

**Teacher's Role as a Motivator and Facilitator of the Department of
English and Humanities of BRAC University**

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Abstract

Twenty students from the department of BRAC University participated in this research survey and this research attempts to find out teacher's role as a motivator and facilitator for teaching English as a second language. The research survey reveals that students are both integratively motivated and also instrumentally motivated and they get proper facilitation from their teachers. This research concludes with some pedagogical suggestions to improve the grammatical ability of students.

Chapter-1:Introduction

1.1 Introduction:

This research paper is based on some of the ~~findings of a survey~~ conducted to know the role of a teacher's role as a motivator and facilitator in a second language classroom and students from the Department of English and Humanities of t BRAC University only participated for this survey. The study is based on H.Douglas Brown's "principles of Language Learning And Teaching"(3rd edition,1994), Vivian Cook's "Second Language Learning And Language Teaching" (2nd edition,1996) and Patst M.Lightbown and Nina Spada's "How Languages are Learned" (Second Edition,2000).In these books writers wrote on different motivational techniques and how a ELT teacher can motivate their targeted group and how a teacher can facilitate their those students who is learning English as a second language. Although research on facilitation and motivational roles of ELT teachers are not available but almost ninety eight percent SLA learners believed that motivation from their ELT teachers and their teacher's role as a facilitator helped them a lot to achieve their significant expertise in learning English. The objective of this research is to get a good understanding on motivational and facilitation roles of an ELT teacher from the BRAC University English and Humanities Department context and by this research survey it will be known that, whether students proficiency in learning English is

effected by their teacher's role or not.

1.2 Research hypothesis:

Positive motivation and facilitation of ELT teachers help students to be a more confident and successful language learners.

1.3 Purpose of the study:

By this research study it will be found that, English is the second language for most of the BRAC University, English and Humanities Department students and to learn this international language whether a student feels more confident and become more successful with the facilitation and motivational help from their ELT teachers and become a successful ESL learner or not and what percent is their success rate.

1.4 Rationale of the study:

As learning a second language is not a very easy thing to do so without the proper help from a teacher or trainer it is not possible for a learner to learn this language and here one teacher can help her students in different ways to make them a successful language learners. Teacher's can play their role as a motivator and facilitator and by the help of these roles of a teacher how the students of BRAC University English and Humanities department helps themselves to be a successful English language learner will be found out clearly through this empirical research.

1.5 Limitation of the study:

For the limitation of time for this research survey only a small group of twenty students

were selected from BRAC University English And Humanities Department and for this time constraint the method which was selected for this research was the survey among those twenty students. Although it is true that to get a clearer concept it is important to do survey on more than twenty students and to know about their English spoken language skill there is no other option than to take their survey on their verbal improvement but inspite of the importance of taking survey on their verbal language it was not possible to do these survey of checking their verbal language skill for the time limitation.

Chapter 2:

Literature Review:

Patsy M. Lightbown and Nina Spada in their book "How languages are learned" (2nd edition) wrote "Motivation and attitudes". They wrote that different researchers did their research work on motivation and attitudes in second language learning and the overall result is that, for second language learning, positive attitudes and motivation lead the students to gain their targeted success in second language learning. But from the research it did not come out that how motivation is related with second language learning. Learners' communicative need in the targeted second language learning and learners' attitude towards the second language learning are the two common factors which can directly or indirectly motivate the learners. If the learner uses the second language in a wide range of social network and also for professional developmental purpose then it would be easier for them to gain fluency in a short span of time and if they can be appreciated by their social network and they can be appreciated by their social network and they can face social situations smoothly then the learners' level of confidence will be high and they will be motivated by the situations and by this way they will be able to take more initiative to take more risk in new situations. Another most important way for being motivated is that, if the learner has positive attitude for the speaker of the learner and for the culture of the targeted language then it will be easier to motivate the learner. On the other hand, if the learner is pressurized by his or her socio-cultural situation and psychological condition to acquire the second language it could create a negative effect in the learners' mind and this situation will disable them to internally motivate and the result will be negative because the learner is

not getting any internal motivation that can lead them to their targeted successful second language learning. Members of majority group learning the language of minority group and the members of minority group learning the language of majority group may have different attitudes and motivation to learn the targeted language. Adults, children all of them are sensitive enough to this type of societal factors.

M.Lightbown and Spada also wrote on "Motivation in the class setting" in their book "How Languages are Learned". In this area they wrote from teacher's perspective that, most of the time teacher's thinks that those are participating actively in the class and express interest in the subject matter and read thoroughly the subject these are the easily recognized characteristics of a motivated student who is very much capable of giving his all effort in learning the targeted second language. If the second language facilitator can make an interesting, clear and easy lesson plan after thinking about the age level, schemata level and the level of ability for the subject matter of the learner and then the facilitator create a non-threatening environment and supportive environment to take risk then it will obviously motivate the learner positively. A teacher's role here will be like not only a second language instructor, here a teacher should take a role as a facilitator. The teacher should facilitate a positive learning environment for the learners and he should motivate learners by keeping informed by giving news on upcoming interesting topics by which he will be able to raise the interest level of those learners and if the facilitator can create interest in learners mind on the subject matter then his students will be motivate easily in a positive way. When the teacher will make a lesson plan for the second language learner he should think about :

different activities, tasks and materials to make the subject matter make easy, interesting and clear in front of the learners. Sometimes it is important to change the regular routine to break the boredom of the students and to increase the students level of interest. If the teacher can create a co-operative learning environment rather than a competitive learning environment then it will be easier to raising interest level of his or her students because every participants including the weaker one will also involve himself with the whole subject matter and as his teammates or group mates will count on them and by this way all the learners will feel motivated to participate actively in the learning session. But as the confidence level of learner and the attitude of learner, these are actually sociological and psychological reasons which can be vary from culture to culture and in different age level, for that reason, it can be said, competitive learning is also sometimes fruitful for creating a positive environment for the learners and to make them more successful in learning the second language.

H.Douglas Brown in his "Principles of Language Learning and Teaching"(3rd Edition) has a chapter on "Motivation" and in this book Brown wrote that, success and failure of any work depend on proper motivation. For a second language learner it will be easier for learning second language if they get proper motivation from their facilitator. "For countless studies and experiments in human learning have shown that motivation is a key to learning"(Crookes and Schmidt 1991). So, it can be said that, for the second language learning it is very important for the facilitator to give proper motivation through their different effective motivational techniques to the learner of second language to help them to overcome their fear or other external factors and to increase their confidence level as they feel secure themselves in learning their target

language.

“Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. Or, in more technical terms, motivation refers to “the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect”. (Keller 1983:389). From this definition it can be said that, people who wants to give their psychological effort to overcome any obstacle or want to reach to a desired goal those psychological effort is known as motivation.

Some psychologists see this motivation as needs or drives.

“Ausubel (1968:368-379), for example, identified six needs undergirding the construct of motivation: (1) the need for exploration, for seeing “the other side of the mountain” for probing the unknown; (2) the need for manipulation” for operating- to use Skinner’s term –on the environment and causing change;(3) the need for activity, for movement and exercise, both physical and mental;(4) the need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings; (5) the need for knowledge, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge;(6)finally, the need for ego enhancement, for the self to be known and to be accepted and approved of by others.” So, here by these six factors Ausubel pointed out that these six needs are essential to construct motivation and the facilitator should aware of these six factors.

There are also some other factors, which is also not less important

to construct motivation. Like Maslow pointed out that there are total five factors which are important for motivation. When a person met lower level needs then they go for higher level needs. Maslow mentioned that these are hierarchical needs when someone can fulfill lower level needs then they want to achieve higher level needs. There are sufficient example on the concept of 'needs' at motivation. A person can be motivated for different reasons or needs like, to know about a new topic or exploration, stimulation, knowledge, self-esteem, autonomy. So it will be easier for the facilitator if they understand the need of the learner then it will be easier for them to motivate the target group. Like that if a second language learner can find out their need then it will help them to be intrinsically or extrinsically motivated and this motivation will lead them to a successful second language learning and another important thing is that, motivation can be global, situational or task-oriented. For that reason, a facilitator should remember that when they will motivate their learners, these three levels of self-esteem are the essential parts of motivation. Intrinsic motivation and extrinsic motivation are two basic types of motivation, where intrinsic motivation means when a person wants to fulfill their own needs by learning second language then that learner feels an inner stimulation towards the second language learning, so this types of motivation is known as intrinsic motivation. Extrinsic motivation means when a learner wants to learn the second language to get an external reward then the learner feels extrinsically motivated.

Robert Gardner and Wallace Lambert (1972), carried out a study in Philippines, several parts of United States and Canada over a period of twelve years on foreign language learners and by this research they wanted to prove how

attitudinal and motivational factors influence second language learning. Instrumental motivation and integrative motivation these are two basic types of motivation and these motivations can effect a learner's attitudes and by this way the learner can be positively motivated for learning second language. Instrumental motivation and integrative motivation are two basic types of motivation which are very important for learners of second language and also for facilitator for second language. Because through instrumental motivation one second language learner can motivate themselves to enrich their career or develop their professional skills by learning second language, so there is a similarity between instrumental motivation and extrinsic motivation. On the other hand, the learner who is integratively motivated they wants to learn the second language to fulfill their own need like, may be they want to be the part of country, culture and the second language group. So, there is a similarity between these integrative motivation and intrinsic motivation.

“Many of Lambert's studies (See Lambert 1972) and one study by Spolsky (1969) found that integrative motivation generally accompanied higher scores on proficiency tests in a foreign language.” Yasmeen Lukmani's research on Marathi-speaking Indian learners of second language (1972) and Braj Kachru's (1977,1992)-research report on Indian English, which is the example of variety of Englishes proves once again the validity of Lambert and Spolsky's research that, integrative motivation plays a strong role to motivate second language learners and by using this motivational techniques the facilitator can facilitate the target group, which is the second language learner group.

Au (1988) studied twenty-seven different research

works on integrative and instrumental motivation and found that motivation can be influenced by cultural belief, numerous ambiguities and these plays a strong role in success of instrumental motivation or integrative motivation. "Even Gardner himself, with his associates, have recently found that certain contexts point toward instrumental orientation as an effective motive for language success(Gardner and Macintyre 1991), and that others favor integrative motivation(Gardner, Day, and Macintyre 1992). So, if the facilitator can show the advantages of the second language learning then it will be easier to motivate the learners instrumentally.

As both of these types of motivation: instrumental motivation and integrative motivation are very much effective as a motivation so if a facilitator can know that which one is the most effective then it will be easier for them to facilitate. But different studies on motivation shows that both of these motivations are needed to motivate the learner, that means there should be a balance or mixture of both of these motivations. "For example, Chinese speakers learning English in the United States for academic purposes may be relatively balanced in their desire to learn English both for academic (instrumental) purposes and to understand and become somewhat integrated with the culture and people of the United States." So, from this studies on Chinese speakers learning English, it can be said that, one learner can learn the second language for both academic purpose and to know about the culture of the country and for that reason, the facilitator can use both instrumental and integrative motivation.

Edward Deci (1975:23) defined intrinsic motivation:

"Intrinsically motivated activities are ones for which there is no apparent reward except

the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic rewardIntrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.” By this definition of intrinsic motivation Deci wanted to say that, intrinsic motivation is related with one’s own feelings and one can be benefited by satisfying his or her own desire by getting this intrinsic motivation.

Again one can be extrinsically motivated for different external rewards, money, grades, prizes and sometimes for certain types of positive feedback from others. Different research work on motivation proved that, for getting a long-term retention, intrinsic motivation is more powerful. Maslow (1970) explained that intrinsic motivation is more important than extrinsic motivation and one person wants to get physical safety and community needs and his or her ultimate target is getting ‘self-actualization’. Self-esteem and the feelings of fulfillment always lead a person to the path of self-actualization. Jerome Bruner (1962) mentioned about the “autonomy of self-reward” and by this way he wanted to tell that, facilitator should create an environment for both children and adult where their will power will not led forward by any reward or punishment system and another important negative side of extrinsic motivation is that, learners can lead to an addictive behavior if the facilitator make them dependent on immediate prize or praises and a learner can behave negatively if suddenly the facilitator stop giving any tangible rewards and their desire for learning the second language can stop. Ramage (1990) did a research on between foreign language high school students and college entrance requirements and found that, when the students wants to fulfill the

requirement for passing in the class students are showing weaker performance.

Although there is a difference between intrinsic motivation and extrinsic motivation, both of motivation are very important and for that reason one facilitator can use different techniques to use both of these motivations and “in terms of choice, engagement, and persistence, as determined by interest, relevance, expectancy, and outcomes,... the concept of motivation(will have) a more satisfactory connection to language-learning processes and language pedagogy”.(Rookes and Schmidt 1991:502). So it can be said that, the intensity of motivation is more important than its type.

The most interesting thing which Patsy M.Lightbown and Nina Spada wrote in their book “How languages are learned’ (2nd edition, 7th chapter), here they wrote on popular ideas about language learning and facts and options. In this chapter, they referred total twelve points about popular ideas about language learning and among those twelve points number four point is, “The most important factor in second language acquisition success is motivation”, so by making this point Patsy M.Lightbown and Nina Spada clearly coined that motivation is the most important factor for second language learning. Most of the teachers and researchers believe that, a pupil who is self-motivated he is going to give his best but sometimes it can be seen that, highly motivated learners are facing great difficulty in acquiring second language. Actually a child who is learning his first language and an adult who is learning the second language their acquisition their acquisition level is not same. It is not always possible to gain native-like ability to acquire second language in an adult age. It is not possible for a teacher to motivate learners intrinsically because learners come with different life experiences, socio-cultural and

educational background but all a teacher can do mainly is to motivate his students by creating a supportive environment in which students will not feel threatened to participate actively and become a successful second language learner.

In the book "Second language learning and language teaching"(2nd edition) written by Vivian Cook, wrote on "What sort of motivation is good for L2 learning?", In this book Vivian Cook highlighted few points and those points are, learners who are better motivated they can do better in L2 learning. A particular topic, a particular song can make the learners feel interested in the class and this interest can make them motivated to learn the targeted second language easily and clearly in a stress less manner. Although the matter of targeted students enjoyment does not always means that, learning is taking place but these are the effort which a teacher as a facilitator can make for a short-time to present his students a stress less learning environment. There are generally two types of motivation. One is integrative motivation and another is instrumental motivation. Integrative motivation means learning the language for knowing and taking part in the culture of that particular country. On the other hand, instrumental motivation refers to learning the language for a practical purpose. Actually one student can be integratively motivated or he can be instrumentally motivated, again he can be motivated by both of instrumental and integrative motivation but there is no limitation that one learner should integratively or instrumentally motivated by only this much, not more than that.

Vivian Cook also wrote on "Motivation and Teaching", here Cook wrote on some students may neither instrumentally motivated nor integratively

motivated. Like, who comes to school for the first time they do not have their liking for the second language or culture or they do not think about their job prospect and for that reason, teachers can cultivate both types of motivation in the learners mind to make them successful language learner in second language learning. Teachers can motivate by focusing on foreign culture, job prospect and even the popular lifestyles also.

Lambert(1981) wrote on additive bilingualism and subtractive bilingualism. When in additive bilingualism learners thinks that they are learning about new culture, language by not giving up their own language and cultural values but on the other hand, in subtractive bilingualism learners thinks that, they are learning second language and knowing about another culture, not only that, they are also using this new language for different practical reason, by this process they are actually loosing their own language and cultures. So, from the thinking of additive bilingual got that, they are positively motivated to learn the second language. On the other hand, although subtractive bilingual learners learning and using second language they are not self-motivated to use this second and they feels it as a threat for their own culture and language. For that reason, teachers have to be very aware of the reservations and preconceptions of their students. Motivation can goes in both ways, like from successful motivation, successful learning can come. Again, successful learning can come from successful motivation. The process of successful learning which can motivate learners may cause high motivation. Both of integrative motivation and instrumental motivation can bring success for the second language learning but lacking of one type of motivation can cause problems. Short-term motivation is also very important for upgrading students performance for learning the targeted second language.

H.Douglas Brown's "Principles of Language Learning and Teaching"(3rd Edition) has one chapter on "Motivation" and different types of motivation. In this book Brown wrote that, success and failure of any works dependent on proper motivation. For a second language learner it will be easier for learning second language if they get proper motivation from their facilitator. "For countless studies and experiments in human learning have shown that motivation is a key to learning"(Crookes and Schmidt 1991). So, it can be say that, for the second language learning it is very important for the facilitator to give proper motivation through their different effective motivational techniques to the learner of second language to help them to overcome their fear or other external factors and to increase their confidence level as they feel secure themselves in learning their target language.

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physical safety and community needs and his or her ultimate target is getting 'self-actualization'. Self-esteem and the feelings of fulfillment always lead a person to the path of self-actualization. Jerome Bruner (1962) mentioned about the "autonomy of self-reward" and by this way he wanted to tell that, facilitator should create an environment for both children and adult where their will power will not be led forward by any reward or punishment system and another important negative side of extrinsic motivation is that, learners can lead to an addictive behavior if the facilitator make them dependent on immediate prize or praises and learner can behave negatively if suddenly the facilitator stop giving any tangible rewards and their desire for learning the second language can stop. Ramage (1990) did a research on between foreign language high school students and college entrance requirements and found that, when the students wants to fulfill the requirement for passing in the class students are showing weaker performance.

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Chapter 3: Research Design and Methodology

3.1 Research Design:

This research is a small-scale, one time quantitative survey on students of the department of English and Humanities of BRAC University.

3.2 Research Question:

1. What is the teacher's role as a motivator and facilitator at the department of English and Humanities of BRAC University?

3.3 Participants:

To participate in this quantitative research a total of twenty students were selected randomly from the English and Humanities department of BRAC University. Among these twenty students only four students were from English medium and rest of the sixteen students were from Bengali medium. Students who are from Bengali medium background they have prior knowledge on English through their school and college education because they learnt English as their compulsory subjects at their last twelve years.

3.4 Instrument and format of the questionnaire and test:

For this survey a total of ten close ended questionnaires was constructed and students used their prior experience to make this survey successful. The test was designed to check participant's proficiency level of general English. In the first part there was general information on the participants and in the second part they gave a short proficiency test on English language.

3.5 Data collection and analyses procedure:

First of all the questionnaires were distributed among the participants by the researcher. The researcher was physically present there if the participants needed any help. The survey result was very important for this research and from the survey it was came out: students medium of study and how their teacher motivate them, facilitate them and whether these motivation and facilitation from their teacher helps them to learn English as a second language.

Chapter 4 : Research Findings and Discussion

Table 1 : Survey Results of the test item and participants test score.

Participants	Scrambled sentences (Out of 6)	Sentence Completion (Out of 6)	Correct words (Out of 10)	Reading Comprehension (Out of 3)	Total (Out of 25)
1	3	2	10	3	18
2	2	2	9	3	16
3	1	2	9	0	12
4	1	2	5	3	11
5	2	3	10	3	18
6	2	2	10	3	17
7	3	1	10	3	17
8	1	3	9	3	16
9	2	2	9	3	16
10	4	4	8	3	19
11	2	3	9	0	14
12	1	3	9	0	13
13	3	2	8	0	13
14	3	1	8	3	15
15	2	1	9	3	15
16	1	4	8	0	13
17	2	1	8	0	11
18	1	1	8	0	10
19	2	3	8	3	16
20	1	1	8	3	13

From the ten close ended question and the participants test score it is clear that, students of English and Humanities department of BRAC University has both integrative and instrumental motivation and facilitation. Here, from the ten close-ended question it is known that, teacher plays an important role as a motivator and facilitator to teach English as a second language. On the other hand, test score of the twenty participants shows that, among the twenty students, sixteen were from Bangla medium background and only four of them were from English medium background. Although almost every participants agreed at the part A (ten close-ended question) that they were

both integrative and instrumentally motivated by their teacher and they get proper facilitation from their teacher but their test score does not project the same result. From their test score it was found that, none of the students who participated at the survey got above 19 (out of 25). So it can be said that, students of the department of English and Humanities of BRAC University has both types of motivation and facilitation from their teacher but their improvement at learning English is actually not satisfactory because after their H.S.C or A level they are coming to study at University and at their school and colleges they already covered all the topics which were given as a survey question and as now they are studying at University level it can be expected from them that, they will improve more their level and depth of knowledge of learning English but their test score shows that, none of them got full marks(25 out of 25).

Chapter 5: Conclusion and Recommendation

The research survey shows that students from the department of English and Humanities of BRAC University has integrative motivation and at the same time they get instrumental motivation from their teacher's. But their improvement to learn the target language English is not satisfactory because their highest marks was 19 out of 25 that means it's a B+ Grade(76-80) . In some area, some participants got Zero also. As among twenty students four students were from English medium background and as in the survey questionnaire there was no literature related question so it was not very difficult to get 25 out of 25. From this research survey it can be said that, teacher should give more concentration not only in communicative English but also to Grammatical aspect and they should always focus on four skills at the time of preparing classroom lesson plan.

Resources:

Brown, H. Douglas (1994), Principles of Language Learning and Teaching.
USA: Prentice Hall Regents.

Lightbown, Patsy M and Spada, Nina (2000), How Languages are Learned.

Appendices

Appendix: 1

Section 1:

Questionnaire

I am doing a thesis for my final semester and for that reason I need your help to make this research work successful.

I need your opinion to collect information for my research topic. This questionnaire is very confidential and all the informations gathered from this survey will be used for thesis purpose only.

Part A:

Please, tick the answer that applies to you.

1) I am...

Female

Male

Transgender

2) What is your age group?

18-19

20-21

22-23

24-25

3) You are in which semester?

.....

4) What was your medium in your school and college?

English medium

Bengali medium

Part B:

Please, read each statement and underline the number that applies to you:

5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree

- 1) To teach English as a second language, teacher can give me motivation and facilitation through:
- a) If the teacher explain or show why learning a particular content or skill is important then I feel motivated---
5, 4, 3, 2, 1.
- b) If the teacher create and/or maintain curiosity among the students on the particular topics/subjects, then I feel motivated---
5, 4, 3, 2, 1.
- c) If the teacher provide a variety of activities and sensory stimulation's to the students, then I feel motivated---
5, 4, 3, 2, 1.
- d) When the teacher set goals for learning and aware students about the goals then I feel motivated---
5, 4, 3, 2, 1.
- e) If the teacher relate learning to student needs then I feel motivated---
5, 4, 3, 2, 1.
- f) By giving corrective feedback a teacher can facilitate his/her students---
5, 4, 3, 2, 1.
- g) By providing rewards to students for their best work, teacher can motivate the students---
5, 4, 3, 2, 1.
- h) Teacher's friendly personality can motivate students to learning the target language, subjects or topics--
5, 4, 3, 2, 1.
- i) By setting co-operative rather than competitive goals, teacher can motivate students--
5, 4, 3, 2, 1.
- j) By providing books name, web site address for a particular topic teacher can facilitate me—
5, 4, 3, 2, 1.

Appendix: II

Test

Section 2:

Part A:

Scrambled Sentences:

Rewrite these 'scrambled' sentences as correct order.

Example: any more information feel free to come if you want and talk to me.

Ans: Feel free to come and talk to me if you want any more information.

1. Of the 'modern experience' it has been said that to be a tourist is one of the characteristics.

Ans:.....

2. A few days ago I am writing in reply to a letter I received from you.

Ans:.....

3. We are still in a position control technology we should ensure that where we able to.

Ans:.....

4. On computers today without them that it is hard to imagine we are now so dependent what things would be like.

Ans:.....

.....

5. New recycling technologies governments have encouraged and at the same time waste paper collection has responded by developing the paper industry.

Ans:.....

.....

6. That I can get into some reading can you give me of Sociology so the content of the first year any idea about?

Ans:.....
.....

Sentence completion :

Change the form, but not the meaning, of each of the following sentences by completing the alternative sentence given. Make only those changes, which are necessary.

Example: The house was blown down.
The storm blew down the house.

1. Her conduct annoyed me.

I was...

Ans:

2.The room was filled with smoke.

Smoke filled...

Ans:.....

3.Does he want this?

Is this...

Ans:

4. The shed was burnt to ashes.

Fire burnt...

Ans:

5.You will be pleased with this news.

This news...

Ans:.....

6. It is said that they know it.

Everybody...

Ans:.....
Part B:

Fills in the blanks with right words from the bracket.

- 1.The idea originatedhim.(with/to)
- 2.Smoking is prejudicialhealth. (to/ in)
3. The questknowledge is an endless one.(of/in)
- 4.He has recoveredhis illness.(from/with)
5. Have pity..... the poor.(for/ to)
- 6.You may relymy words.(on/from)
- 7.He is jealousfreedom.(for/from)
- 8.I have no wantmoney.(of/at)
- 9.They paid tributedeparted soul.(to/at)
10. I was totally unawarethe incident.(of/on)

Part C:

Tick the sentence that best summarizes the passage:

Children never go to fight a war, yet every war brings the greatest misery to them. Even before the war begins, they begin to suffer, because their fathers and brothers leave all their work in order to go to fight. There is less food and homes are uncared for. Then, in the battlefields, every bullet that kills a soldier takes away from some child the one person who fed him and looked after him. Here, at home, prices go up. Children do not get things to eat, books to read or toys to play with. It may even happen that people have to leave their country, and then it is children who suffer most. When the war is over, everyone who lives has to suffer. Even grown-up people are made very miserable. You can very well imagine how unbearable such suffering is to children and young people.

-
- A. War plays a dangerous role in the life of children.
 - B. The consequences of a war seriously affect socio-economic life of children.
 - C. Adult people tries to save their country in a war but children suffer most.
 - D. Children should keep outside from the war.