English

Work Book

Grade Eleven

11

Educational Publications Department

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English

Workbook

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English Workbook 11 Grade Eleven

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Foreword

The expectation of our nation is a glorious younger generation equipped with virtues and skills. The Democratic Socialist Republic of Sri Lanka offers you this textbook with the intention of accomplishing that target.

Our aim is to make you accessible to the world of wisdom through education by getting the optimum use of this textbook and to open the gateway for you to become a real inheritor of the prosperity of motherland.

By making this textbook your trustworthy companion, you will be able to enter the path of becoming a patriotic citizen beneficial to the country and undoubtedly, Sri Lanka will prosper because of you. Knowledge, attitudes and skills you gain by using this textbook will help you to win the world beyond the horizon. The brilliance of the "Pearl of the Indian Ocean" will shine brighter because of you when armed with competencies.

I extend my gratitude to the writers who dedicated time, endeavour and their knowledge in compiling this textbook along with all the others including the officers of the Educational Publications Department, the editors and the members of the evaluation board.

W.M.N.J.Pushpakumara
Commissioner General of Educational Publications

Educational Publications Department
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Battaramulla.
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Unit 1

Relationships

◆*Activity :* 1:01 - *Writing*

Relationships are bonds of affection we have with others. However different cultures have different terms. For example the term 'cousin' is very English. It is alien to our culture. The English speaks of first cousins the children of siblings, (brothers and sisters) second cousins are children of the brothers and sisters of the parents.

Label your family tree for three generations

Use the Sinhala/Tamil terms for 'aunts' and 'uncles' (the *bappas* and the *punchiammas* etc.)

Family tree

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Now write about your cousins mentioning how many you have.

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◆ *Activity :* 1:02 - *Speaking / Writing*

Write the following sentences in <u>indirect speech</u>

Direct :- "I don't <u>want</u> to do <u>my</u> patch work" Maggie said.

Indirect :- Maggie said [that] <u>she</u> did not want to do <u>her</u> patch work.

(01) Mr Tulliver said, " I want to send him to a really good school."

---

(02) Maggie said, "He will miss home, the rabbits and the birds."

---

(03) The mother said, " Her aunts will arrive at any moment."

---

(04) Mrs Tulliver said, " I don't teach her to be ladylike according to her aunts."

---

(05) Aunt Pullet said, " I think the girl has too much hair."

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(06) Mrs Tulliver said, "I wish you wouldn't laugh at her, Mr Tulliver."

---

(07) Mr Tulliver said, "Our little lass is twice as clever as he is."

---

(08) Tom said, "I haven't seen her for two hours."

---

(09) Mrs Tulliver told Mr. Tulliver, " You know best, I've no objections."

---

(10) Tom told Maggie, "You don't know what I've got in my pocket."

◆*Activity* 1:03 - *Writing*

Write the following with the correct punctuation marks to make it meaningful.

What is that poster in front of your school Kamal asked we are going to have a seminar and a workshop to educate the public on good values the president of the buddhist society Ravith replied he went on describing that is because we have to enlighten the public on good values that help to develop healthy relationships. I will prepare a programme for the day.

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◆ *Activity* 1 : 04 - *Writing*

Planning a programme. Imagine you are Ravith. Write down the programme using the following clues.

- Welcome speech by the President
- A playlet acted out by groups
- Commencing of programme with religious observances
- Vote of thanks by the Secretary
- Speech on Good values by the Guest speaker
- Discussion on the topic

first / next / after that / subsequently/ then / finally

Using the sequence markers given above write a short report on what happened.

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◆ *Activity* 1 : 05 - *Speaking*

Are these sentences right or wrong ?
Put a tick if it is correct, a cross if it is wrong.

Friendship

☐ 1. A friendly relationship or feeling lasting for a long time is called friendship.

☐ 2. Friendship can be between the rich or poor.

☐ 3. A friend always hopes for a chance to harm the other.

☐ 4. A friend should never be jealous of other friends.

☐ 5. Whenever a friend is in need of help, the other should avoid him.

☐ 6. Friendship is a great bond which is honest and gentle.

☐ 7. One friend should have sympathy towards the other.

☐ 8. Friendship should be built on values such as trust, truthfulness and loyalty.

☐ 9. A friend should always be unfaithful to the other.

☐ 10. Friends bound by a friendship together would be friends for ever.

Write the translation of a definition of friendship found in your own language, Sinhala / Tamil.

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◆ *Activity* 1:06 - *Writing*

Make a list of names of animals and birds that are reared by people as pets.

Animals	Birds
----------	----------
----------	----------
----------	----------
----------	----------
----------	----------
----------	----------

◆ *Activity* 1:07 - *Writing*

List the adjectival phrases from the text "The loneliest years of my life"under column "A". Rewrite them under "B" replacing the underlined word with another of similar meaning.

	A		B
eg:1	affectionate nature	-	loving nature
2	----------	-	----------
3	----------	-	----------
4	----------	-	----------
5	----------	-	----------
6	----------	-	----------
7	----------	-	----------
8	----------	-	----------
9	----------	-	----------
10	----------	-	----------

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◆ *Activity* 1:08 - *Writing composition*

Imagine you are a pet parrot and write down the comforts and companions you get in a home, and the freedom and joy in the wild you don't get.

- ❖ Write two paragraphs.
- ❖ Use simple present tense.

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◆*Activity* 1:09 - *Writing*

Match the phrases with the words in the box which have similar meaning.

1.	an upper class man	-	lender
2.	able to predict	-	promise
3.	a person who lends money	-	nobleman
4.	a rule or decision agreed with	-	suitor
5.	a person who writes plays	-	condition
6.	a man who seeks to marry	-	foresee
7.	a true statement	-	playwright

◆*Activity* 1:10 - *Writing*

Turn these sentences from Active Voice (Simple Past Tense) to Passive Voice.

Eg :- Antonio borrowed money from Shylock.
Money was borrowed by Antonio from Shylock.

1. Shylock laid down a condition.
2. He wanted a pound of flesh if Antonio failed to repay.
3. The lender filed a court case.
4. Portia wrote a note to Nerissa.
5. They worked out a plan to appear as male lawyers.
6. Portia questioned the money lender.
7. She asked Shylock to be merciful.

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◆ *Activity* 1:11 - *Prepositional Phrases*

A preposition with a noun following it makes a prepositional phrase.

Eg :- in the city of Venice

Pick prepositional phrases from the lesson 'Friendship' and underline them.

eg. 1. a bond between two friends

2. daughter of a wealthy businessman

◆ *Activity* 1:12 - *Writing*

Renewing old relationships

Two friends who meet at the get-together of the Past Pupils' Association discuss their school days.

Write the dialogue between the two friends.

You may change the names as you like.

Seetha:- Hello, I'm Seetha, aren't you Leela?

Can you remember me?

Leela:- Of course, how can I forget you? We were in grade 10 together.

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◆ *Activity* 1:13 - *Writing*

Write a letter to a famous person you met at a book launch. The famous person can be an author / poet / writer / playwright.

◆ *Activity* 1:14 - *Writing*

Write how relationships were built in the past and the present.

Relationship	
Past Visits - personal	**Present** Modern technology - telephone

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Unit 2

Culture

◆ *Activity :* 2:01 - *Writing*

Imagine that you are staying after school to practise your event for the cultural day. You forgot to tell your mother and you are sending a note through your school van driver.

Include the following

- Practices are from (2 p.m. - 5 p.m.)
- Can share lunch with a friend
- Can come only at 5 p.m.

(Write in about 40 words)

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◆ *Activity :* 2:02 - *Writing*

The welcome speech made by the president at the cultural festival is given in the wrong order.

Re-arrange the sentences by putting the correct number in the boxes.

(a) This I'm sure would help us to live in peace and harmony. ☐

(b) Hope you will enjoy the programmes lined up. ☐

(c) It gives me great pleasure, to welcome our chief guest Mr. Nimal Mendis, the Zonal Director of Education on behalf of the committee. ☐

(d) And carry pleasant memories of this wonderful evening, Thank you. ☐

(e) The event is organized with the intention of getting a better understanding about the different cultures in our society. ☐

(f) Our principal Mr. Daya Alwis, distinguished guests, parents and fellow students of the cultural festival. ☐

Now write the welcome speech in the space below.

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◆ *Activity :* 2:03 - *Writing - Group Work*

Design a poster for a food fiesta to be held during the interval, at the cultural festival.

Follow the guide lines given.

- A catchy title.
- The food items to be sold
- A wide variety - Specialities of different cultures.
- Reasonably priced

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◆ *Activity :* 2:04 - *Writing*

Follow the guide lines given below and write a composition about a cultural festival. Provide a picture related to the event.

- ❖ Name the festival.
- ❖ Who celebrates it and when.
- ❖ Who / what do they honour on this day
- ❖ Whether it is a family oriented festival / festival of mass participation.
- ❖ How the festival begins.
- ❖ Clothing associated with the festival.
- ❖ The duration of the festival.
- ❖ Any other special features.

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◆ *Activity :* 2:05 - *Writing*

Write 5 ways in which you show respect to elders on special occasions.

1. .....
2. .....
3. .....
4. .....
5. .....

◆ *Activity :* 2:06 - *Speaking / Writing*

Complete the following dialogue which shows that Kataragama is a place of worship where people of all religions visit.

Geetha :- How was your trip to Kataragama ?

Nizar :- It was simply marvellous.

Geetha :- Why do you say so ?

Nizar :- The whole place looked enchanting under the night sky.

Geetha :- .....

Nizar :- .....

Geetha :- .....

Nizar :- .....

Geetha :- .....

Nizar :- .....

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◆ *Activity :* 2:07 - *Speaking / Writing*

Get into groups of six and fill in the grid. Each group can find information about one country.

A GLIMPSE OF SOUTH EAST ASIAN CULTURE

	Sri Lanka	India	Pakistan	Bangaladesh	Bhutan	Nepal
a) Main religion.						
b) Ethnic groups.						
c) Arts / Crafts.						
d) Popular dance.(forms)						
e) Mythology and folklore.						
f) Festivals / Celebrations						
g) Staple food						
h) National dress						
i) Historical places						
j) National game						

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◆ *Activity :* 2:08 - *Reading*

Select the right word from the box and fill in the blanks.

and, in, the, these, women, people, to, help, their, witchcraft, traditional, feared, such

Ideas about witches and (1) ---------- are closely related to (2) ---------- cultural beliefs of the (3)---------- who hold them. In most (4)---------- societies, there were wise (5) ----------and men who tried (6) ---------- cure sickness with herbs, rituals and spells. Although (7) ---------- individuals were trying to (8) ---------- others, it was sometimes (9) ---------- that they would use (10) ---------- knowledge to cause harm. (11) ---------- many societies unfortunate events (12) ---------- as sickness crop failure (13) ---------- drought were blamed on (14) ---------- actions of witches.

◆ *Activity :* 2:09 - *Writing*

Write a short incident that you have heard about a superstition/ belief. You may begin this way :-

Once I heard that .....

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◆*Activity :* 2:10 - *Speaking / Writing - Pair work*

Most of the places of historical importance are places of worship. Write down what you should do and should not do in such a place.

Should do	Should not do

◆*Activity :* 2:11 - *Writing*

Select a place of religious or historical importance.

List the information a foreigner who visits a historical site would like to know:

eg :- When it was built

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◆*Activity :* 2:12 - *Writing*

Based on the information listed in Activity 2.11 write the questions that he/ she would ask.

eg:- When was this monument / statue built ?

.....

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◆*Activity :* 2:13 - *Reading*

An idiom is a form of expression peculiar to a language. Here is a set of idioms of common use in English.

Match the correct idioms with their meanings, by writing the same number as in the example.

1. born with a silver spoon		reveal a secret.
2. at arm's length		a person of bad character
3. a bad egg / a bad hat		very comfortable.
4. in one's good / bad books		born rich
5. let the cat out of the bag		scold some one
6. beat about the bush		at a distance
7. a bed of roses		achieve two objects at the same time
8. a bee in his bonnet		praise oneself (boast)
9. kill two birds with one stone		in or out of favour with
10. give a bit of one's mind		cut short (at the beginning itself)
11. once in a blue moon		hesitate, approach a subject indirectly
12. blow one's own trumpet		a crazy / peculiar
13. nip in the bud		clumsy person
14. make a cat's paw of		very rarely
15. a bull in a china shop		use another for one's own ends

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◆ *Activity :* 2:14 - *Writing*

Dancing started as a ritual. It forms an important part of culture. Now it is popular as a form of entertainment.

Paste a picture of any one of the following dances and write a short description about it. Follow the guidelines given below.

Vannama, Bharatha natyam/dancing, ballet, dance at Mehendi, African tribal dancing

- What the dance is called
- Who dances - only females/males
- Why it is performed
- Describe the costumes
- Connection with religion if any
- How it is learnt
- How the music is provided

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◆ *Activity :* 2:15 - *Reading / Writing*

Read the text and answer the questions given below.

The Aborigines were the earliest known inhabitants of Australia. They are today regarded as the native people of that continent. It is believed that the Aborigines migrated from the region of Southeast Asia, 40,000 or more years ago.

The Aborigines lived as nomadic tribes, and over the centuries, they spread out across the continent. Each tribe claimed its own territory and moved from place to place within that territory to hunt to fish and gather food.

Each tribe was actually an extended family made up of several clans. Clan members lived in family groups of 30-40 people. Each clan had an emblem called a totem-perhaps an animal or a plant. The Aborigines believed that all things-people, animals, plants and even rocks were important parts of nature and of the spirit world.

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(1) Who were the earliest known inhabitants of Australia ?

.....

(2) From where did they migrate to Australia ?

.....

(3) Write two reasons why they moved from place to place within the territory.

.....

(4) Explain

(i) tribe:- (ii) clan :- (iii) totem:-

(5) Write the line which shows what the Aborigines thought of all the things in nature. .....

(6) Find words from the text which means the same as

(i) gypsy : ..... (ii) area : ..... (iii) collect : .....

(7) Suggest a title for this text

.....

◆ *Activity :* 2:16 - *Writing*

Write a description of the Veddas in our country. You may use the suggestions given.

* Area * Legend about their origin * Language * Ways special to them

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Unit 3

Health and Safety

◆ *Activity :* 3:01

A business woman has to do three things on Friday 12th. She has to take her children to school at 7.00 a.m., take a colleague out to lunch and attend the board meeting in the afternoon. She has also arranged to go to the theatre in the evening. Write her diary entries at the end of the day.

e.g. **Took** children to school at 7.00 a.m.

1. .....
2. .....
3. .....

◆ *Activity :* 3:02

a) People throw waste paper and empty cans near your fence. Write a notice to stop them. (in about 10 words)

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b) **You are in your room resting because you have got a headache and do not want any interruption. Write the notice you would put on the door of your room.**

c) **You are sending a present to your best friend in hospital through your brother. Write the card to go with it (about 15 words)**

◆ *Activity :* 3:03

Make questions using the verbs in brackets in the present simple or present continuous, as appropriate.

e.g. Are you feeling (feel) hungry now ? Do you eat (eat) a lot of ready made meals ?

1. ..... (try) to stop eating sweet things ?
2. ..... (use) a cookery book ?
3. ..... (want) to learn how to cook ?
4. ..... (look) for somewhere to live ?
5. ..... (cook) every day ?
6. ..... (do) an evening course at the moment ?

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◆*Activity :* 3:04

You are applying for health insurance. You have to fill in the following form.

APPLICATION FOR HEALTH INSURANCE

Name with Initials :- .....

Names denoted by initials :- .....

Address

.....

.....

.....

Age ..... Present Occupation .....

Height (Approx) ..... Weight (Approx) .....

I do / do not suffer from any hereditary illness. (Delete as appropriate)

What was your most recent illness ? .....

When did you suffer from this ? .....

Did you consult a doctor ? YES / NO

Do you consider your present occupation to be unusually stressful ? YES / NO

Name and address of your regular medical practitioner or the hospital / clinic you attend regularly.

.....

.....

.....

.....

I certify that the above information is true to the best of my knowledge.

Signed ..... Date .....

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Read the medicine labels given below.

Swiftese

For indigestion and related stomach disorders. SWIFTESE usually acts within 4 hours. Adults should take SWIFTESE at night, children in the mornings.

Dosage

The ideal dose varies from person to person but is usually used within the following range.
Adults 2 - 4 tablets in 24 hours
Children 1 - 2 tablets in 24 hours

Special note

If symptoms persist after treatment,consult your doctor.

Paraplacebo

tablets

For headache, rheumatic pains.

Dose: one or two table spoons to be taken up to four times a day. If symptoms persist, consult your doctor

TRITACT

The fast relief for colds and flu.

Dosage

I tablet every 6 to 8 hours not exceeding 3 tablets in 24 hours. Tablets must be swallowed whole. Persons already receiving medication should consult their doctor before using this preparation

CAUTION

This may cause drowsiness. If affected, do not drive or operate machinery.

Tonsicure
compound linctus

Dose 3 times daily

Adults and Children over 12 years ONE AND A HALF 5ml SPOONFULS
Children 6-12 years ONE 5 ml SPOONFUL
Children 1-6 years HALF A 5 ml SPOONFUL

WARNING
May cause drowsiness. If affected, do not drive or operate machinery. Avoid alcoholic drinks.

MOSQUOBOP

Lotion

Apply to the affected part whenever irritation occurs. Soothes and relieves minor skin irritations, insect bites and sunburn.

Do not apply to raw surfaces. Shake well

DETTOLON

antiseptic cream

Gently smear cream over the affected area. If no improvement is seen or rash occurs or condition worsens, stop using. Avoid the eyes.

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◆ *Activity :* 3:05

a) Study the medicine labels given. Check whether you know some of the words given in them by matching these words with their definitions. The first one is done as an example.

Words		Definitions
1. Indigestion	C	a. Belonging to, situated on, or forming the outside.
2. Symptoms		b. The size of a dose of medicine or radiation.
3. Drowsiness		c. Pain or discomfort in the stomach associated with difficulty in digesting food.
4. External		d. Feature which indicates a condition of disease.
5. Dosage		e. Relating to substances that prevent the growth of disease causing micro-organisms
6. Antiseptic		f. Making sleepy.

b) Use the information given in medicine lables and say whether these statements are TRUE or FALSE.

1. You cannot give a child Tonsicure.
2. If you have a rash, you must not use Dettolon.
3. You should not drink wine when you are taking Tonsicure.
4. If you take Tritact and it makes you sleepy, you should not drive your car.
5. You should not take more than 4 tablets of Paraplacebo a day.
6. You can use Mosquobop as often as you like.
7. You can drink Dettolon.
8. You are already taking antibiotics and want to take Tritact. You should see your doctor before you do so.
9. There is no exact dose for Swiftese.
10. You can dissolve Tritact tablets in water.

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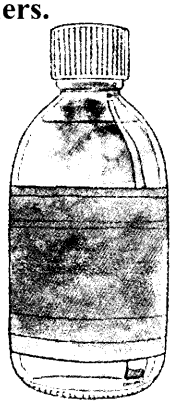
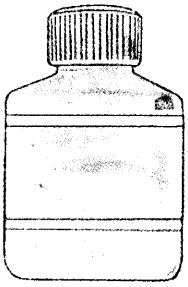
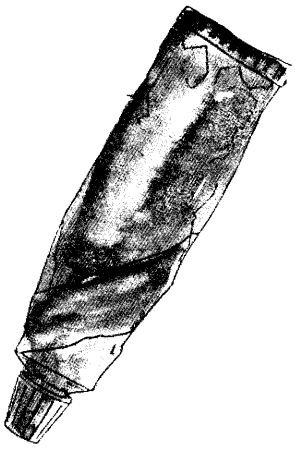
b) The medicines on page 27 would come in one of these three types of containers.



A



B



C

Put the letter marking the correct container against each of these products.

The first one has been done for you.

Paraplacebo (Answer - B)

Tritact .....

Tonsicure .....

Swiftese .....

Dettolon .....

Mosquobop .....

◆ *Activity :* 3:06 - *You Are What You Eat*

1. Read these two paragraphs, studying the differences between them. Which one is more formal? Can you say why?

a) There are apparently very few areas of agreement amongst doctors and nutritional experts these days, upon what constitutes a safe and healthy diet and what is to be avoided. No sooner is a product declared by one group of scientists to be the key to vigour and longevity, than it is dismissed by another group as being acutely dangerous to health.

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b) People like doctors and such, who should know about these things, don't seem to agree about what food is good for you and what isn't. One day you hear that something will make you healthy and help you live to a ripe old age and the next day they are saying it's poisonous.

2. Below is a passage extracted from a book on food technology. Make it as formal as possible by choosing the more formal alternative in each bracket.

A menace to { many / a great number of } foods, particularly raw products, is

{ the food heating up by itself / spontaneous heating } { after mould has grown on the top / following surface growth of mould }

or { after insects have attacked it / the attack of insects } This risk is { accelerated / speeded up }

{ by humidity conditions in excess of normal / if there is more dampness than usual } { Another thing which leads / Another prerequisite }

to spontaneous heating is high storage density, which reduces

{ the amount of air reaching the food / ventilation } If tightly packed,

{ the heat which is produced / the produced heat } is not readily { dispatched / got rid of } and the

build up of { high / elevated } temperatures is { enhanced / greater }. { So / Thus }

{ controlling the temperature and also the dampness is / temperature and moisture control are } the basic physical

requirement in storing { farm / agricultural } products. { Cleanliness / Sanitation }

{ is supplemental / also helps } to { stop / prevent } loss by micro-organisms, insects and

{ rats and mice / rodents }

from *Slimming Magazine, 1978*

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◆ *Activity :* 3:07

1. This is a letter to a health magazine and a reply to that letter. Make both as informal as possible by choosing the less formal alternative in each bracket.

{There is / We've heard about} a slimming treatment which consists of being rubbed with a herbal gel; {you are / one is} then tightly wrapped in bandages for an hour or so, and {are / is} supposed to lose inches.... Is this a permanent solution to overweight?

Answer

{How can it be? / This isn't possible} {Closer analysis of the facts should make this obvious / In your heart, you know this as well as I do, don't you?}

The truth is {surplus weight will be lost / you will lose surplus weight} only if {more calories are / you expend more expended calories} than {are consumed / you are consuming} {which forces the body to / thus making your body} draw on its fatty reserves. Bandages {could come to your aid / could be used} {if you tied / by tying} some together and {used / using} them as a skipping rope.

from *Slimming Magazine,* 1978 (answer by John Yudkin)

2. Make the sentence below more informal by splitting it into 4 or 5 shorter, simpler, sentences.

In countries such as America and Britain, where vast sums are expended in promoting vitamin preparations, millions of vitamin tablets and tons of special vitamin foods are consumed each year by people who not only have no need of them, but who are more likely to suffer ill-effects from over-consumption than enjoy the benefits promised by the promoters.

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◆ *Activity :* 3:08

A. Look at the grid which gives the results of the personality test on Ravinda.

Write eight sentences about Ravinda as in the examples in your writing book.

Examples
Ravinda **sometimes** gets angry.
Ravinda doesn't **often** lie awake at night.

How often do you do these things?	always	usually	often	sometimes	not often	never
lie awake at night					✔	
be angry				✔		
argue with people					✔	
worry or repent			✔			
take risks						✔
be late for work					✔	
joke with others						
laugh at comedy shows		✔				
wish things were different			✔			
be sad					✔	

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B. Mark your own personality test in the grid with a different colour. Find the differences and similarities between you and Ravinda.

e.g. I **usually** lie awake at night / I **usually** don't get angry.

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C. Write 10 sentences comparing, yourself and Ravinda. You may use (too, but, also, do not, just as, unlike)

e.g. Ravinda goes to school by bus but I walk.

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◆ *Activity :* 3:09

Write an answer to the following advertisement in your book.

WANTED

A RELIABLE PERSON WITH EXPERIENCE TO LIVE IN AND LOOK AFTER A SICK AND OLD GENTLEMAN. FAMILY IS AWAY AT WORK FROM 8.00 a.m. to 4.30 p.m. Contact: Mr. Samarapala, Hill Street, Kandy.

◆ *Activity :* 3:10

Following is a part of a letter you have received. Write a suitable answer giving the information asked for.

I have been asked to do a project about methods used to preserve food in your area. I wonder if you would write me something about them.

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Unit 4

The Changing World

◆ *Activity :* 4:01

Write a short dialogue between Anil, a competitor and Mrs. Costa, an official of the Provincial Level English Day competition. Follow the clues given and write your response on the dotted lines.

Anil	:	(greet) .....
Ms.Costa	:	(respond to greeting.) .....
Anil	:	(ask at what time the competition would begin.) .....
Ms.Costa	:	(respond that it would begin at eleven o'clock.) .....
Anil	:	(express displeasure.) .....
Ms. Costa	:	(seek forgiveness humourously say it's the fault of the mike and not yours). .....
Anil	:	(politely accept the humour.) .....
Ms.Costa	:	(politely tell that all competitors would be informed when things are ready.) .....
Anil	:	(thank and take leave.) .....
Ms.Costa	:	(respond appropriately.) .....

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◆ *Activity :* 4:02

(i) Go to the primary section in your school and ask the children the names of competitions that are held for them. If your school has no primary section ask your friends who have brothers / sisters in other schools. Your English teacher may also help you.

1. ..... 5. .....
2. ..... 6. .....
3. ..... 7. .....
4. ..... 8. .....

(ii) List the types of competitions that you would like to have on the English Day.

Eg : Scrabble

1. ..... 5. .....
2. ..... 6. .....
3. ..... 7. .....
4. ..... 8. .....

◆ *Activity :* 4:03

Complete column three with reference to your school.

Order	Levels	Competitions
First	Class	
Next	Inter-class	
After that	Divisional	
Later	Zonal	
Then	Provincial	
Finally	National	

Above mentioned are the different levels at which English Day competitions are held. Complete by (i) filling in the blanks appropriately.

Complete the letter on the next page describing the different levels at which students are chosen for the competitions. Mention the one that you like best to take part in.

Write it in your writing book.

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Home,
12th Thursday

Dear .....,

How are you? .....

I am happy that you are interested in knowing the different levels at which students are chosen for the English Day Competitions in Government Schools.

Firstly, competitions are held at class level. The one who does well at the class level is.....

.....

.....

.....

.....

.....

.....

Your loving friend,

◆*Activity :* 4:04

You would have noticed contracted forms of speech in the dialogue (Act 4.1).

Write the reduced or contracted form of the following.

When we speak we drop some sounds in joining two words. For example, instead of saying would not, we say wouldn't, joining the two together. This is known as contractions. However in writing, unless it is a dialogue or a personal letter these contractions are not used. Contractions are never used in academic or formal writing.

(1) should + not = shouldn't

(2) must + not = ...

(3) can + not = ...

(4) will + not = ...

(5) has + not = ...

(6) have + not = ...

(7) were + not = ...

(8) was + not = ...

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◆*Activity :* 4:05 - Use 'your' or 'you're' at the right place.

Example: You're reading your story book.

(1) Your feet are up because _____ feeling cold.

(2) _____ dog is sleeping on the floor next to you.

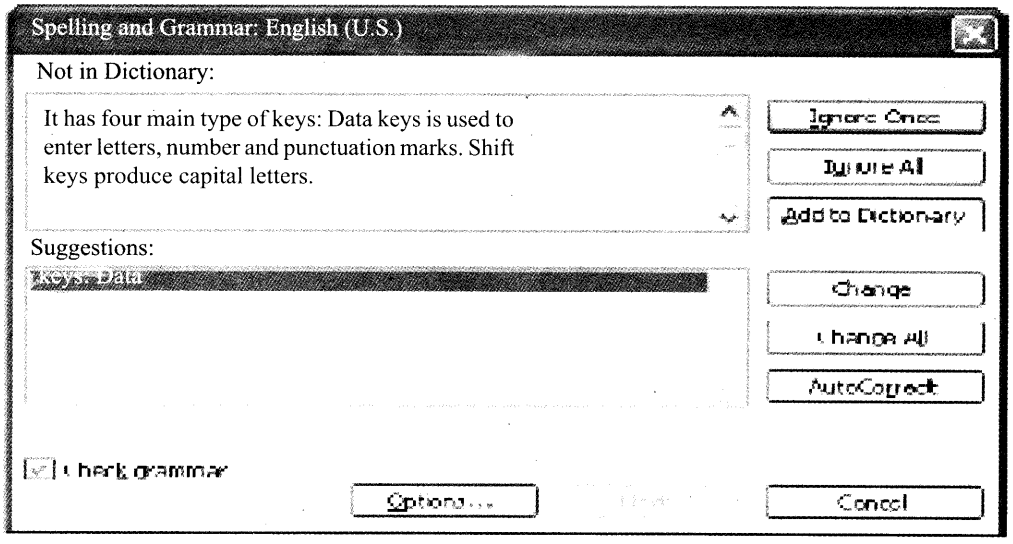
(3) He likes to sleep next to you when _____ relaxing.

(4) Please pick up ___ pencil.

(5) I know that____ a very good netball player.

(6) "If ____ not relaxed, your temperature reading will be incorrect, so please relax."

◆*Activity :* 4:06



The picture shows how a spell checker in a computer looks like. Look at it and discuss with your friend/ICT partner in class who does ICT (Information

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Communication Technology) Words in red, denote that the word is not in the dictionary.

You may use these words/phrases: Options, spelling errors corrected, requests to add a word to the dictionary, ignores rules if the operator instructs.

It also makes .....

through suggestions .....

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◆ *Activity :* 4:07 - *Computers*

Positive Views

Is the computer a menace to our life?
Positive
No, it is not .....

I say so because it .....

1. ..... can be a friend to lonely people.
2. ..... helps to prevent crime and theft.
3. ..... acts as a time-saver for office workers.
4. ..... is economically beneficial to all users.
4. ..... can be a waste of time.
5. ..... is a time-saver for designers and accountants.
6. ..... is a better alternative to using a calculator.

Negative Views

Yes, it is
I say so because it

1. ..... is a menace to children's education.
2. ..... ruins family life.
3. ..... is harmful to our eye sight.
4. ..... can be a time-waster.
5. ..... is harmful to the environment.
6. ..... encourages young people to be violent.

Now write two short articles in about fifty words for both the positive and negative views including the following points:

Begin like this:

I do not consider the computer a menace to our life because it can act as a friend to lonely people. .....

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I consider computer technology as a menace because it.....

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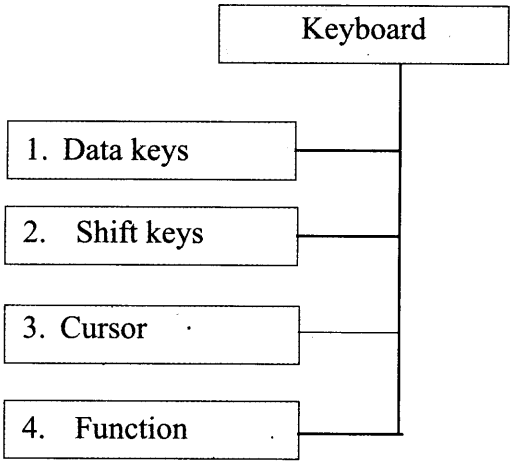
◆ *Activity :* 4:08

Explain the functions of the four keys of the key board of a computer.

- Issue common commands.
- Enter letters, numbers and punctuation marks.
- Helps to move the cursor.
- Produce capital letters.



The above are the four main keys of the keyboard. They are namely the

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If you have no computer describe an ordinary typewriter.

- the parts and their functions etc.

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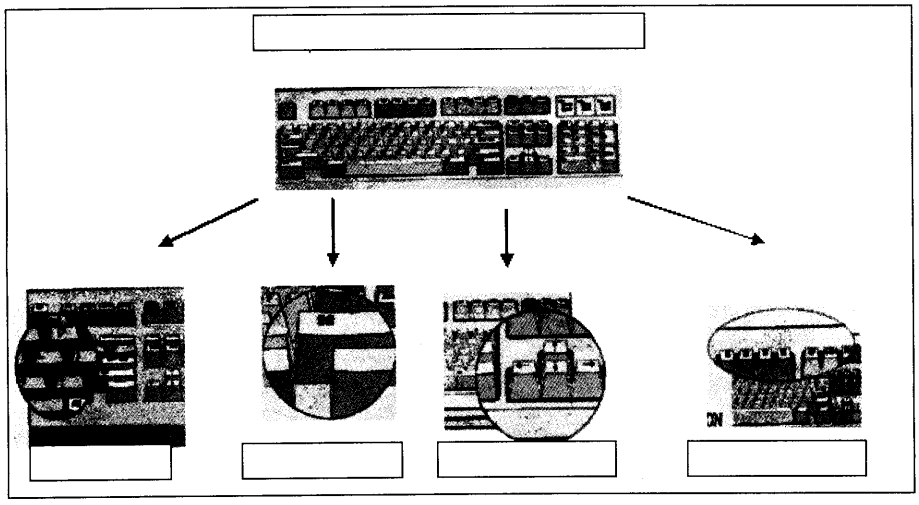
◆*Activity :* 4:09

Identify the following keys and name them.



Look at the pictures and write the names and functions of five other keys.

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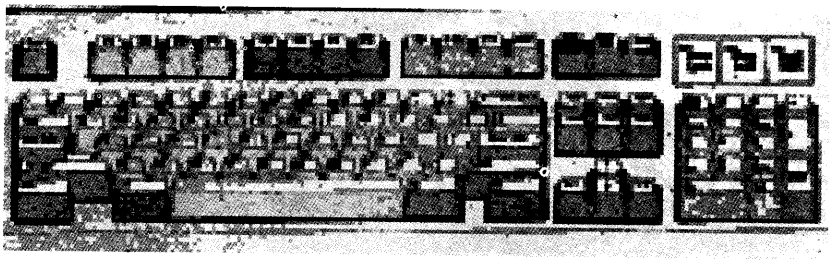

Find out where the vowels are. Describe their position in relation to rows - use 'on the right, on the left, next to' etc. Which letters are least used? Where are they positioned in the key board?

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◆ *Activity :* 4:10

State the advantages and disadvantages of these inventions.
You must choose five good things. Mention the invention and your reason(s) to say so:

a) disposable cameras
b) cellular phones
c) nuclear power
d) computer games
e) e-mail
f) cars
g) plastic bottles
h) air conditioning
i) sodas (fizzy drinks)

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Advantages (Good points)	Disadvantages (Bad points)
1.	.....
a.	.....
b.	.....
c.	.....
d.	.....
2.	.....
a.	.....
b.	.....
c.	.....
d.	.....
3.	.....
a.	.....
b.	.....
c.	.....
d.	.....
4.	.....
a.	.....
b.	.....
c.	.....
d.	.....
5.	.....
a.	.....
b.	.....
c.	.....
d.	.....

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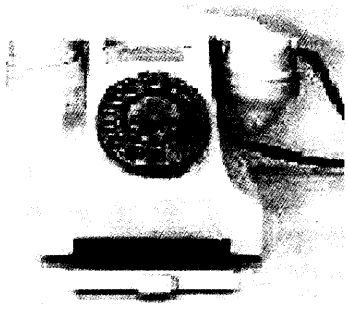
◆ *Activity :* 4:11

Read the lesson on the telephone conversation.

I. Write a short paragraph on the uses of the land-phone in about fifty words.



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Write a paragraph in about fifty words on the uses of a mobile phone.

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◆ *Activity :* 4:12

Entertainment > Language game

Word links

Use a dictionary for this activity,

1. The first player writes a word of at least five letters, using capitals.
2. The next player draws a box round three consecutive (one after the other)letters. She/he then writes a word of at least five letters which contains this group.
3. The next player does the same but she/he must choose a different group of letters and must not repeat a word that has been used before.
4. It continues for 5-8 turns. If someone cannot think of a linked word. That player is out.
5. A new word is started by the next player and the game continues.
6. The last player left is the winner.

Eg :- Follow this example on <u>computer</u> to understand this language game.

1st player	COM**PUT**ER
2nd player	PUT**TIN**G
3rd player	T**INK**ER
4th player	IN**KED**
5th player	KE**DGEREE**

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◆ *Activity :* 4:13 - *Reading*

(a) Did you find the lesson on 'Spoonerism' interesting. Here are some more exercises. Match A with B and write the correct letter in the column 'C'. The first one is done for you.

A	B	C
a. it's pouring with rain	lack of pies	
b. jelly beans	fight in your race	
c. my lips are zipped	it's roaring with pain	a
d. pack of lies	belly jeans	
e. right in your face	my zips are lipped	
f. save the whales	ready as a stock	
g. steady as a rock	no tails	
h. toe nails	tease my ears	
i. wedding bells	wave the sails	
v. ease my tears	bedding wells	

(b) Pair Work

- **First construct two spoonerism on your own.**
- **Then copy 4 from two other pairs.**

Column A	Column B	

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◆ *Activity :* 4:14

Reading / Writing > Word puzzle

Discuss with your partner and write the answers in your work book.

									[1]C		[2]C					[3]O
											P		[4]K			
[5]A		[6]C							[7]M							
																R
		[8]C	A	L	C	[9]U			T							
			[10]M								[11]C					

Across

5. Quality of work
7. Rests on a pad
8. Work out
10. Computer screen is here
11. Pointer is the other word

Down

1. A man dependent machine
2. Store house of a command to a computer
3. He / She gives commands to a computer
4. Typewriter has this
6. Sound of a computer mouse
9. Another word for division / branch

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◆ *Activity :* 4:15 - *Writing*

Write a composition on the topic 'The World should be changed to meet the needs of the people' you may write for/against.

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Unit 5

Civilizations

◆ ***Activity :*** **5:01 -** ***Writing***

Describe a journey you have made. Write two or three sentences on each of the following.

- Where and when you went
- Who joined you
- How you went
- What you enjoyed
- What you saw on your way
- Places you visited and their importance
- What you felt

My Journey to .....

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◆*Activity :* 5:02 - *Writing*

Prepare an invitation card for the Variety Entertainment .

Invitation

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Variety Entertainment 200-

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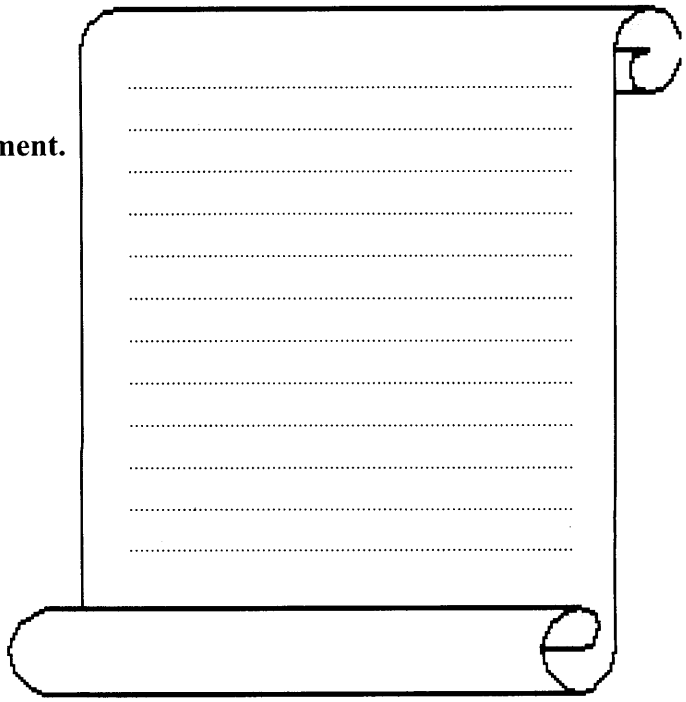
◆*Activity :* 5:03

Writing

Prepare a programme for a Variety Entertainment. (Do not copy the one in your Pupil's Book.)



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◆ *Activity :* 5:04 - *Writing*

Direct / Indirect Speech

Write the following sentences in indirect speech.

eg :- Chamil asked, " what's that? "
Chamil asked what that was.

1. The children asked, " when can we practise ? "

.....

2. Thenuja asked, " is there an interval ? "

.....

3. The teacher said, " I want a list of names. "

.....

4. The new student asked, " where's the canteen ? "

.....

5. Upul asked, " who is the dancer ? "

.....

6. The visitor asked, " where's the Main Hall ? "

.....

7. Fathima asked, " what's the name of the drama ? "

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8. Lalani asked , " when is the slide show ? "

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9. Upul asked, " what's the first item ? "

.....

10. Uma asked, " what's the last item ? "

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◆*Activity :* 5:05 - *Writing*

The following sentences describe how the Egyptians prepared dead bodies to keep in pyramids. This process is called mummification. Write the following sentences in the passive voice. The beginning of the sentence is underlined.

eg :- The Egyptians took **70 days** for mummification.
Seventy days were taken for mummification by the Egyptians.

1. First they removed **the brain** of the dead body.

   .....

2. Then they removed **the viscera**.

   .....

3. After that they washed out **the body cavity**.

   .....

4. They folded **the corpse** to its smallest extent.

   .....

5. They placed **the body** in a large jar filled with a solution of salt or natron.

   .....

6. The solution dissolved **the fatty tissue** and peeled away the skin.

   .....

7. Then they washed **the body** again and dried it.

   .....

8. Then they packed **the body cavity and the skull** with preservatives.

   .....

9. After that they plastered **the body** with a paste.

   .....

10. Finally they wrapped **the body** with bandages.

    .....

11. They preserved **the internal organs** separately in four vases.

    .....

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◆*Activity :* 5:06 - *Writing*

This grid gives you information on pyramids and dagabas. Write a paragraph comparing the two. giving both similarities and differences. Use the following connectives <u>but, whereas, although, on the other hand, and, also, similarly.</u> Read the example carefully.

Pyramids	Dagabas
1. massive	1. massive
2. ancient times	2. ancient times
3. stones	3. bricks, stone and earth
4. kings involved	4. kings involved
5. mummies were placed	5. Relics of the Buddha were placed
6. mummies visible	6. Relics - invisible
7. chambers inside accessible	7. solid
8. decorated with paintings	8. decorated with paintings and statues
9. not worshipped	9. still revered and worshipped

eg:- <u>Both</u> pyramids and dagabas are massive man-made constructions.Dagabas are solid <u>where as</u> pyramids have chambers, the inside which of are accessible.

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◆ *Activity :* 5:07 - *Vocabulary*

Find words opposite in meaning to the following words from the box and write them against the words.

1.	highest	-	.....	tiny
2.	great	-	.....	outside
3.	man-made	-	.....	destroy
4.	immortality	-	.....	lowest
5.	dead	-	.....	mean
6.	enormous	-	.....	natural
7.	beauty	-	.....	alive
8.	preserve	-	.....	mortality
9.	inside	-	.....	ugliness
10.	exist	-	.....	vanish

◆ *Activity :* 5:08 - *Writing*

Use the pairs of words in 5:07 in sentences.

1 highest .....

....

2 preserve .....

....

3 beauty .....

....

4 inside .....

....

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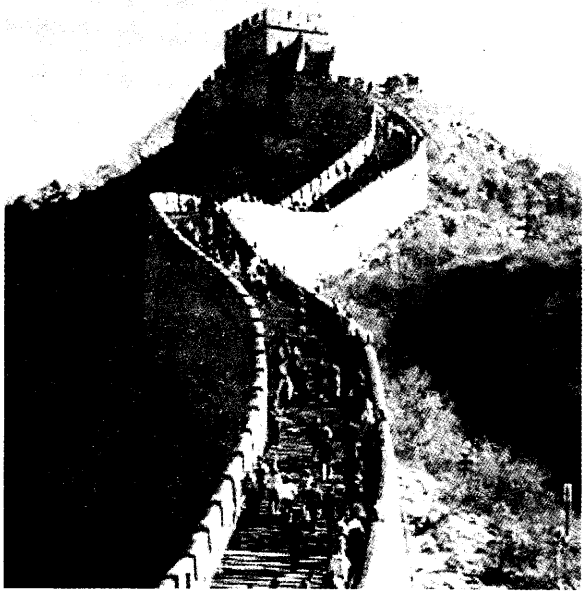
◆ *Activity :* 5:09

Transfer of information - Chinese civilization

Read the following passage and fill the grid using the information.



The civilization of China arose about 1650 BC. At the beginning China was ruled by the Shang dynasty. They successfully established an empire with a strong military base, urbanization, transport and a communication network. They also established the institution of priesthood and high standards in Art.

The Chinese were extremely inventive. They had invented devices in every field such as science and industry.

They devised a system of weights and measures, a calendar, and even invented a ' weather-cock' which was an early warning system to detect seismic disturbances. Gun powder was also discovered by the Chinese. They had invented a writing system, and paper was one industry. Making silk and metal work were some other industries.

The vastness of China created problems of administration which the centralised government solved. However, invasions came across the vast Gobi desert. This led to the building of the Great Wall of China as a defensive wall. The uniqueness of this is, that, it is the only man-made construction on earth which can be seen from outer space.

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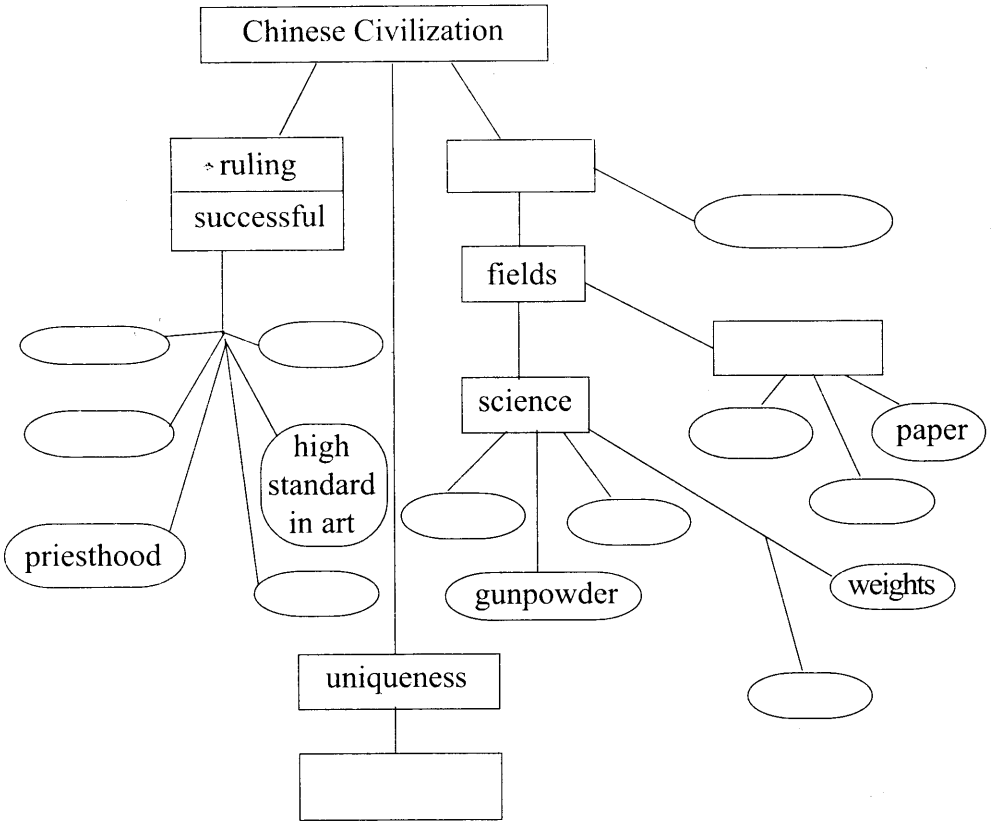

◆ *Activity :* 5:10 - *Vocabulary*

Find words from the text that have similar meanings to the following phrases.

1. hereditary ruling family
2. of earthquakes
3. waterless, treeless area, often sand-covered
4. entering a country with armed forces to attack
5. being the only one of its sort
6. brought under central control

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◆ *Activity :* 5:11 - *Writing*

Fill in the blanks of the following sentences using the words in the boxes in Activity 5:10 with necessary changes.

1. The _____ of pyramids is that they are the highest man-made creations of the world.
2. _____ of another country causes destruction of human lives.
3. Some countries are ruled with _____ power.
4. Man's careless use of environment created _____ in the world.
5. It is very important to establish a system to find _____ conditions.

◆ *Activity :* 5:12 - *Word classes - Pair work*

Find the relevant word forms to fill the rectangles in the following word chains. Look at the example.

1	v	succeed	n	success	adj	successful
2	v	invent	n		adj	
3	v	detect	n		adj	
4	v		n		adj	regular
5	v		n	creation	adj	
6	v	centralize	n		adj	
7	v	construct	n		adj	
8	v		n	help	adj	

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◆ *Activity :* 5:13 - *Writing*

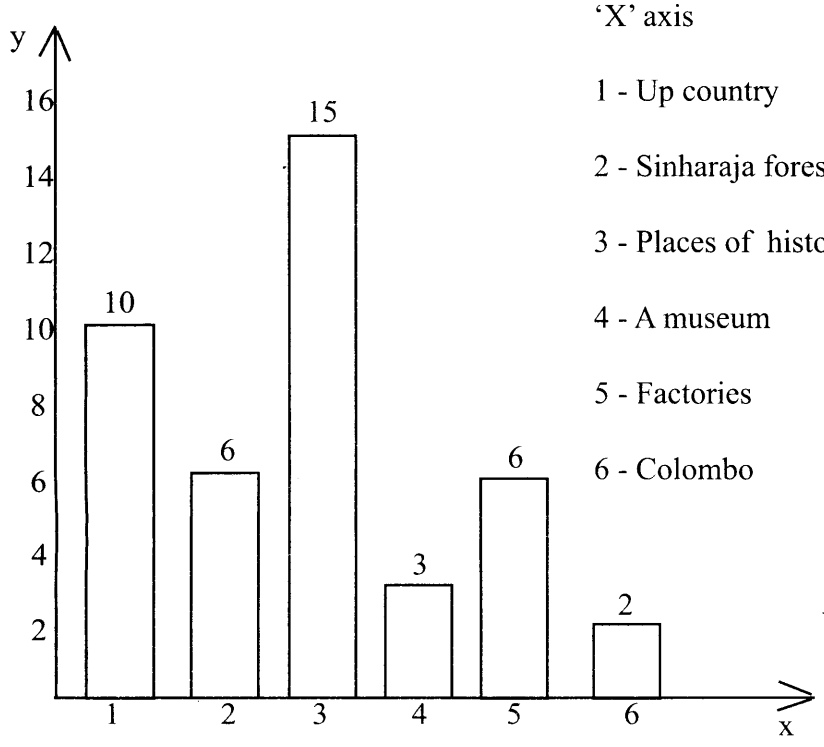
Select the appropriate word from 5.12 and fill the blanks in the following sentences.

1. I like to read (3) _____ stories.
2. Administration of some schools is done by the (6) _____ government.
3. I'll never forget the (8) _____ you offered to me in my distress.
4. The (2) _____ of fire was the initial step of civilization.
5. Our (1) _____ depends on how we work.

◆ *Activity :* 5:14 - *Transfer of information*

The students of grade 11 wanted to arrange an Educational Tour. The following graph shows the students' preferences. Study the graph and fill in the blanks in the following paragraph.

The 'X' axis shows the types of places they wish to visit while the 'Y' axis represents the number of students.



'X' axis

1 - Up country

2 - Sinharaja forest

3 - Places of historical interest

4 - A museum

5 - Factories

6 - Colombo

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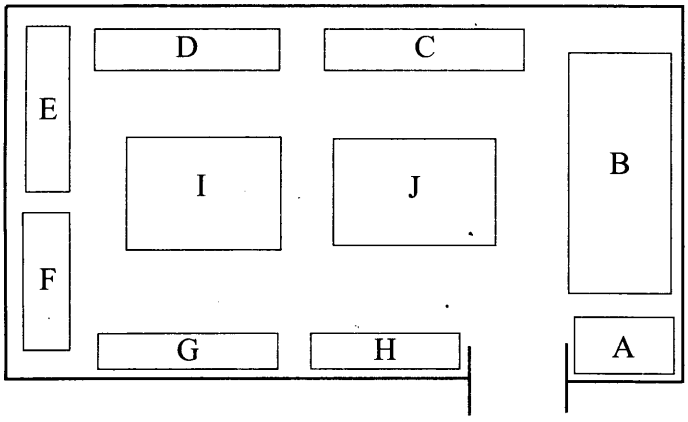
There are forty-two students in the class. Most number of _____ like to visit _____ . Ten students like to visit _____. An equal number of students like to visit _____ and _____ . There are _____students for each of the two. Three students wish to visit_____ and only two students wish to go to_____.

◆ *Activity :* 5:15 - *Transfer of information*

Given below is the arrangement of a school library. Read the description and identify the places.



A - .....
B - .....
C - .....
D - .....
E - Sinhalese novels
F - .....
G - .....
H - .....
I - .....
J - .....

The librarian sits on the right to the entrance. Newspapers are kept just in front of the librarian. The first book case on the left to the entrance contains books on religions. Next to that are the history books. The third book case to the left contains books on science. Just opposite the entrance is the reading table for advanced level students and the English novels are behind that. To the left of the English novels are the English Language books. The junior reading table is to the left of the advanced level reading table.

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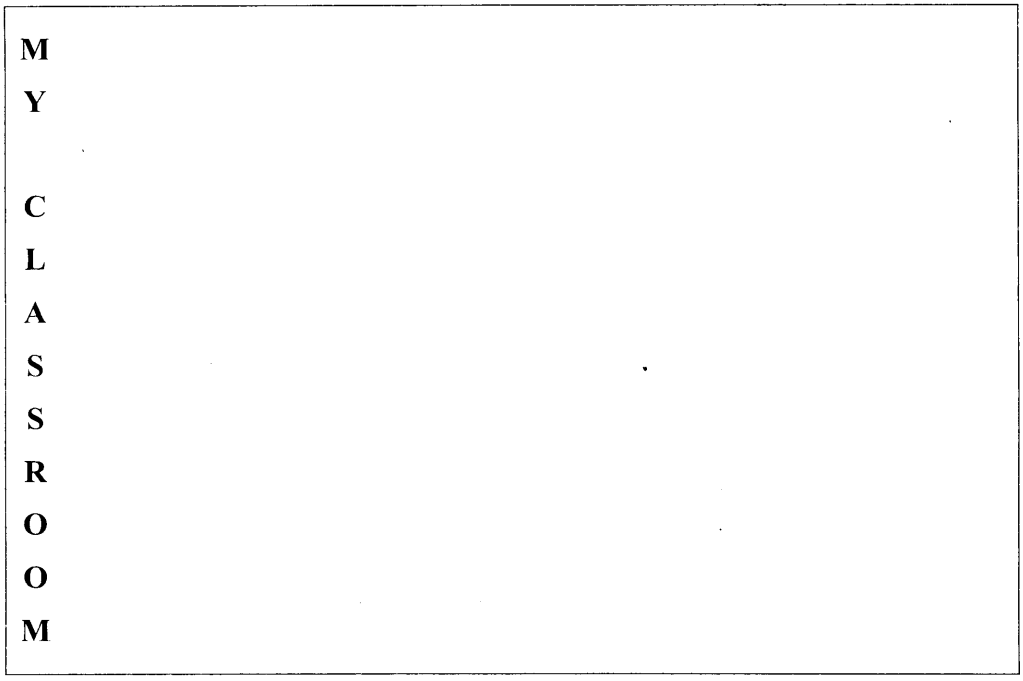
◆*Activity :* 5:16

Draw a similar illustration of your classroom or any other room. Write a description about it.



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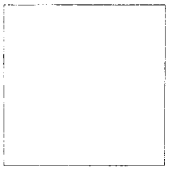
Unit 6

Communication and Information

◆ ***Activity :*** **6:01**

Not only words but also colours and other symbols are used in communication. Given below are some spaces to colour and draw the symbols used to communicate ideas. Write 2 sentences describing each picture.

Colours



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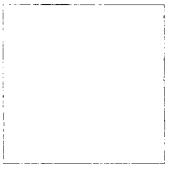
Symbols (Road Signs)



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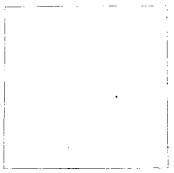

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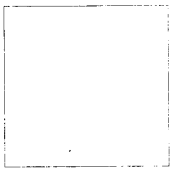

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- **Find more symbols and colours used for communication and prepare a booklet.**

◆*Activity :* 6:02

Imagine you are a king and you want to inform your countrymen of some rules you have imposed. Write down the message you are going to engrave as a stone inscription.

All my citizens,

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◆*Activity :* 6:03

You write notes to your friends, teachers etc. when you want to tell them simple things quickly. They are not letters. They are notes.

Make sure your note is • Simple • Short • Clear

Eg.

13th May, 2007
9 a.m.

Dear Nimal,

I am not coming today since I'm not well. Please give the keys to Kumuduni.

Saman

Now study the example given and write a few notes for the following situations

❖ **The underlined words and phrases will help you to write your note.**

a) You have volleyball practices after school today. But you are unable to attend practices since you are not well.

Write a note of excuse to your teacher.

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b) A friend has borrowed a book from you. You want him to return it soon because you have to read it for an examination.
Write a note to your friend asking him to return it.

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c) You have organized a trip to Kataragama this weekend. You want to know whether your friend Rasika will join you. Write a note to your friend asking for an immediate reply.

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◆ *Activity :* 6:04

- **Study the text on the history of the library given in the textbook and select one of the places given below and prepare a speech on the history of that place. Under 'A' write the points on which you want information. Write the questions you will ask to get information under 'B'. Study the example given.**

  - Village temple / church / mosque / kovil / Your school / school library / community centre.

A	B
Year started	When was the library started?
People involved	Who were the people involved?
Condition at the beginning	What was it like at the beginning?
•	
•	
•	

- **Now based on the information you have collected, prepare some slides or posters that will help you to do a presentation on the history of the place you have selected.**
- **With the help of the slides / posters do your presentation.**

In this unit you studied the 'passive voice'. Can you remember the discussion you had with your teacher ? Can you remember the way the verb changes in the passive voice ?

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◆ *Activity :* 6:05

- **Turn the following sentences into passive voice. Use the cages given to write the subject and verb of each sentence. Think of the tense of each sentence before you turn it into the passive voice.**

  Eg: I did home work in the evening.

Homework	**was**	**done**	in the evening.

- They keep the books in a particular order.

  Subject Verb

			in particular order.

- They send news to the news editor.

  Subject Verb

			to the news editor.

- You treated him in a very bad way.

  Subject Verb

			in a very bad way.

- You boil water for twenty minutes.

  Subject Verb

			for twenty minutes.

- They selected him as the Managing Director.

  Subject Verb

			as the Managing Director.

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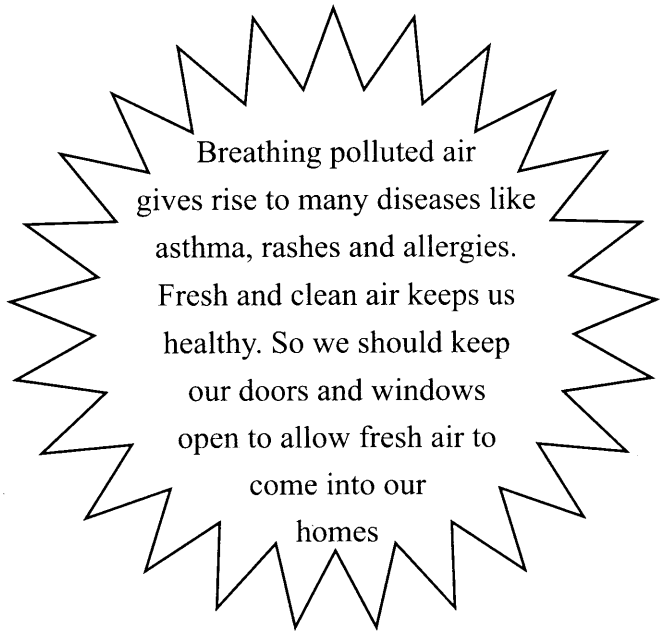
Unit 7

Environment

◆ ***Activity :*** **7:01**

Say whether the statements are true or false and write (T / F) as appropriate.



1. Playing out in the open also helps us to take in clean air which makes us feel fresh and healthy. ----------
2. Playing outdoors causes rabies and coughs. ----------
3. We can get rashes and asthma if we inhale impure air. ----------
4. After we have swept and cleaned the rooms , we must keep our doors and windows closed. ----------
5. Pure air will help asthma patients. ----------

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◆ ***Activity :*** **7: 02**

Write five instructions on keeping healthy. Use the following pictures.

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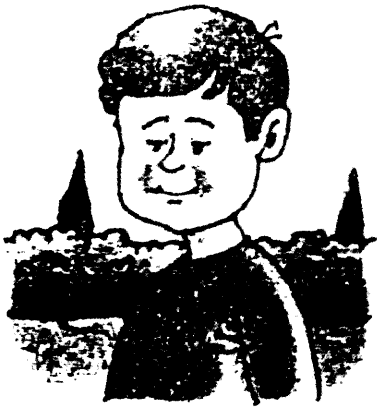

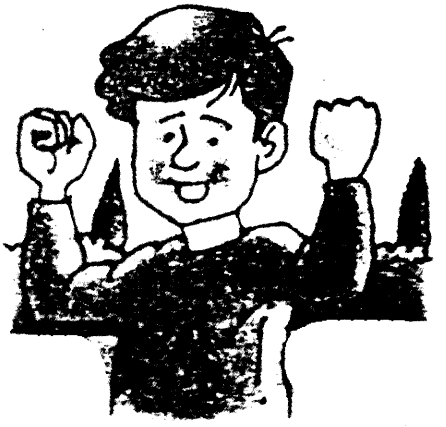

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◆*Activity :* 7:03

Look at this picture and mention five things that can be done to help this family to make better use of resources. You may use some ideas with these words: Steps, flowers, a lavatory, vegetable plots, cowshed etc.

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◆*Activity :* 7:04

Given below are methods of saving water and energy. Read carefully and put a tick (✓) in the correct column.

No.	Instructions on how to save water and energy.	water	energy
1.	Do not waste water, reuse whenever possible.	✓	
2.	Switch off lights and power points when not in use.		
3.	Collect rain water falling on roof tops and low lying areas.		
4.	Walk whenever possible.		
5.	Do not waste energy.		
6.	Close taps when not in use.		
7.	Drive at fuel efficiency speeds.		
8.	Save water through proper water management.		
9.	Use low voltage bulbs.		
10.	Start an efficient bus system to reduce traffic.		

◆*Activity :* 7:05 - *Writing*

Write 5 sentences to describe what happens to the water when you bathe at an open well.

a. .....

b. .....

c. .....

d. .....

e. .....

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◆ *Activity* :7:06

Writing a Message:

Telephone rings	:	Rinaz answers.
Mrs Perera	:	Hello, Mrs Perera here. May I speak to Mrs Aththaz please?
Rinaz	:	Hello aunty. This is Rinaz. I'm afraid mother is out. Can I take a message?
Mrs. Perera	:	Yes Rinaz . Tell your mother that the "Kantha Samithi" environment programme has been postponed to the 3rd, that is Friday. Tell her that there will be a shramadana. Lunch will be provided.
Rinaz	:	Yes aunty, I'll do that.

Rinaz leaves a message for his mother as he is leaving for a class. Write down the message:

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◆ *Activity* : 7:07

Fill in the blanks with letters to form a meaningful word and thereby making up a meaningful paragraph.

SOIL

Soil is the uppermost layer of the earth. It is dark br _ _ _ in col_ _ _ . Soil i_ an impo_ _ _ _ _ natural reso _ _ _ _ because pla_ _ _ grow i_ it. The so_ _ gives nutr_ _ _ _ _ to t_ _ plants.

Copy the words separately.

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◆ *Activity :* 7:08

Read the text and answer the questions

Eutrophication

Addition of sewage water makes lakes, ponds and other water bodies rich in nutrients. This results in a luxuriant growth of algae. This phenomenon is called eutrophication. The decomposition of algae depletes the oxygen supply in water. They also produce toxic substances which are harmful to the aquatic animals. When water body becomes rich in carbon dioxide it lacks a proper oxygen supply. This condition wipes out the flora and fauna making the clean water body turn into a stinking drain.

The best method to control eutrophication is to treat waste water before being discharged into water bodies.

1. Copy the words onto your writing book. Refer to a dictionary and write the meanings of the following words.

(i) deplete

(ii) toxic

(iii) sewage

(iv) flora and fauna

(v) luxuriant

(vi) phenomenon

(vii) decomposition

(viii) aquatic

(ix) substance

(x) wipe

2. Complete the following sentences.

The luxuriant growth of algae is .....

Addition of sewage to water is .....

3. Write the stages of how a clean water body turns into a dirty stinking drain.

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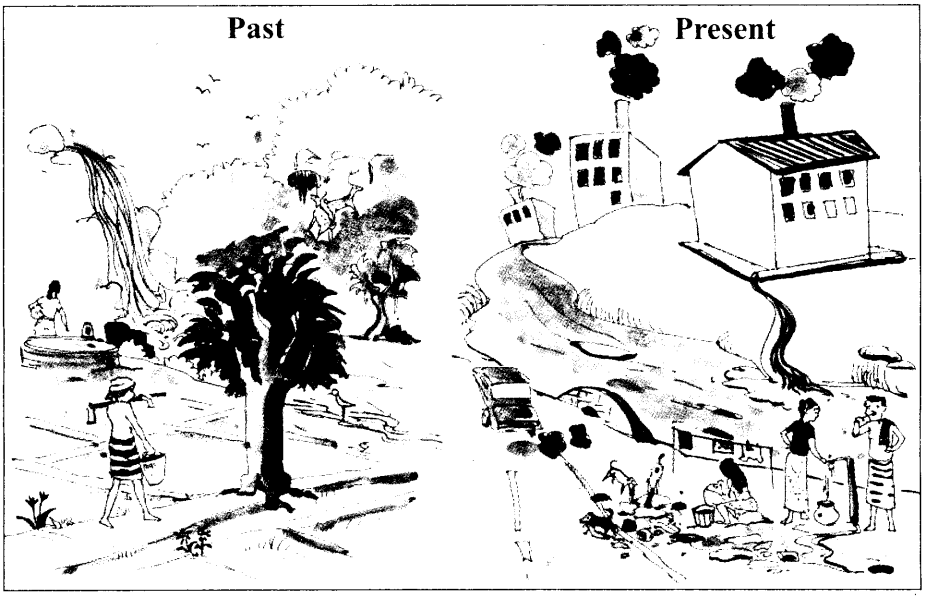
◆ *Activity :* 7:09

Look at the picture and answer the questions.



1. List what you could see of the past. .....

   .....

   .....

2. Look at the present and write sentences similar to the example.

   eg. In the past the water was clean and there were ducks and fish. Now.....

   .....

   .....

3. What do you think must be done to stop pollution? .....

   .....

   .....

4. How can this be done? .....

   .....

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◆ *Activity :* 7:10 - *Reading / Writing*

Writing an Advertisement

[A] An advertisement invites the people who read it to pay attention to a particular announcement. It may be about a job vacancy or about the qualities of a particular product. Advertisements about personal announcements are also common.

[B] What is the text that accompanies the visual called ? It is called a 'copy'. A good copy 'tells' the reader or the customer why the product should be bought. The 'visual' or, the picture is meant to attract his/her attention to the advertisement.

[C] Advertisements must:

- have an attractive layout.
- be visually appealing and eye catching.
- provide an address or contact number.
- be clear without being lengthy.

Read 'A' and find out the answer for the following question.

(i) What are the three different things that an advertisement brings out to the readers? .....

.....

.....

Read 'B' and complete the following sentences.

(i) A copy is another name for .....

(ii) A good copy gives reasons for .....

(iii) A visual or picture is there for .....

Read 'C' and write five sentences describing the characteristics of a good advertisement. Use only <u>adjectives.</u>

eg: The advertisement must be .....

.....

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◆ *Activity :* 7:11 - *Writing*

You have started a library in your area. Write an advertisement stating:-

- where your library is.
- the fee you intend to charge from those who wish to borrow books and magazines.
- how to contact you.
- the kind of books and magazines you have in the library.

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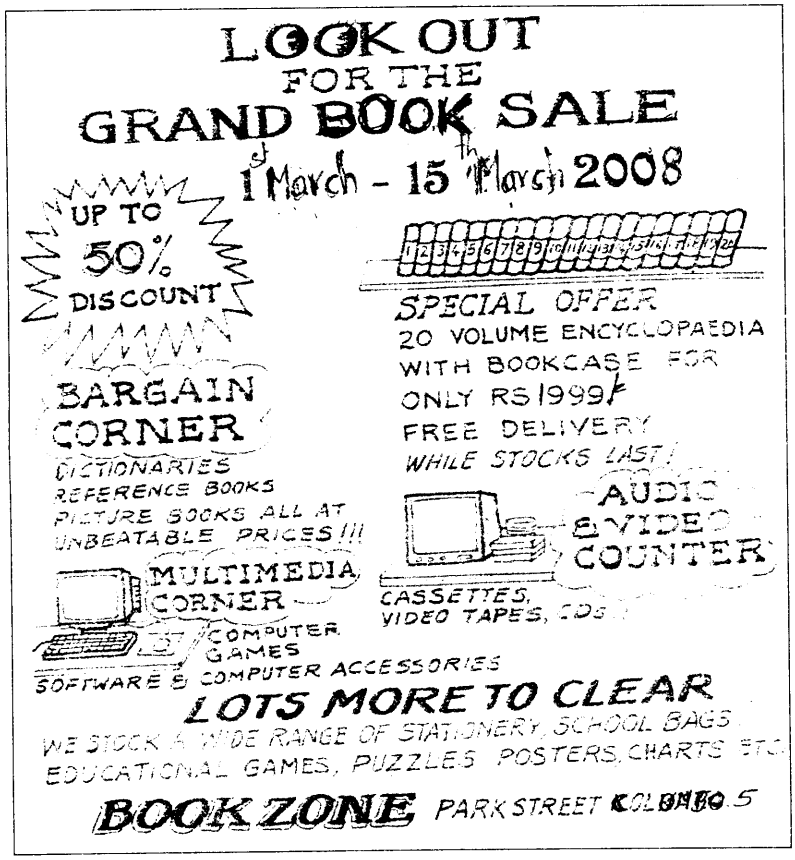
◆ *Activity :* 7:12 - *Speaking/Reading - Pair Work*



Say whether the statements are right or wrong.

A.

1. All items have a 50% discount. .....
2. There is a special offer of an encyclopedia. .....
3. Cassettes, CDs and video tapes are not for sale. .....
4. The bargain corner has dictionaries too. .....
5. The sale is from 1st March to 15th March 2008. .....

B. Write similar sentences on the items not covered in the above five sentences. Get your partner to say whether they are right or wrong.

C. Is this a good advertisement or a poor one? Explain to your partner your point of view with reasons.

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◆ *Activity :* 7:13 *'A '- Reading/Writing*

Read the following text and complete the 'check list' for writing a report.

A report must:

(i) give an overview first

(ii) give details too

(iii) .....

(iv) .....

(v) .....

(vi) .....

(vii) .....

Writing Newspaper Reports

A report written for a newspaper must have the following characteristics.

- A report is generally written in the past tense.
- A report is not supposed to express the feelings and views of the writer about the incident.
- The details given in the report must be as specific and accurate as possible.
- Language should be clear and direct.
- The report should have a brief and eye - catching headline.

Turn the above sentences into instructions.

- .....
- .....
- .....
- .....
- .....

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◆ *Activity :* 7:13 'B '

Look at the picture and write a newspaper report about this garbage dump. Use the suggestions given on "Writing Newspaper Reports".

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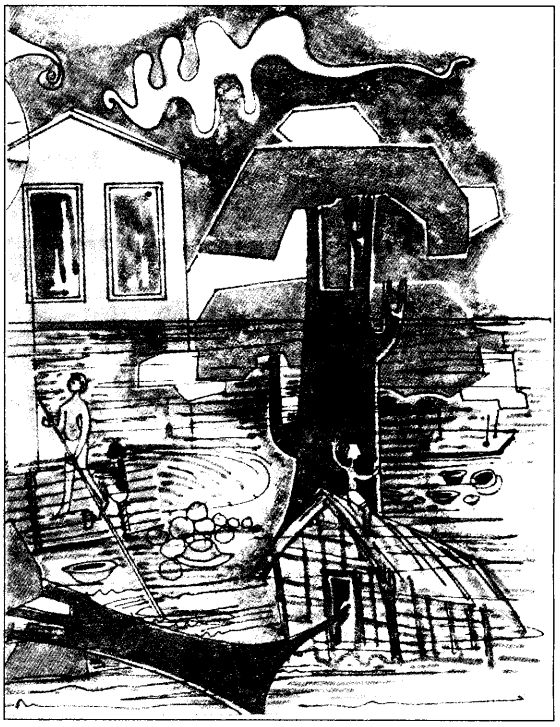
◆ *Activity :* 7:14

Read the text on floods and answer the questions.

FLOODS

A comparatively high flow of water in a river and the submerging of low lying land is termed as a flood. Floods are caused by high rainfall, rapid melting of glaciers, dam failures, landslides, etc. Floods affect millions of people worldwide. Floods also cause damage to life and property and they cause the spread of diseases and soil erosion. Floods also ruin the ecological balance.



1. Write 4 effects of floods.
   1. .....
   2. .....
   3. .....
   4. .....

2. Write 4 causes of floods.
   1. .....
   2. .....
   3. .....
   4. .....

3. Write a definition for floods. .....

   .....

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◆*Activity :* 7:15

These are some things to remember if you are caught in a flood. Read them carefully and write down some instructions to be put up on the notice board in your class.

If there is time and you know the levels of water are rising you can bring in or move important things to a higher ground, an attic or to a second storey if you have one. Most houses built in 'flooding areas' have an 'atuwa' - racks built close to roof-level.

Remember to stay away from the flood water as it may be contaminated. You must not walk through moving water, you may get knocked off your feet. If you have to walk through the water, walk where the water is not moving. Use a stick to test the ground in front of you.

You must not go near power lines that are fallen on the ground. You may get electrocuted. Always keep a battery powered radio with you so that you know what is happening.

If you are scared, share your fears with an adult. Floods can be very scary, but flood waters always recede.

Instructions

eg. 1. .....

2. .....

3. .....

4. .....

5. .....

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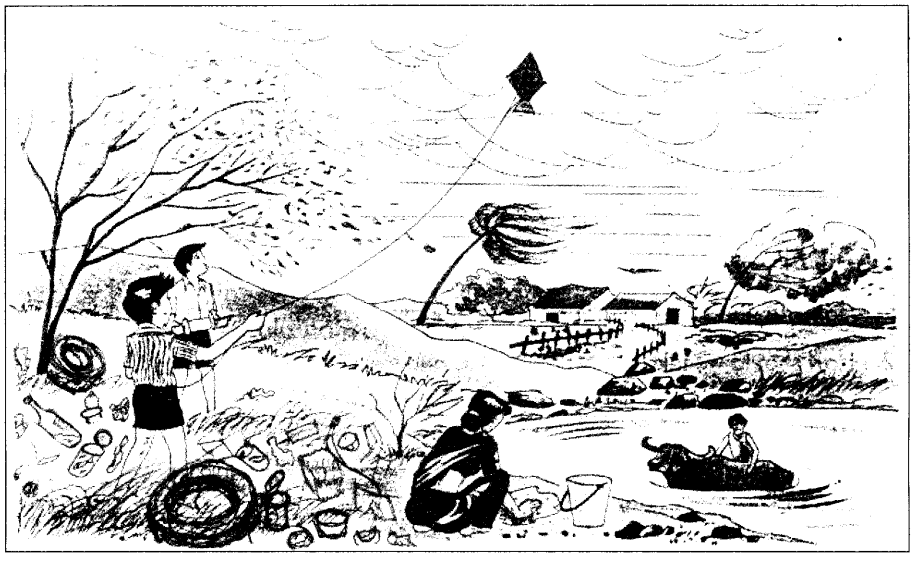
◆ *Activity :* 7:16

Look at the picture carefully and answer the questions.



1. How many people can you see here? What are they doing?

.....

.....

.....

.....

2. Describe the scene using the following words.
dangerous, careful, happy, unclean

.....

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.....

.....

3. Describe the inanimate (not having life) things you can see in the picture.

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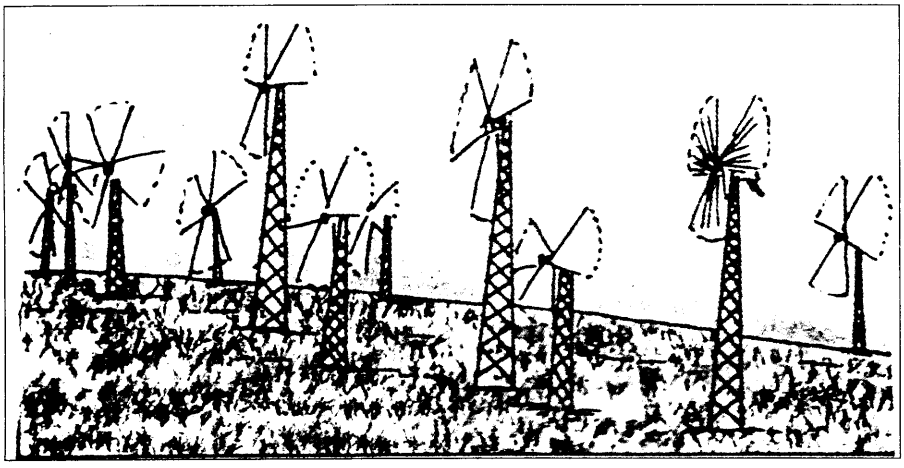
◆ *Activity :* 7:17

Read the text carefully

WIND ENERGY

Wind energy has been put to use by mankind for centuries. It has been used extensively in the past to propel ships and to grind grain using windmills. It has only been recently put to use in generating electricity. The best model of electricity generation is the wind farms of the Netherlands.



The working of windmills depends entirely upon wind velocity. The main drawback of this energy is that the wind does not blow with required intensity everywhere and all the time. But again, wind is renewable, pollution free and a cheap source.

We have made significant achievements in the wind energy programme. Wind pumps and wind generators have been developed in Sri Lanka. Wind farms have been set up in Hambantota.

Thus, the humble windmill that was used in the past to grind grain is today used to pump water as well as to generate electricity.

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1. Find words similar in meaning to the following from the text.

a) a great deal	.....	f) completely	.....
b) speed	.....	g) short coming / disadvantage	..
c) a hundred years	.....		.....
d) not expensive	.....	h) to produce	.....
e) necessary	.....	i) spread far and wide	.....

2. Write three advantages of wind power.

   1. .....
   2. .....
   3. .....

3. Write two disadvantages of wind power.

   1. .....
   2. .....

4. Where do we have wind farms in Sri Lanka according to the text ?

   .....

5. Write two purposes for which wind power is used.

   1. .....
   2. .....

6. For what was wind power used in ancient times?

   1. .....
   2. .....

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◆ *Activity :* 7:18 - *Writing - Pair Work*

Write on the topic 'cutting trees should be banned' with both points of view - for and against.

The words given below may help you to express your points of view strongly.

but, however, since, although, on the other hand, on the whole

For	Against
1.	.....
2.	.....
3.	.....
4.	.....
5.	.....

◆ *Activity :* 7:19

Read the text on 'Air' and fill in the blanks with the most suitable word. One is done for you. (A cloze test)

Air is very important for all living things. If you put an insect into a box and ---------- the lid tight, what ---------- you think will happen ? ---------- insect will die. Human ----------can stay without air ---------- a few seconds only. All ---------- things need air to survive. Plants breathe through their ---------- and fish breathe through ---------- gills. Almost all land animals ---------- humans use their noses.

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◆*Activity :* 7:20

Type test.

Fill in the blanks to form a meaningful word and thereby a meaningful paragraph. Write the words separately again.

Recycling

We should try our best to reduce waste. This c_ _ be do_ _ by buy_ _ _ fewer pla_ _ _ _ disposable it _ _ _.

We sho_ _ _ learn t_ reuse pla_ _ _ _ bags.

T_ _ best w_ _ to red_ _ _ waste i_ to rec_ _ _ _ them.

I_ this i_ done, environmental pollution will be reduced.

◆*Activity :* 7:21

Write an article on - 'What can we do to have a better environment' for the school magazine. Use about 150 words. Use the following guidelines.

- convey the message clearly to the reader.
- make it interesting.
- plan and organize your time and writing.
- choose a plan for your writing.
- read the final piece for errors.
- keep the corrections visible.
- do not use whitener.

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Unit 8

Globalization

◆*Activity :* 8:01

In the English language, words are formed by joining vowels and consonants. Form as many words as possible using the letters of this word.

G L O B A L I Z A T I O N

e.g. to, bat, on, lotion

Copy the following words into your exercise book and write as many words as possible against them.

1. REGIONALIZATION
2. LOCALIZATION
3. INTERNATIONAL
4. COMMUNICATION

◆*Activity :* 8:02

Match the following language functions with the examples. Write the number of the function in the box given.

Function	Example	box
1. Apologizing	I am hungry	
2. Expressing hunger	Thank you very much	
3. Expressing gratitude	I am sorry	
4. Wishing	Whose pencil is this?	
5. Making an inquiry	I wish you all the best	

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◆ *Activity :* 8:03

Here are some marvels of science. Match the instruments in column 'A' with their functions in column 'B'.

Instrument A	Function B
1. Stethoscope	magnifies tiny objects
2. Microscope	helps the doctor to treat patients
3. Telescope	measures heat and cold
4. Thermometer	makes distant objects look bigger
5. Meter	helps the voice to be carried
6. Barometer	measures gas or electricity used
7. Megaphone	forecasts the weather
8. Compass	measures time
9. Clock	generates electricity
10. Dynamo	gives direction

◆ *Activity :* 8:04

Now make sentences with the correct answers as given in the example.

e.g. 1. A telescope is an instrument that magnifies tiny objects.

2. A compass is an instrument that gives direction.

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◆ *Activity :* 8:05

These two extracts are from the Pen Pal corner. Select one and complete the following letter.

Alice Gaborone is from Francistown, Botswana. She is 15 years old. She likes flower making, and collecting stamps and picture post cards. She wants to be a doctor.

Dilan Perera is from the main street Anuradhapura. He is 16 years old. His interests are gardening, reading books, sewing and music. He wants to be a teacher.

My dear

I ..... your address from one ..... our local newspapers. I ..... happy to hear that you ..... as flower making and ..... stamps and picture post cards.

I ..... Sri Lankan girl ..... fifteen. I am slim..... feet tall with long .....

My address is .....

My interests are sewing ..... ,....., and watching Television. My favourite subject is ..... I can play the electric organ ..... well. I can sing ..... Both my parents are ..... So I also want to be a teacher. Please send me a reply ..... more details about you.

Yours lovingly

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◆ *Activity :* 8:06

Imagine the reply you will get. Write it in your writing book.

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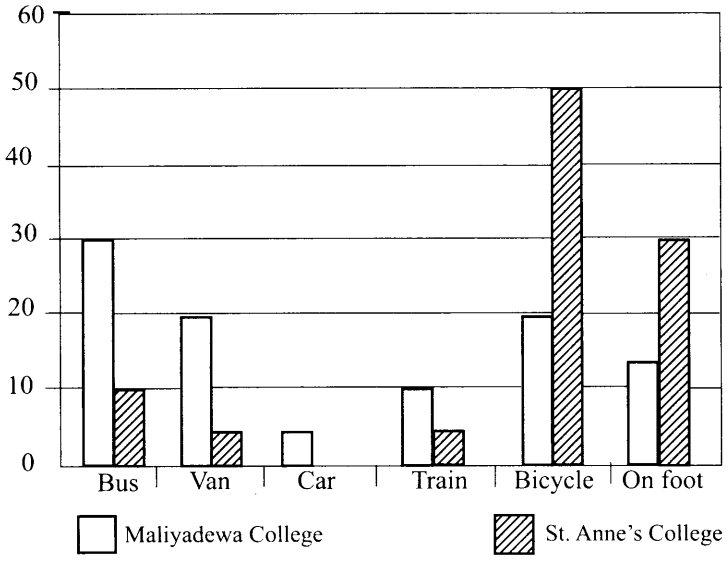
◆ *Activity :* 8:07

Write a report based on the graphic information provided.

Using the information given in the bar chart, write a report on different modes of travel used by children. Write in about 150 words. You may use the following words and phrases

most, few, a few, a good number, some



Begin like this: According to the chart 30 students of .....

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◆ *Activity* 8:08

Use the correct form of the word given at the end of each line and fill in the blanks to make meaningful sentences.

All computers however large or (0) **powerful** they are, work 1..... in the same way. But their functions 2..... according to the nature of the field of activities.	0.power 1. basic 2. different
Being able to obtain 3.....is 4.....an aid to education.	3. inform 4. obvious
Computers are playing an 5 .....role in teaching and learning.	5. importance
An 6..... computer programme can teach students and test their 7.....and progress by adjusting its speed.	6. educate 7. know
Computers are very 8 ..... in controlling the 9.....and flying of air crafts.	8. help 9. navigate
Similarly they control the10 .....of certain models of motor vehicles also.	10.perform

◆ *Activity :* 8:09 *(Group Activity)*

Write instructions based on the following situation.

You are the Head prefect of Vijitha Maha Vidyalaya. Your school has got a well-equipped computer room. The principal asks you to prepare a set of five instructions to be displayed at the entrance to the computer room.

Write the instructions in the space given.

eg: 1. Remove your shoes before you enter the computer room.

2. .....
3. .....
4. .....
5. .....
6. .....

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◆ *Activity :* 8:10

Using information given below write a description of a school trip you have gone on, for your magazine in 150 words, in your writing book.

Day	Place	Accommodation	Activities
1	Hikkaduwa	A friend's house near the sea	Picnic on the beach Swimming, visiting a church
2	Tissamaharama	Pilgrim's Rest	Visiting the Tissa temple offering flowers
3	Kataragama	Pilgrim's Rest	Bathing in the river visiting the 'devale' Giving alms to the needy people
4	Return		

You can start like this

The students of ..... Vidyalaya went on a four day trip.....

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◆ *Group Activity :* 8:11

Imagine a group of students visited an education fair or the International Book Exhibition at BMICH. Provide imaginary answers to these questions.

a) When did you visit the BMICH — a date .....
b) How did you go? — by .....
c) With whom did you go? — names .....
d) What did you see as you entered the stall? — .....
e) How did you plan to visit the stalls? — names of the stalls
f) What was the most interesting thing that you saw? — different sections
g) What refreshments did you have? — .....
h) Did you buy anything? What are they? — .....

Add some more to this list. Discuss and gather information.

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◆ *Activity :* 8:12

Using the information gathered write a report about the visit to the education fair in about 150 words in your writing book.

◆ *Activity :* 8:13

Copy the grid into your writing book . Look at the example.

Main clause	**Subordinate clause**
e.g. The boy lost his ticket	because he was careless.

Read the sentences given below and write the main clause and the subordinate clause as given in the example.

1. The boy lost his ticket because he was careless.
2. I shall speak to him when he arrives.
3. He asked me where I lived.
4. We believed the story that the traveller told.
5. The scientists who study the stars use huge telescopes.
6. I admit that I have made a mistake.
7. As soon as the sun rose the soldiers resumed their work.
8. Anne's father built the house that was destroyed.
9. The girl who wore a red dress sat next to me.
10. The lady who lives next door is a doctor.

Main clause	**Subordinate clause**
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English

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