Dear Mr. Kodikara,

Application for the Post of Senior Editor

I am interested in the Senior Editor’s position at PTO Company, as advertised in *Ceylon Today*. I am currently employed as Legal Advisor for the Women Political Participation Movement (WPPM) in Matara. I believe that the skills and experiences I have gained at this position make me an ideal candidate for the post of Editor.

As the Legal Advisor, I have developed strong writing and editing skills. For example, one of my main duties has been to prepare the WPPM’s **constitution** and the related legal documents of the organisation. This duty requires **meticulous** writing and editing skills, and an ability to convey complex legal ideas clearly. The documents I have prepared have received praise for the clarity of my writing.

I have also gained extensive experience in law and policy research. In particular, through my work with lawyers of several local bodies, I have become heavily involved in several legal reforms underway in the country. I am always eager to learn more about state legislation, reading up on these topics on my own time to become more knowledgeable. I would love to bring this **passion** for policy and law to your company.

I am confident that my experience as the Legal Advisor, particularly my research and writing skills will qualify me for this post. I can provide you with current samples of my work, if required.

I have enclosed my curriculum vitae. I look forward to meeting with you and discussing my qualifications in more detail.

Sincerely,
Dharani Karunanyake

(Adapted from: <https://www.thebalance.com/cover-letter-sample-for-a-resume-2060250>)

Letter 2

23rd August 2017

General Manager
Commercial Bank
Head Office
Main Street
Colombo 1

Dear Ms. Mendis,

Application for Sales Associate

It is with great interest that I learned that the Commercial Bank will be accepting applications for a permanent full-time Sales Associate in the Pawning Department of the bank. I have been working as a computer assistant on contract basis since November 2016 with you. I am interested in staying on at Commercial Bank in a permanent position.

Working at Commercial Bank has been very **rewarding**, and I would appreciate the opportunity to become a permanent employee. I feel that my previous experience, and the commitment I have shown as a temporary employee make me an **excellent** candidate for the position of Sales Associate.

Please accept my CV for review and consideration.

Sincerely,

Methni Fernando
Computer Assistant (Temporary)
methni.fernando@gmail.com
075 -9090671

(Adapted from: <https://www.thebalance.com/job-transfer-request-letter-example-temp-to-perm-2064098>)

Letter 3

Akil Nazar
115, Raja Mawatha
Kantale
nazar0000@gmail.com
078-9090921

13th September 2017

Mr. Rajan Kodituwakku
Human Resource Director
Crunch Company Ltd
Rajagiriya

Dear Sir,

Application for the Logistics Graduate Training Scheme

I would like to apply for the logistics track of your graduate training scheme, advertised on the prospects.ac.lk website. As requested, I enclose my CV herewith.

I am in the final year of my B.A. (Honours) Degree in Geography at the University of Sri Jayewardenepura. As I always aimed to pursue a career in the business field, I have taken modules on the Geography of Business and GIS modelling. My final-year dissertation is on “Changing Patterns in Retail”. I have developed my analytical skills and ability to read, manage

and present data in English. I have also become familiar with a range of business intelligence sources.

As you can see from my CV I have experience in:

- ▲ Retail: moving from shelf stacker to checkout operator to team leader in my two years with Aroma Food City. I contributed to the company consistently by providing excellent customer service.
- ▲ Warehouse operations: picking and packing to meet targets over the busy Sinhala and Tamil New Year period.

I have also:

- ▲ worked in and led teams at Aroma Food City on business projects.
- ▲ communicated with colleagues at all levels in retail and warehousing.
- ▲ solved problems as a team leader, while dealing with customer complaints.
- ▲ worked flexibly, both early and late shifts and covered for absence, sometimes at short notice.
- ▲ managed my time effectively and efficiently.

My second year semester in Australia (based on a student exchange programme organised by the University Grant Commission of Sri Lanka) exposed me to a different culture and improved my English language skills. In addition, my voluntary work with young people has increased my **resilience** and ability to mix with people from **all walks of life**.

I look forward to hearing from you.

Yours sincerely,

Akil Nazar

(Adapted from: <https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/cover-letters/sample-cover-letter>)

Letter 4

13th September 2017

Mr. Ganesh Shivakumaran
CBA Travels Ltd.
Jambugasmulla Street
Anuradhapura

Dear Sir,

Application for the Position of Driver

Your recent advertisement in *The Sunday Times* for a driver drew my attention as it appears to match my experience and abilities. I would also like to state that I am very keen to work for a company like yours that offers a competitive salary, comprehensive benefits, opportunities for advancement and the **rewards** for service and commitment.

Currently I am employed as a driver at Gamini Travellers where I am responsible for driving vehicles safely and on time to destinations, whilst at the same time giving passengers or clients a helpful, courteous and a professional customer service. I also have experience in picking up and distributing goods, and organizing travel routes.

I can operate a vehicle safely during daylight traffic hours and at night time. I possess a clean driving license with no violation records.

I have attached my curriculum vitae for your review and would like to thank you in advance for taking the time to read my application. My referees will confirm my positive attitude and strong work ethic.

I look forward to hearing from you soon.

Yours sincerely,

Kelum Silva
No.66
Main Street
Batticaloa

(Adapted from: <https://www.dayjob.com/content/driver-cover-letter-1429.htm>)

Letter 5

14th August 2017

Crunchy Biscuits Private Ltd
Low Level Road
Kottawa

Dear Sir,

Application for the Post of Sales Representative

I am writing to you regarding the post of Sales Representative in your company. I read the job description on your website, <http://crunchy.com>, and I feel that my academic qualifications meet all the necessary requirements.

I studied commerce subjects for the G.C.E. (Advanced Level) examination at Mahinda College, Galle. I have acquired skills in Public Relations, Advertising, Accounting and Marketing Product Development.

I would be pleased to have an opportunity to be interviewed by you. Please find my enclosed curriculum vitae for your consideration.

I look forward to a favourable reply.

Yours sincerely,

Venura Gamage
No. 66
School Lane
Galle
Mobile : 071- 7333337

Writing

6. Writing a cover letter and a response to a cover letter

Write a covering letter for one of the advertisements. You can follow the format of the letters you have read in the previous activities.

When you write, you can follow the steps of writing described in the writing activity in Unit 3. These steps are prewriting, drafting, getting feedback, revising, and sharing.

Before writing

In groups of four or five, discuss the format of a formal letter in the previous activities. Write down the main components of this format and discuss what you're going to say in the letter under each component.

Drafting: Now draft the letter individually.

Getting feedback: Read out your letters to your group. Identify and talk about the good features of each letter. If you have any doubts, you can ask your teacher.

Revising: Now go back to your draft letter and rewrite it, according to what you discussed.

Sharing: Now exchange your letters and read all the letters of your group members. Identify the best one, and present it to the class, describing why you think it is the best. Finally, rewrite all your letters neatly and give them to your teacher to be marked.

Extension: Exchange your best letter with another group, and write a suitable response to it. You can follow the same steps as above.

A Mock Interview

In groups of five, have mock interviews to select the best for the above employment advertisements. You can prepare for this:

- Interviewers must get ready with questions, an evaluation sheet with evaluation criteria and so on.

- Interviewees must be ready with their CVs, certificates to face the interview.
- After the interview, the interviewers will write a summary of the interview and letters to be written to candidates.

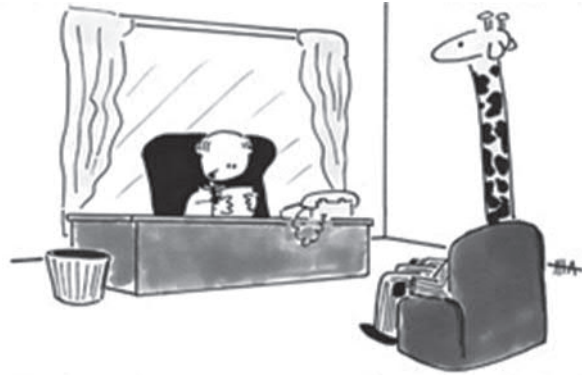
Language Focus:

You can make use of the questions and answers given below, as well as from Namal's interview above, for your mock interviews.

- ✦ "So can you tell us why you would like to have this job?"
- ✦ "Thank you for your application." "I come from Jaffna/ Negombo."
- ✦ "If the company/school offers me the job, I will be very willing to take it."
- ✦ "I have been at the technical institute / BOC Company for six years."
- ✦ "If I call you after 5 o'clock, will you be at the office?"
- ✦ "All care should be taken when moving around the factory."
- ✦ "What do you know about our company/factory/institute/ university?"
- ✦ "What do you know about the position you have applied for?"
- ✦ "What are your career goals as a school teacher/ banker/ bus driver?"
- ✦ "Tell me about a time when you worked on a team-based project in your school when a member was not doing his or her share of the work. What did you do?"
- ✦ "Can you tell us about your professional goals?"
- ✦ "What qualities do you believe are most valuable for a team to succeed?"
- ✦ "How do you think this job help you to achieve your personal goals?"
- ✦ "What do you understand by the term "managerial skills"?"
- ✦ "Describe the methods you may follow in convincing others to see things your way."
- ✦ "Tell me about a time when you were criticized by your team leader, or your teacher. What did you do?"
- ✦ "I am a fast learner and I can work under pressure."
- ✦ "I have prior experience in repairing vehicles/conducting tuition classes for school leavers."

Interviewers are not always very good!

Read this joke and discuss the underlying criticism it makes of interviewers.



"So, it says here on your resume that you're a giraffe."

Let's read some more jokes. What do they tell us about employment and working life?

Two factory workers are talking.

The woman says, "I can make the boss give me the day off."

The man replies, "And how would you do that?"

The woman says, "Just wait and see."

She then hangs upside-down from the ceiling.

The boss comes in and says, "What are you doing?"

The woman replies, "I'm a light bulb."

The boss then says, "You've been working so much that you've gone crazy. I think you need to take the day off."

The man starts to follow her and the boss says, "Where are you going?"

The man says, "I'm going home, too. I can't work in the dark."

Hello Boss! I will be unable to come to work tomorrow due to heavy rains. I live on an island now....

In your job application you mentioned swimming as a hobby. See you @ work @ 8am.

In bed, it's 6.00 am. You close your eyes for 5 minutes, it's 7.45.

At work, it's 1.30 pm. You close your eyes for 5 minutes, it's 1.31.

Tuesday means we're a day closer to a weekend spent dreading Monday.



Listening Scripts

Unit 1: Listening 1

Interview with Jayanthi Kuru Utumpala

Interviewer: Hello Jayanthi, and welcome! Thank you very much for agreeing to do this interview. I'm really happy to talk to you. Can you tell me, when did you first start mountain climbing, and why did you want to climb Mount Everest?

Jayanthi: I started climbing when I was very young - about 4 or 5 years old - and I would climb all the trees in my garden in Dehiwela. I would even climb the really tall coconut trees. I started mountain climbing when I was a teenager. When I was about 23 years old, I did a one-month training course on mountaineering, in India, which taught me everything I needed to know about climbing big, tall mountains covered in snow.

I wanted to climb Mount Everest because it was my childhood dream to climb the tallest mountain in the world. I also really love climbing mountains very much, which is why I wanted to climb Mount Everest.

Interviewer: Um... So what did your family and friends say when you told them about your plan?

Jayanthi: Actually my family and friends were very supportive when I told them about my plans. Some friends were quite worried and scared, but they only told me this after I got back from Everest.

Interviewer: What were the challenges you faced in this journey?

Jayanthi: There were many challenges during this journey that took two months long. It was very cold - sometimes it would get as cold as minus 60 degrees Celsius. There were times when we could not remove our goggles that we wear over our eyes, because the extreme cold can freeze our eyes and there was a chance we could go blind. Sometimes, if you removed your gloves, your fingertips can get so cold that they could freeze, leading to

frostbite. It was also very difficult to breathe, because the higher you climb up, there was less oxygen in the air. At night time, we had to sleep inside our tents. But this was also a challenge as it was so cold. It was like constantly living inside a freezer.

Interviewer: What qualities or personality traits should one have to be an 'achiever' or accomplish something great?

Jayanthi: I believe that there are many qualities and personality traits that are important to accomplish anything. One of them is patience. Sometimes it takes many years of planning and preparation to achieve anything. For Everest, the planning and preparation process took about 5 years. Another important quality is perseverance. Sometimes things go wrong and don't go according to your plans. When this happens it is important to get back up and try again, without giving up easily. It's also very important to think positive and believe in yourself in whatever you do.

Interviewer: Hmm. What message would you like to give the young girls and boys through this extraordinary achievement?

Jayanthi: My message is this. Don't let anyone tell you that you cannot do something because you are a boy or a girl. Sometimes society tells us that as girls we should only do certain subjects or certain sports. Similarly, even boys are told to only do some subjects and sports because they are boys. But it is important for us to question these rules. Because sometimes these rules only prevent us from being the best we can be -- because each of us have a very special skill and talent. So if you have a passion and a dream to do something, then follow that dream and don't stop until you get there.

Interviewer: Thank you Jayanthi. Thank you for talking to us.

Jayanthi: Thank you for inviting me.

Unit 1: Listening 2

Song "We are the Champions"

I've paid my dues
time after **time**.
I've done my sentence
but **committed** no crime.
And bad **mistakes** --
I've made a few.
I've had my share of sand kicked in my face
but I've **come through**.
And I need just go on and on, and on, and on

Chorus: We are the champions, my **friends**,
and we'll keep on **fighting** till the end.
We are the champions.
We are the champions.
No time for **losers**
'cause we are the champions of the **world**.

1) I've taken my bows
and my curtain calls.
You brought me **fame and fortune**, and everything that
goes with it.
I thank you all.
But it's been no bed of roses,
no pleasure cruise.
I consider it a **challenge** before the whole **human race**,
and I ain't gonna lose.
And I need just go on and on, and on, and on

Chorus: We are the champions, my **friends**,
and we'll keep on **fighting** till the end.
We are the champions.
We are the champions.
No time for **losers**
'cause we are the champions of the **world**.
(Repeat chorus)

Unit 6: Listening

The difference between the internet, the web, and 'cyber'

Today I am going to tell you why the internet' is not the same as the world wide web. I will also be talking about the birth of the internet and the web. Finally I will explain what is meant by 'cyber'.

The internet is a vast or extensive network of computers connecting right around the world that helps people to communicate with each other. These interconnected networks make it possible for people in far away places to connect. Computers use something called internet protocol suites to function. The word protocol means the rules and regulations to be followed. The internet is also called 'the net'. The internet originated back in the 1960's in the United States of America.

On the other hand, the **world wide web** exists within the internet. It can be considered a large part of it but it is not the same. You can think of the internet as a foundation for the web. The web is a system through which anyone can get information from the internet. Remember, I talked about internet protocols? The web uses just one type called the "HTTP" protocol. HTTP stands for Hypertext Transfer Protocol. The web is an information sharing model that makes sharing information or finding information much easier for people. Browsers are used to access the web. You may have heard of Firefox, Google Chrome or Bing? These are all examples of browsers. The web was invented by Tim Berners-Lee in 1989.

It is interesting to note that the web is also changing. The first generation web was quite static and not so easy to use. On the other hand web 2.0 is much more interactive and has made it possible to not just access information but also easily upload content. Social media like Facebook function because of the move from web 1.0 to web 2.0.

So what about 'Cyber'? What does that mean? While the internet and the web represent the technical side of connecting and sharing, cyber is used to describe the 'human' experiences taking place through the internet. This includes the things that are shared, the change in how people do things including buying and selling and even what people do for entertainment.

So while it may seem that all these words mean the same thing, they don't. These three words are connected just like the internet but each has a special meaning of its own.

Unit 7: Dialogue: After A-Levels.

Lihini: What are you going to do after A-Levels, Asnah?

Asnah: I want to get very good results and do a degree in business management at Sri Jayawardenepura University. That is my dream.

Pasan: But... erm... What if you don't get very good results?

Asnah: Oh, I don't know.... I haven't really thought about it. I'm sure my father will tell me to do the exam again. And, er... I probably will. I might get lucky the second time. What about you, Pasan?

Pasan: Aiyo, I don't know. I don't... I -- I can't think properly. I always get a headache in this class. It's so tiring. Why is Sidath Sir so strict? He's always shouting at us. It's so tiring.

Maithreyi: Ah, I think he's under a lot of pressure. You know, his poster says that he has a 100 percent pass rate. So I guess he has to make us pass. But anyway, you should have an idea about what you want to do after A-Levels.

Pasan: Oh I have many ideas. I want to swim in the river every day. I want to run away with that beautiful girl in the class who sits in the back row. I want to cycle from Kirinda to Kankesanthurai, and from Colombo to Batticaloa....

Asnah: Pasan, be serious!

Pasan: Okay. But you know, I really don't have a clue. Like Asnah's father, my parents also want me to go to university. But I know I won't do that well. So I am at a loss, really. Ummm... what about you, Maithreyi?

Maithreyi: Oh I also don't think I'll pass that well. I'm... I'm scared of my results even before I do the exam. I know how much my brother studied to get into medical faculty. And... and he's still studying! He says he will have to study even after he becomes a doctor, if he wants to specialise. He wants to specialise in paediatrics.

Asnah and Pasan: Huh? What's that? Peedi – what?

Maithreyi: Aiyo, don't you know that even? It is to specialize in children's illnesses. Such doctors are called paediatricians.

Pasan: Oh really? Thank you, O Great Pundit Maithreyi, for educating us.

Maithreyi: Aney just go men. You will thank me when you get married and you have babies. You will know who to take them to, because of me only. Hey Lihini, you're very quiet? What's wrong?

Lihini: Oh.... Nothing. Nothing.

Asnah: No, no, you look upset. Tell us what's wrong.

Lihini: Er... Actually, I'm really confused about what to do. Even if I'm selected for campus, I... I don't think I can go. As you know, my father can't work after his accident. My mother is looking after all of us with the money from her stringhopper business.

Pasan: But I'm sure you will get a scholarship, Lihini. I'm sure.

Lihini: Aiyo, I'm not sure if I'll be able to manage even with a scholarship... And... and I feel very guilty about spending another three years away from home. I won't be there to look after my father. Or help my mother.

Asnah: Don't worry, Lihini, don't worry. You're the brightest among us. I'm sure something will work out for you. Don't worry.

Pasan: You know, I wish we could get some advice about what we can do after A-Levels. We only know about going to campus. But-but how many of us will actually get the chance?

Maithreyi: There is a teacher in our school. Last term he told us about what we can do after A/Levels. Like the courses we can follow, after A/Levels. Actually he might be able to advise us. I'll ask him.

Asnah: Oh please ask him Maithi. Maybe he can organize a seminar for all our schools. Even my parents will come.

Maithreyi: What a good idea! I will definitely ask Arulnesan sir. He's very kind and helpful.

Lihini: I'd like that too. [Gasp] Look at the time! The interval is almost over. Let's go back to class, before Sidath sir starts shouting at us.

All: Let's go!

Acknowledgements

- ▲ Ms Parvathi Nagasundaram for her guidance
- ▲ Deputy Commissioner EPD Ranjith Iluppitiya for his coordination and patience
- ▲ Darshana Samaraweera, Chapa Welagedera, and students of the DipTESL programme of the NIE for their excellent feedback
- ▲ Chathushka Amarasinghe, Champika Seneviratne, Roshani Seneviratne, Kees Steegman, Sujeeva Sebastian Pereira, Perumal Ganeshan, and Saku de Silva for contributing photographs
- ▲ Jayanthi Kuru-Utumpala, first Sri Lankan to summit Mount Everest, for the interview
- ▲ Mihiri Jansz, Mahishi Ranaweera, Sabreena Niles, Irushi Tennekoon, Thavishi Dharmawimala, Lihini Boteju, Hansaka Wickramasinghe, and Oshanthaka Cabraal for lending their voices for the audio recordings
- ▲ Samkathana Research Centre and Archive of the University of Kelaniya for facilitating the audio recordings

Note: Grammar activities in Units 3, 4, 5 and 6 have been adapted from Penny Ur's Grammar Practice Activities: *A Practical Guide for Teachers*, published by the Cambridge University Press

Audio Recordings: Listening and Reading texts in the textbook.

	Listening and Reading Texts	Length (minutes: seconds)
	Unit 1 : Sri Lankan Achievers	
1	Reading 1 : Everyday Hero	01:17
2	Listening 1 : Interview with Jayanthi Kuru-Utumpala	03:41
3	Reading 2 : Ray Wijewardene	04:03
4	Listening 2 : Song "We are the Champions" by Queen	03:01
	Unit 2 : Living in Harmony	
5	Reading 1 : Harmony is all about coexistence	03:13
6	Reading 2 : Poem "The Human Family" Maya Angelou	01:43
7	Reading 3 : Jim and Mary	00:57
8	Reading 4 : Poem by Confucius	00:23
	Unit 3 : Relationships	
9	Reading 1 : Rahal	00:39
10	Reading 2 : What are relationships?	04:21
	Unit 4 : English as a local and global language	
11	Reading 2 : Crazy English Plurals	02:01
12	Reading 1 : 10 Reasons why you should learn English	02:59

	Unit 5 : Crime and Social Responsibility	
13	Reading 1 : Six news items	
14	Reading 2 : Laws in different countries	05:50
15	Speaking : Joshua	00:43
	Unit 6 : The Cyber World	
16	Reading 1 : Writing emails	01:51
17	Reading 2 : An informal email	01:11
18	Reading 3 : The internet of things	01:31
19	Listening : Difference between the internet, web and cyber	03:13
20	Reading 4 : Know your enemy	01:31
	Unit 7 : Continuing Education	
21	Reading 1 : Maradana College of Technology	01:15
22	Reading 2 : Susikaran Vinotha	02:47
23	Listening 1 : After A/Levels	04:14
24	Reading 3 : University Education in Sri Lanka	05:15
	Unit 8 : Employment	
25	Reading 1 : Poem "The Employment Struggle"	02:01
26	Reading 2 : Covering Letter 1	02:37
27	Reading 2 : Covering Letter 2	01:14
28	Reading 2 : Covering Letter 3	02:48
29	Reading 2 : Covering Letter 4	01:37
30	Reading 2 : Covering Letter 5	01:18
31	Reading 3 : Jokes	01:11