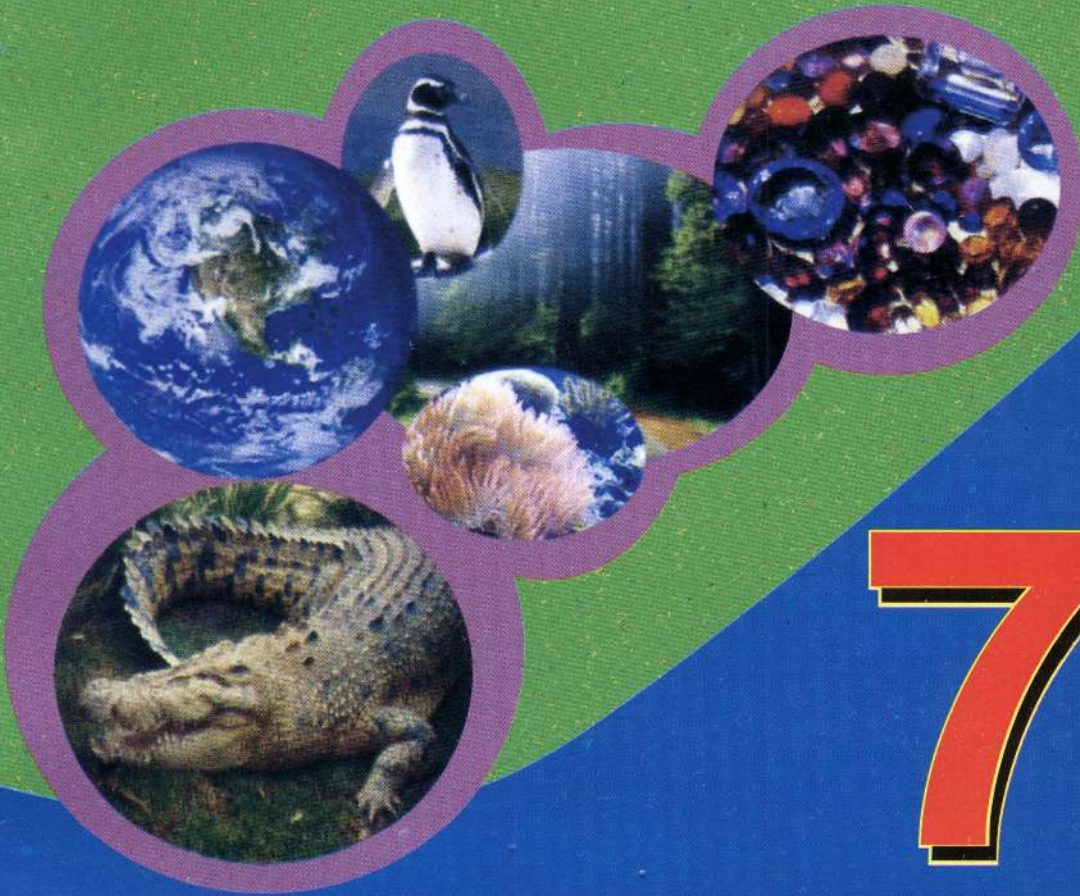


ENGLISH



Pupil's Book



7

Grade Seven

Educational Publications Department

English

Pupil's Book

7

Grade Seven



Educational Publications Department

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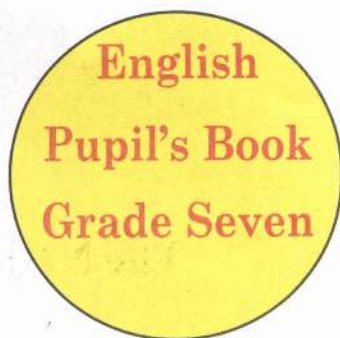
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The National Anthem of Sri Lanka

Sri Lanka Matha

Apa Sri Lanka Namō Namō Namō Namō Matha

Sundara siri barinee, surendi athi sobamana Lanka

Dhanya dhanaya neka mal palaturu piri jaya bhoomiya ramya

Apa hata sepa siri setha sadana jeewanaye matha

Piliganu mena apa bhakthi pooja Namō Namō Matha

Apa Sri Lanka Namō Namō Namō Namō Matha

Oba we apa vidya

Obamaya apa sathya

Oba we apa shakthi

Apa hada thula bhakthi

Oba apa aloke

Apaga anuprane

Oba apa jeevana we

Apa mukthiya oba we

Nava jeevana demine, nithina apa pubudukaran matha

Gnana veerya vadawamina regena yanu mena jaya bhoomi kara

Eka mavakage daru kela bevina

Yamu yamu vee nopama

Prema vada sema bheda durerada

Namō, Namō Matha

Apa Sri Lanka Namō Namō Namō Namō Matha

அபி வெலு சிக மலகனெ டுரவோ
சிக கிவசெகி வெசெனா
சிக பாரகி சிக ருடீரசு வீ
அப கய துல டுவினா

விவாவிதி அபி வெலு சோசுரூ சோசுரீசே
சிக லெச சிகி வுவினா
சீவந் வன அப மெம கிவசே
சோடின சிபீச யுது வீ

சுமல ம மெந் கர்ணா குணோ
வெசு சமகி டுமீகி
ரந் மீகி ம்ரு நோ வ சிச ம ய சுபனா
கிசிக கல நோம டுரனா

ஞானந்த சுமரக்கோன்

ஒரு தாய் மக்கள் நாமாவோம்
ஒன்றே நாம் வாழும் இல்லம்
நன்றே உடலில் ஓடும்
ஒன்றே நம் குருதி நிறம்

அதனால் சகோதரர் நாமாவோம்
ஒன்றாய் வாழும் வளரும் நாம்
நன்றாய் இவ் இல்லினிலே
நலமே வாழ்தல் வேண்டுமன்றோ

யாவரும் அன்பு கருணையுடன்
ஒற்றுமை சிறக்க வாழ்ந்திடுதல்
பொன்னும் மணியும் முத்துமல்ல - அதுவே
யான்று மழியாச் செல்வமன்றோ.

ஆனந்த சமரக்கோன்
கவிதையின் பெயர்ப்பு.



The Message of His Excellency the President

Beloved Sons and Daughters,

Many countries that lagged behind us at the time we gained independence have now passed us and gone far ahead. But, we must not be prepared to copy those countries or work according to the development models of those nations. Similarly, there is no purpose in continuing to lament about our lost heritage. What we shall do instead is to surpass them and reach a stage of overall development they have not reached, and show new paths and possibilities to the world.

Dear Sons and Daughters, we are now engaged in building your future !

Mahinda Rajapaksa

President of the Democratic Socialist Republic of Sri Lanka

(An extract from the speech delivered by President Mahinda Rajapaksa at the historic Water Filling Ceremony of the Magampura Port on 15.08.2010)

Message from the Hon. Minister of Education

Beloved Sons and Daughters,

You are the most valuable treasure of our motherland. Your value is enhanced through education. In our commitment to accomplish that task, we offer you the best.

This textbook produced by spending the national wealth collected from the tax paying public is offered to you with the sole intention of making you a virtuous and skillful citizen. You will undoubtedly enhance the national wealth through the light of education you gain. This textbook will give you a helping hand to awaken your creativity, as you are a proud descendent of a great generation whose creative power enabled them to carve statues depicting loving kindness and compassion out of hard heartless rock and compose graffiti of great literary value on the 'Mirror Wall'.

I express my gratitude to the Educational Publications Department and to all the others who dedicated themselves in offering this textbook to you.

Bandula Gunawardhana
Minister of Education

Foreword

Since you are living in an ever changing society, it is imperative that you should prepare yourself to face diverse social tides. In this respect, the textbook becomes an invaluable instrument in developing the necessary knowledge and understanding in realizing the above objective.

Hence, this textbook offered to you by the Democratic Socialist Republic of Sri Lanka will undoubtedly be a guide, not only for your self-development but also for the development of the country.

Our fervent objective is, therefore, to see that, you, who are taking steps to cross the vast ocean of knowledge reach the land of success by using this textbook as a raft, would become an accomplished citizen endowed with knowledge and a balanced personality.

I appreciate and honour the contribution and the invaluable support extended by the writers' and editors' panels as well as by the officers of Educational Publications Department in accomplishing this great service.

Tissa Hewavithana

Commissioner General of Educational Publications

Educational Publications Department

Isurupaya,

Battaramulla.

20.03.2012

A word to the teacher

The writer's panel for the grade seven English text comprised seven members. They represented different backgrounds in the school system. Every effort therefore was made to utilize these differences in a positive way. This is especially important in a situation where there is a single text for the entire country. Experience has shown the difficulty of producing a single textbook for the entire country, especially for the teaching of English language with the differences that exist between the language requirements of the affluent urban students and the rural. Thus the English teacher is aware of the value of the textbook for the student. It is sometimes the only resource for vocabulary, structure and use, in many schools.

It is imperative therefore that teachers make themselves familiar with the text book. The text gives flexibility to the teacher in the choice of materials and activities. Group work and pair work can be made use of in ways most convenient to the individual teacher. The presentation of the material is done in order to create an interest in the child, make the engagement with material challenging and interesting so as to ensure that learning takes place.

Teachers are required to build appropriate learning situations within the students' experience to facilitate the internalization of language. Teachers should also realize that a language syllabus does not and could not have watertight compartments from one year to the next; what a new text can do and does is to supply a different context to provide for novelty and innovation. The experience of the previous year's language text therefore should be considered in continuity.

The texts are mostly 'home grown', drawing on the wealth of traditions, folklore and even the literature of the country. This should certainly enable the students to feel at home and exercise their imagination in a foreign language-learning situation.

The workbook is based on the language learning activities presented in the text-book. The teachers are required to be familiar with the activities in the workbook too, so that they can see the relationship between the two books. Activities in the workbook will facilitate assessment. We trust that both learners and teachers will find these books helpful.

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Unit One

At School

Language Focus

Language Functions

Expressing Appreciation

- eg. - Well done
- Congratulations

Expressing feeling

- eg. - You gave us a nice speech.

Agreeing

- eg. - Yes of course.

Attention markers

- eg. - By the way,
- Well,

Making Suggestions

- eg. - Let's go to the class.

Grammar

Complex sentences

- sentences with
conjunctions of reason
and result (because/ as)

- eg. - We couldn't hear you much
because we were at the back

- eg. - The teacher was happy **as**
we won the competition.

The School Assembly

Sankalpa is a student of Pragnasara Maha Vidyalaya. Every Monday all the students attend the morning assembly. Here is a speech made by Sankalpa at an assembly.

'I am here today to speak a few words about what I have learnt from my school.

I am proud to be a student of Pragnasara Maha Vidyalaya. In my school there are Sinhala, Tamil and Muslim students. So we get a good opportunity to learn to live together. Our school gives us a good education and provides us with a lot of activities.

There are boys and girls in our school. In the playground, we enjoy playing cricket, netball and volleyball together. When playing games we also develop leadership qualities, unity and companionship.

I study a number of subjects in the class. I share the things I know with my friends. I help some of my friends in Mathematics. During the Christmas season I make greeting cards for my Christian friends and send them through our school postal service. At Vesak, I get cards with nice pictures drawn by my Hindu, Muslim and Christian friends. All of us enjoy making Vesak lanterns and Christmas decorations. Together we participate in singing '*Vesak Bhakthi Gee*' and Christmas Carols. During Thai Pongal, Ramazan and New Year we share sweetmeats. At the end of the year, we have lots of fun singing songs and taking part in dramas at the school concert.

I am sure that if we attend school daily, do our studies well and perform our duties and fulfil responsibilities we will be blessed and rewarded.'

Thank you.





Activity 1.1 Comprehension

Reading / Writing

Select the correct answer according to the reading passage.
Copy the correct answer into your writing book.

- | | |
|--|--|
| 1) Pragnasara Maha Vidyalyaya has a morning assembly | (a) every day.
(b) every Monday.
(c) every other day. |
| 2) The speech was made by | (a) a teacher.
(b) the principal.
(c) a student. |
| 3) Sankalpa's school is a | (a) mixed school.
(b) boys' school.
(c) private school. |
| 4) Playing games develops | (a) sports.
(b) friends.
(c) leadership qualities. |
| 5) Sankalpa helps his friends in | (a) Science.
(b) Mathematics.
(c) English. |
| 6) The school encourages the students to | (a) buy cards.
(b) exchange cards.
(c) make their own cards. |



Activity 1.2 Pair work

Reading / Writing

Copy this onto your writing book and match the words in box A with the meanings given in box B.

A

assembly
opportunity
companionship
concert
daily

B

friendship
gathering
everyday
chance
musical entertainment



Activity 1.3

Writing

(I) The apostrophe(') is used:

- To show missing letters in shortened forms/contractions
eg. He **doesn't** like eating sweets.
- To show ownership or possession
eg. It was a **boys'** school.

(II) Inverted comma ("...."/ '....') Single or double commas inverted are used to show quotations

eg. "I am here to speak a few words."

- (a) * Put the apostrophes and inverted commas where necessary and rewrite the following conversation in your writing book.
* Then practise the conversation in groups of five. Add your own comments to suit the situation.

Well done you gave us a nice speech said Imran.

Thank you Imran. By the way did you hear me? asked Sankalpa.

Yes of course said Vijaya.

But we couldnt hear you much because we were at the back said Thamara.

Oh! I m sorry said Sankalpa Next time I'll speak a little louder.

Theres our teacher. Lets go to the class.

Good morning children said the teacher

Well, congratulations Sankalpa. Everybody appreciated the way you gave the speech. But mind how you pronounce words like qualities and opportunity.

Thank you teacher said Sankalpa

- (b) Find out the speakers of the conversation given above. Write their names one under the other with space for their words in your writing book.

eg. Imran :-



Activity 1.4

Grammar

Look at the sentences given below.

1. We couldn't hear you much **because** *we were at the back.*
2. The teacher was happy **as** *we won the competition.*
3. My friend was disappointed **since** *she couldn't get good results.*

There are two ideas in each of these sentences and they are joined by 'because, as and since.' These words are called conjunctions and they join two ideas together.

Complete the following sentences in your writing book.

1. I went to bed very early since(sleepy)
2. He opened the window because(warm)
3. She often goes to the library as(to read)
4. We stayed at home because(holiday)
5. My friend likes watching television as(cartoon)



Activity 1.5 Pair work

Speaking / Reading

Read these sentences correctly. Be mindful of your pronunciation. Check whether your partner can pronounce these tongue twisters correctly.



Write five sentences as given in the above activity in your writing book

Check whether your partner can pronounce them correctly.

Schools in England



In England children do not go to school until they are five years old. There are play schools for those under five. At play school they learn to draw, paint and play interesting games.

All children have to go to a junior school at the age of five. At junior school they learn to read and write and start learning Mathematics.

Most children study at the junior school until they are eleven or twelve. Then they go to a secondary school. In some parts of England, children go to a middle school at eight and move to a secondary school at twelve. So in some places a middle school can come between junior and secondary schools. The children study in the secondary school until they are at least sixteen years old.

Most schools start at 9.00 in the morning. They have lessons until a twenty minute break at 11.00. They usually get the lunch break at about 12.30. Most children have their lunch at school. The meals are cooked in the school kitchen. Those who live near the school go home for lunch. After lunch, lessons begin at 2.00 p.m and finish at 3.15 p.m or 3.30 p.m. Then most students go home. Some stay back for an extra hour to play games or to go to one of the school clubs, like the 'Computer Club' or the 'Swimming Club'. In most parts of England there are three terms and three holidays, in December-Winter, in April-Easter and in August-Summer. The longest holiday is in Summer from the end of July to early September. It is usually about six weeks. In some schools they have four terms and four short holidays every year. However, the number of days the students have to study every year is the same in all the schools in England.



Activity 1.6

Reading / Writing

Read the following sentences and copy the correct ones onto your writing book.

1. Some children go to play school before they go to junior school.
2. Some children go to middle school after they are eleven or twelve years old.
3. Children have lessons for two hours before the break at 11.00.
4. They can't stay at school until they are sixteen years old.
5. In most English schools there are no lessons in the afternoons.
6. Summer holidays are usually from July to September.
7. Most schools have three terms in England.



Activity 1.7 Group work

Speaking / Writing

- * Discuss the similarities and differences between the schools in Sri Lanka and the schools in England.
- * List the similarities and differences in a grid in your writing book. Then write a short description about your school.

Similarities	Differences



Activity 1.8

Reading

Ann-9 years



John-7 years



Rose-13 years



Jane-17 years



Robert-4 years



Copy the sentences and match the name of the student with the school.

- 1) _____ is at junior school.
- 2) _____ is at university.
- 3) _____ is at middle school.
- 4) _____ is at play school.
- 5) _____ is at secondary school.

Activity 1.9 Pair work

Reading / Writing

Read the story and suggest a suitable title

Long long ago, when Brahmadatta was the king of Benares, there lived a famous teacher. His name was Disapamok. He lived in Thaksila. He had about five hundred young men at a time as students. One day the teacher

said to his pupils, "I want my daughter to marry one of you. She needs some silk clothes and gold jewellery. As I have no money, you will have to steal these things without being caught. The one who steals the best things will marry her." The teacher's daughter was a beautiful girl. All the young pupils wanted to marry her. So they went off into the town and stole whatever they could get. They went back to the teacher and gave him all they had stolen.

Bodhisatta was one among the five hundred pupils. He alone went to the teacher empty handed.

"Every one of my pupils has brought something for my daughter," the teacher said "Only you have come with nothing. Why is that?"

"Sir, I don't want to marry your daughter by doing something wrong. Therefore I came with empty hands."

The teacher was very happy. "Well done," said the teacher. "You are the only one who has passed my test. My daughter doesn't need these clothes and jewellery. I wanted to see which of my pupils would refuse to do my bidding when I told them to do something wrong. Only such a person is good enough for her."

The teacher's daughter was given in marriage to the Bodhisatta.

(adapted from The Jataka Tales)





Activity 1.10 Pair work

Speaking / Writing

Discuss the main events of the story with your friend.
Write them in your own words in your writing book.



Activity 1.11 Comprehension

Answer the following questions in your writing book.

- a.
 1. Who was Brahmadatta ?
 2. Where did the teacher live ?
 3. How many students did he teach ?
 4. What did the teacher ask the students to do ?
 5. Why did they do as they were asked ?
 6. What did the Bodhisatta do ?
 7. What did the teacher do after he listened to the Bodhisatta's reason for coming empty handed ?
 8. What was the test ?
- b.
 9. What do you think about the teacher ?
 10. What is the lesson you learnt by reading this story ?

Speak of 5 things you do not want to do. Look at the example.

“I don't want to live in a foreign country.”



Activity 1.12

Writing

Imagine you are one of the pupils in the story (not Bodhisatta). Write a letter to your cousin telling him / her about the teacher's test that you failed and what you learnt from it.

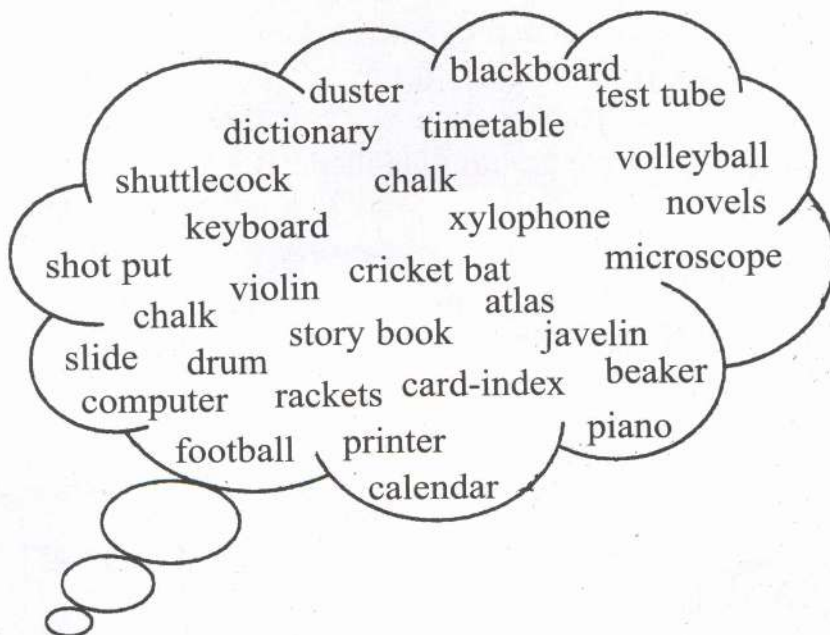


Activity 1.13 Pair work

Speaking

Here are some of the things you may find in different places in a school.

- * Arrange the following words in alphabetical order.
eg. atlas, beaker,



- * Name the place you may find them in the school. Write in your writing book.

Things	Place
eg. map	classroom



Activity 1.14

Group work

List the extra- curricular activities that you have in your school. Write them in your writing book



Activity 1.15 Group work

The students of Pragnasara Maha Vidyalaya are preparing for their school concert.

The programme of the school concert to be held at the end of the year is given below. Allocate times and present it like a programme.



School Concert 2008

Pragnasara M.V.

- Religious observances
- Lighting the traditional oil lamp
- Welcome speech
- Welcome song
- A traditional dance
- A drama
- A speech
- A group song
- Recitation of a poem
- A fancy dress parade
- Vote of thanks
- National Anthem



Activity 1.16

Writing

Form groups. Select one of the following topics. Then prepare a programme with a list of items on the topic you have selected.

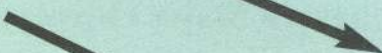
* Sportsmeet



* Drama Festival



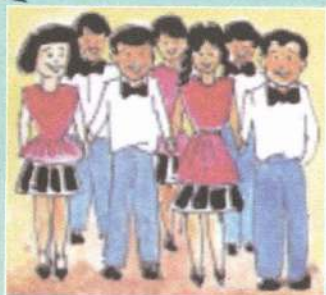
* English Day



* Prize Giving



* English Camp



Activity 1.17

Listening

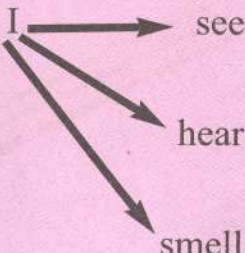



Write the directions from your home to your school in your writing book. Now dictate it to your friend and ask him / her to draw the map to show the directions. Check what is drawn. Ask your friend to dictate the directions from his / her home to school for you to draw.



Activity 1.18

Write the things you see, hear and smell on your way to school. Choose from the list of words given and write in your writing book.

shops, trains, birds, flowers, sellers, dust, babies crying, trees, smoke, vehicles, animals, people, cooking, garbage, fish, children playing, friends calling.

Things I 	see		
	hear		
	smell		



Activity 1.19

Reading / Writing

- Read the list of rhyming words given under 'A'. Add newpairs and write them in your writing book.
- Now read the lines given under 'B' and attempt writing similar lines, in your writing book.

A

smell	-	fell
see	-	knee
here	-	near
share	-	pair
fell	-	well

B

Down I fell
and cut my knee
I don't feel well
as you can see

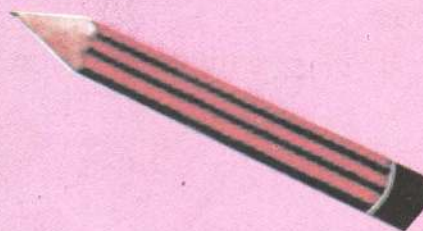


Activity 1.20

- (A) Recite the poem in groups and enjoy it.
(B) Find the rhyming words in the poem.

I'm just a little pencil
That's made of wood and lead;
My body is long and pointed,
My body smooth and red.
I once was long and handsome,
But now I soon must die;
I like to write quite nicely,
But master does not try.
He treats me very badly,
and often shaves my head,
He cuts me so unkindly,
That I shall soon be dead.
He sucks me too – I hate it-
And puts me in the ink-
Have I not a cause to grumble?
Just tell me what you think.

The Pencil



Alethea Chaplin

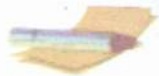


Activity 1.21 Comprehension

(i) Reading / Writing

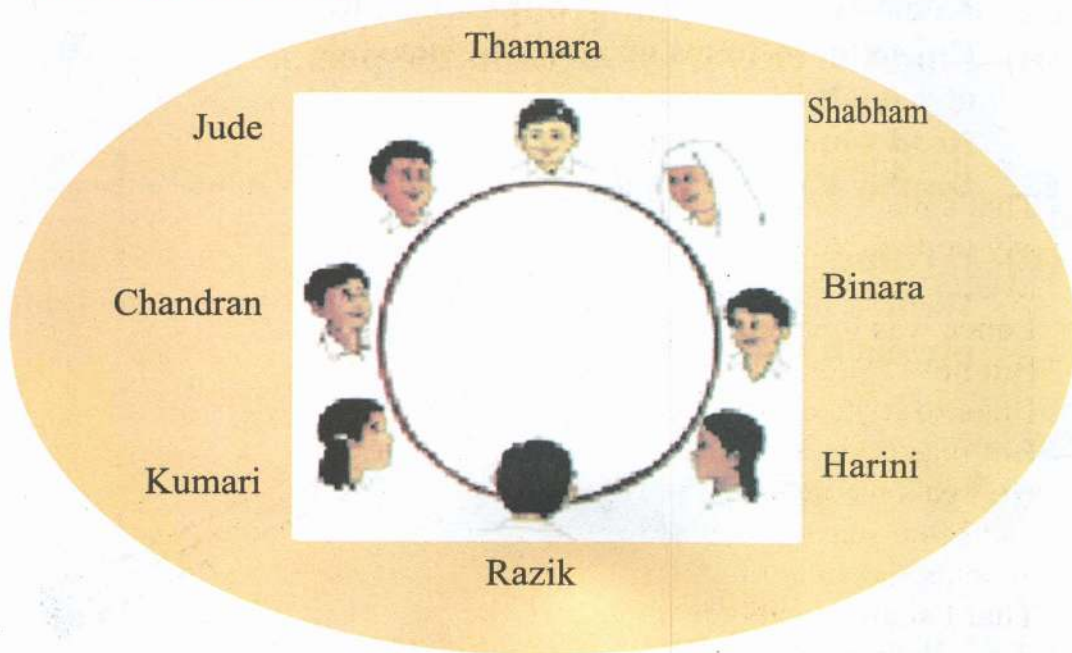
1. What is the pencil made of?
2. Describe its head and the body.
3. What does “shaving my head” mean?
4. How does the master treat the pencil?
5. What are the things the pencil grumbles about?
6. Why does the pencil say “I shall soon be dead?”

- (ii) Describe your own pencil / pen. Describe the colour, cost, place you bought it and any other information.



Activity 1.22 Pair work

Reading / Writing



Look at the eight children in this group. Complete the sentences using each child's name only once. Copy the sentences onto your writing book.

- A.**
1. Thamara is sitting opposite _____
 2. _____ is sitting between Thamara and Binara.
 3. Thamara and Shabnam are sitting between _____ and Binara.
 4. Chandran is sitting next to _____ on his left.
 5. _____ is sitting on Harini's right hand side.
 6. Razik is sitting on to the left of _____ and to the right of _____
 7. Binara is sitting on Shabnam's left, while _____ is sitting on Shabnam's right.
 8. _____ is sitting next to Jude on one side, and Thamara is sitting next to him on the other side
- B.**
1. Draw how you and your friends sit in the classroom
 2. Describe your own position in relation to the closest seven in the classroom.



Activity 1.23 Group work

(i) Reading

- a. Collect news items or advertisements on different kinds of schools in our country.
- b. Read your news item to the class.
- c. Display it on a wallpaper for the others to read.

(ii) Writing

Write a news item / advertisement about your school and present it to the class.



Activity 1.24 Group work

Reading / Writing

Given below are 10 events that happen in school. Add 5 more and write them in your writing book.

1. The annual school trip.
2. Computer lessons.
3. A Shramadana campaign at the beginning of each term.
4. A meeting of the monthly English Literary Association
5. An English speaking club.
6. An interschool cricket / netball tournament.
7. Annual exhibition.
8. A quiz competition / debate.
9. A drama festival.
10. A field trip once a month.
- 11.
- 12.
- 13.
- 14.
- 15.



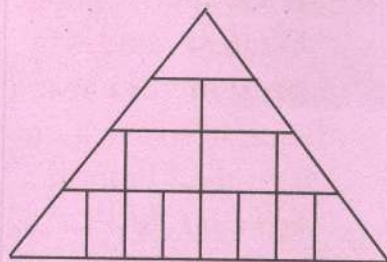
Activity 1.25 Group work

Reading / Writing

Copy the pyramid on to your writing book. Put the 15 events from 1.24, filling each cage with a number.

Choose the five most important things from the list given in Activity 1.24.

- * Do it individually first
- * Then in pairs
- * After that in groups of four
- * Finally in groups of eight



Activity 1.26 Group work

Speaking

Tell the class what you have selected as the first five giving reasons. Use conjunctions like as because, since.

e.g. - I selected as the first because is the most important event in my school. All the students get the chance to speak to each other.

Draw the pyramid on the board and write the numbers for each cage.



Activity 1.27

Enrichment

Read and find out what makes you laugh in these situations.

- 1) “What time does the library open?”
the boy on the phone asked
“9.00 a.m., and why are you
calling me at home in the middle of
the night to ask a question like that?”
asked the librarian.

“Are you sure it is only at 9.00 a.m.?” the boy asked in a troubled voice.

“Yes, not until 9.00 a.m. Why do you want to get in before 9.00 a.m.?” the librarian asked.

Then the boy replied, “I don’t want to get in. I want to get out.”



- 2) The children were on a school picnic to the seaside. They were taken on a boat ride to watch the beautiful sunset. Suddenly one of the children shouted out to the person who was in charge of the boat, “Let’s move closer to the sun to watch it better.”



Unit Two

Children

Language Focus

Language Functions

Talking about people

eg. He was only eight years old.

Using adjectives

eg. A small boy named Hans Brinker
lived in Haarlem

Using adverbs

eg. Ask them to come quickly

Grammar

pre-modifiers

eg. big eyes

Post modifiers

eg. feathers soft to touch

Adverbs

eg. come quickly

Past Continuous tense

- eg. 1. The king was talking.
2. His brother was
sobbing

Children

2

Reading

Madduma Bandara

On the Children's Day Sharanya of grade seven made a speech on Madduma Bandara. "I am Sharanya. I am going to speak about Madduma Bandara. Have you heard of him?"

Madduma Bandara was only eight years old. His elder brother was eleven. He had a baby sister too.

One day they had been called to the palace. He started thinking; 'Why is no one smiling with us today? On other days, when I came with my father Ehelepola Nilame, people talked to me, they stroked my head and asked me many questions. Today they are only looking at me.'



He looked around. His mother was trying to show that she was not crying. He saw her dry her tears, twice. His brother too looked frightened. His big eyes were full of tears. His lips were quivering.

Suddenly he heard his father's name. The king was talking about him. His father had done something wrong. He had betrayed the country. How could that be? He knew his father. He was a good man. He loved his father, and his father loved him. So what had he done?

Madduma Bandara thought hard. "I will die for my father, I will die for my family. I will die for my country." He had never seen anyone die. Once he had seen a little bird dead. It looked as if it was sleeping. Madduma Bandara had picked up the dead bird. It had been in his hand; its feathers were soft to his touch. Then he had laid the bird down under a flowering bush, and covered it with the flowers that had fallen.

Madduma Bandara looked up from his thoughts. His brother was sobbing. People were all looking at them.

“Look elder brother, I will show you how to die,” he said and walked up to the man clad in red.

There was silence. The man looked at the king. Others looked at the king too. “Kill him, the brat, his father’s a traitor,” the king ordered. “No! he’s not,” said Madduma Bandara, “kill me for his sake.”

The man lifted up his sword. All the people looked at the brave boy and then the boy was no more; only his torso was there. His head had fallen apart, but still the little boy lives forever in our hearts.



Activity 2.1 Comprehension

Reading / Writing

1. How many members were there in Madduma Bandara’s family ?
2. Who is ‘he’ in the third paragraph ?
3. Who were frightened ?
4. What did Madduma Bandara think of doing ?
5. What did Madduma Bandara remember about his father ?
6. Why did Madduma Bandara think of a little bird ?
7. Read aloud paragraph 5 using the name ‘Madduma Bandara’ and ‘Ehelepola’ where necessary.



Activity 2.2 Vocabulary

Look for the words or group of words in the passage that have the same meaning as the following words / group of words and write them in your writing book.

- touched tenderly with love
- trembling
- dressed
- mourning
- breathe sharply and irregularly from sorrow or pain.
- person who is disloyal to the king.



Activity 2.3

Writing

Write five sentences on Madduma Bandara mentioning his country, father, family, elder brother and qualities.



Activity 2.4

Reading / Writing

Read the text and answer the following questions.

1. What was said by:
 - a. Madduma Bandara to the man in red ?
 - b. the King to the man in red ?
 - c. Madduma Bandara to the king ?
2. Describe what Madduma Bandara did to the dead bird.
3. Why does Madduma Bandara live forever in our hearts ?

Reading

Kid inventors

1. In 1873, 14 year old Chester Greenwood created the world's first pair of earmuffs. He manufactured them in his own factory.
2. The first popsicle was made by Frank Epperson when he was eleven years old. By the time he was grown up, his frozen treats were selling nation wide.
3. In 1966 a young girl, Mary Spaeth, invented the reclosable cereal box still in use today.
4. A boy named Ralph Samuelson created the first pair of water skis back in the 1920 s.
5. Tom Sims a student in grade 8 at New Jersey created the snowboard in 1963.
6. Becky Schroeder, aged ten, invented phosphorescent glo-paper for writing in the dark.



(Adapted from Eureka ! kids whose inventions made them rich.)

Reading / Spelling

check the dictionary meaning of invent-inventors, discover-discoverers.

Which of the above do you think is more important to discover or to invent?

Give reasons.



Activity 2.5 Pair work

Reading / Writing

Copy the chart on to your writing book.

Read the text given on the previous page and complete the chart. Write in your writing book. Check with your partner.

Name of the kid inventor	Invention	Age	Year
1.			1873
2.	popsicle		
3. Mary Spaeth			
4.			1920
5.	snowboard		
6.		ten years	



Activity 2.6 Group work

Ask five of your friends about their favourite kid inventor out of the six kid inventors given.

Begin your question like this:

e.g A. Who is your favourite kid inventor?

B. I like

Mark in the grid as follows.

Copy the grid on to your writing book. Enter their answers. Add yours too.

Favourite Inventor	Name
1.	
2.	
3.	
4.	
5.	
6.	

Report your findings to your class. You may use the sentences given below.

Vocabulary

- | | |
|--|---------------------------|
| (A) 1. friends like | one of my friends |
| 2. others like | two / three of my friends |
| 3. students like | two / three others |
| 4. The most favourite inventor is | most.... |
| 5. The least favourite inventor is | |



Activity 2.7

Write answers to the following questions.

- (A) 1. Is there a young inventors' club in your school ?
 2. Are there any young inventors in your school ? If any write their names and their inventions.
 3. List the posts that have to be filled in organizing a club e.g. treasurer.
 4. How can a person become a member of a club ?
 5. Copy the dictionary meaning of 'club' into your writing book.

Reading

Legend of Hans Brinker

*Savindi's speech for the Children's Day was on
"The Hero of Haarlem"*

Long ago there was a small boy named Hans Brinker. He lived in Haarlem. It was one of the main cities of Holland. His father was a sluicer. A sluicer is an important person. The country depended on him. Holland is below sea level. It is also called Netherlands for this reason. It was protected from flooding by means of strong dykes. When Hans was about eight years old he was sent to the other side of the dyke on an errand. His parents told him to take some cakes to a blind old person.

Hans spent about an hour with the old man and then said good bye to him and started back for home. He was happy. He was humming a song. He was thinking of his father's work as he was passing the dyke. He also thought of the old man living by himself. He felt a little frightened when it was growing dark. Then he started to run home. Just then he heard a sound of trickling water. He looked up and saw a small hole in the dyke. A trickle of water was flowing through it.



The boy understood the danger of this. As quick as a flash he clambered up the dyke. He reached the hole. He stopped the water by inserting his chubby little finger.

He took away his finger. The water started flowing again. There seemed to be more water. He stuck his finger again. The water stopped. He was frightened to pull out his finger. He knew the water would then gush out.

Time went by. He was trembling with cold and fear. He shouted out aloud. He screamed but no one heard him. The cold grew worse. his little finger and the arm became numb.

Soon he was frozen with his finger in the hole. At daybreak a clergyman passing by saw him. The clergyman thought that it was a bundle of clothes. When he bent down he saw Hans and exclaimed, "Boy, what are you doing there?" Hans could hardly speak. Then the clergyman saw what he had been doing. He quickly got the villagers. Hans was very ill. But everybody was proud of him, most of all his parents.



Activity 2.8 Comprehension

Reading / Writing

Read the text and answer the following questions.

1. What was the sound Hans heard ?
2. What did he do when he understood the danger ?
3. How did he stop the flow of water ?
4. Hans Brinker was a thoughtful little boy. Write three things he did to show that he was thoughtful.
5. Why did he feel proud when he thought of his father's work ?
6. What did the clergyman do when he saw what Hans had done?
7. Why did Hans become ill ?
8. Say in your own words;
what the clergyman said to the villagers.
what the villagers told Hans' parents and
what the parents told Hans.



Activity 2.9

Vocabulary

Match the words in column A with their meanings in column B and write in the writing book.

A	B
I. sluicer	flowing in drops
II. trickling	frightened, shaking
III. trembling	a man who opens and closes sluices
IV. numb	a priest.
V. clergyman	inability to feel or move
VI. dyke	climbed
VII. clambered	message
VIII. errand	long wall of earth to prevent flooding



Activity 2.10

Reading / Writing

Both Madduma Bandara and Hans Brinker are brave little boys of the same age. Write five sentences on each of them including the following.

- father's name
- boy's age
- brave deeds
- qualities
- the country's respect



Activity 2.11 Group work

Speaking / Writing

Who do you think is the hero / heroine in your school / country ?
Use the qualities given below to select the best. Gather information about the selected one. Write in groups. Appoint a recorder and speak about your school hero.

Decide on the qualities a hero / heroine should have.

brave, truthful, kind to others, a leader
beautiful, good in sports, helpful,
honest, clever in studies, obedient to rules



Activity 2.12

Reading / Writing

Read the sentences in 'a' carefully.

a. Present participles as modifiers / adjectives

E.g. The people ran towards the burning house.

Mother feels happy to see the flowering trees.

Past participles as modifiers / adjectives

E.g. My friend is suffering from a broken arm.

Father brought her a golden haired doll.

Fill in the blanks with suitable words from the box. Do the activity in your writing book.

1. The labourer repaired the roof.
2. Charles Dickens is a writer.
3. Grandfather related an story.
4. The chairs were kept outside the class room.
5. People admired the girl.

broken
interesting
leaking
well known
smiling



Activity 2.13 Pair work

Following are some of the traditional games played by children around the world. Select any game and describe it to your partner. Ask him/her to guess what the game is.

Hide and seek
Hopscotch
Jail break
Robbers and coppers
Dundi Biyo (Gudu)

Clues :

- (i) When playing this game we use our feet, legs knees, fingers, hands and arms. Some times we use our heads and shoulders too. While playing we run, hop, jump, skip, throw, catch, pull, push, hold etc.
- (ii) Write a list of equipment used in games.
eg. bat
- (iii) Describe the order of your actions in a game you play. First form the team of players....., find the equipment required etc.



Activity 2.14

Find the meanings for the following words from the dictionary.
game, sport, athletics, play, event, track, field



Activity 2.15 Role Play

Reading / Speaking

The school has just finished its inter-house sportsmeet. The winners are practising after school for the zonal sports competitions.

Role play the dialogue.

- Ashini - I'm glad that we have been selected for the zonal Sportsmeet.
- Rajini - Yes, my event is the 100 metres race. I will try my best to win at the zonal level.
- Ravi - I did three events for my championship. I'm sure of getting the first places in long jump, 100 metres and 200 metres.
- Raju - Ravi, you have to practise well. Thirty four schools are participating.
- Ashini - Don't discourage us, Raju. Let's practise and try to keep our places.
- Raju - I'm not doing any track event or field event. We are continuously practising volleyball and basketball. We'll have a big challenge from the Central College.
- Ravi - There comes the teacher, let's go and get the equipment.
- Teacher - Come children take all these, but not the javelin.



Activity 2.16

Reading / Writing

1. Read the dialogue again and complete the grid in your writing book

Track events	Field events	Games

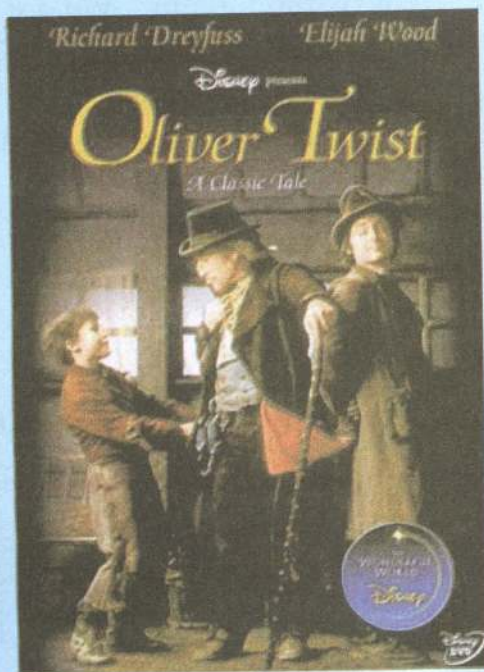
2. Write the names of five types of sports equipment in the writing book.
3. Why do you think that the teacher didn't allow the students to take the javelin ?

Dickens wrote a number of novels on children. He related the poverty of the times through the stories of these children. These novels have been translated into many languages. There are simplified versions too, for easy reading.

Reading / Writing

Oliver Twist

Read the notes given below and write three paragraphs on the character you like most.



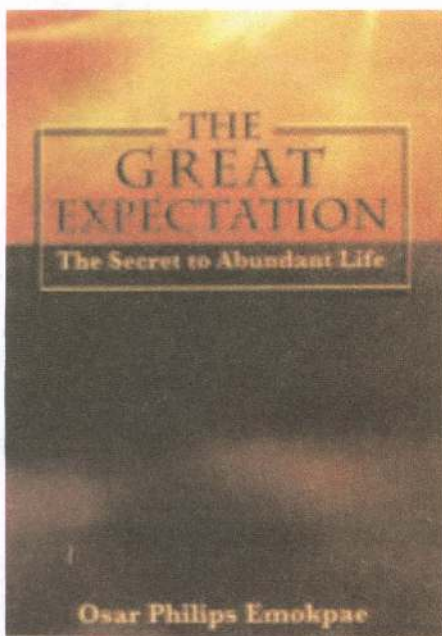
- born in a workhouse.
- mother died at his birth.
- father not known.
- put into a workhouse when nine years old.
- not paid for the work.
- not given enough food.
- punished for asking for more food.
- sold to a coffin seller.
- later became a successful man.

David Copperfield



- David born in England.
- father died before his birth.
- mother married again when he was seven.
- step father was cruel, he was thrashed
- his mother died after the birth of her second child.
- went to his aunt's house.
- studied hard and became a proctor.

Great Expectations Philip Piirip (Pip)



- an orphan.
- lived with his older sister.
- brother-in-law was a blacksmith (Joe).
- loved by his brother-in-law.
- worked as an apprentice to his brother-in-law.
- wanted to be a gentleman.
- went to London and studied hard.
- found his real identity.

Enrichment

Enjoy reading this poem

The Swing

How do you like to go up in a swing.
Up in the air so blue ?
Oh, I do think it the pleasantest thing
Ever a child can do !

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside -

Till I look down on the garden green,
Down on the roof so brown -
Up in the air I go flying again,
Up in the air and down !



Robert Louis Stevenson



Activity 2.17

Listening / Reading

1. Read the poem and find out things the narrator likes to do.
2. How do you yourself feel when you go up in a swing ?
3. Are you frightened to go up very high ?
4. At what time of the year do you put up swings in Sri Lanka ?
5. What are the materials used to make swings ?
6. Where do you see swings most often ?

Lullaby

Reading

Lullabies are generally sung to put infants to sleep. To lull is to soothe or send to sleep. There are lullabies in every language. It may not be possible to lull a child to sleep by singing a lullaby that belongs to another language. The sound may not be soothing, even the 'story' may not be soothing. Read this English lullaby and listen to the sounds

*Rock a bye baby
On the tree top
When the wind blows
The cradle will rock
When the bough breaks
The cradle will fall
Down will come baby
Cradle and all*



Compare this with some of the lullabies in Sinhala / Tamil.

costumes of children of other lands

1



An Indian dancer

2



A Chinese girl

3



A Kashmir dancer

4



A Red Indian child

5



An English girl

6



A Japanese doll



Activity 2.18

- a. The pictures show you some colourful costumes worn by children of six different countries. Look at them carefully and describe the costumes. Mention the picture number.

I. Parts of the dress

II. Colours

eg: Picture no. 1

.....

.....

.....

- b. Describe to your friends the traditional dress worn by males /females of your country.



Activity 2.19

Grammar

1. Nouns are described by pre-modifiers and post-modifiers. They give different shades or meanings to nouns. It can be an adjective or a phrase.

Pre modifier

eg: 1. childish
2. brave

Noun

song
boy

Noun

man
people

Post modifier

clad in red
in Holland

Discuss with your friend suitable modifiers for the following and write the noun phrases in your writing book.

.....	flowers	river	.....
.....	friend	clouds	.....
.....	girl	woman	.....
.....	bird	fish	.....
.....	rabbit	garden	.....

Unit Three

About Our Past

Language Focus

Language Functions

Asking Permission

eg. Can I write -----?

Expressing likes

eg. I would like to -----

I too like -----

Expressing feelings

eg. Isn't that wonderful ?

Agreeing

eg. Sure -----

Grammar

Referring to Future

eg. I'm going to write -----

I want to write -----

I'll write -----

Use of modals "can"

eg. Can you remember

Can I write

Use of the apostrophe

Possessive form

eg. Raja's topic

Shortened form

eg. I'm (I am)

Passive voice

eg. Pottery is made of clay } present

Pots are made of clay

eg. The Paddyfield was ploughed } Past

Buffaloes were used

About Our Past

3

Project Planning

Speaking /Listening

- Teacher - Good morning children, I told you about a project last week. Can you remember what it is ?
- Tikiri - Yes, teacher, "Learning about our past".
- Teacher - Have you decided what to do ?
- Tikiri - Yes, teacher. I'm going to write on pottery.
- Mihiri - Teacher, I would like to write about Sri Lanka's gems.
- Lahiru - I want to write about farming.
- Raja - I too like to write about farming, but now I'll write about the First king of Sri Lanka.
- Teacher - Why are you silent Munash ?
- Munash - Raja's topic is very easy. I wanted it. But now can I write on handicrafts or batiks?
- Teacher - Yes, you can write on one or on both.



Activity 3.1 Comprehension

Reading / Writing

Read the above dialogue again and answer the questions given below. Write the answers in your writing book.

- 1) What is the title of the project ?
- 2) Who hasn't decided on the subject yet?
- 3) According to the dialogue how many students are discussing the project ?
- 4) Who is interested in "pottery" ?
- 5) Name the projects the students are going to discuss.



Activity 3.2

Grammar I

Notice how the apostrophe has been used in the dialogue.

Shortened forms

- 1) I'm = I am
- 2) I'll = I will

Possessive forms

- Sri Lanka's gems
Raja's topic

- 1) The **Shortened form** is used to show that one or two letters are omitted.
- 2) The **Possessive form** is used to show ownership.

Writing

Write in your writing book the shortened forms for the following. Look at the example.

e.g. What is = What's

- | | | |
|------------|-------------|-------------|
| 1) here is | 2) where is | 3) who is |
| 4) that is | 5) it is | 6) he will |
| 7) you are | 8) they are | 9) there is |

Grammar II

Possession is indicated by the use of apostrophe and 's'.

eg. - boy - boy's work

If a noun is singular add "s" like in "boy's"

If a noun is plural and ends in 's' add only the apostrophe after the 's' like in "boys"

Rewrite the following as phrases to show possession.

- | | | | |
|------------------|------------|-----------------|------------|
| (a) My brother - | purse | (d) The names - | the boys |
| (b) Sister - | bangles | (e) The hats - | the girls |
| (c) The pupils - | the record | (f) The room - | the scouts |



Activity 3.3

Writing

- (a) **Write in your writing book the possessive forms of the words given below. Look at the example.**

e.g. the book of Seetha = Seetha's book

- 1) the pen of Amal
- 2) the pencil of Kasuni
- 3) the wheel of the potter
- 4) the handicrafts of Sri Lankans
- 5) the eyes of the cat.
- 6) the bag of the teacher.

- (b) **Write five sentences using possessive forms of nouns in your writing book as given in the example :**

eg: Sita's book is very neat and tidy.



Activity 3.4 Pair Work

Writing / Reading

Phrases in column B relate to the words in column A. Match them correctly and write sentences as shown in the example in your writing book.

Example :

A potter is a person who makes vessels of clay.

A

B

- | | |
|-----------------|--|
| 1. Artist | who makes his living by farming |
| 2. Doctor | who is qualified to practise medicine |
| 3. Farmer | who catches fish |
| 4. Fisherman | who plucks tea leaves |
| 5. Florist | one who deals in flowers |
| 6. Jeweller | who works in a mine |
| 7. Miner | who weaves at a loom |
| 8. Pedlar | one who carries his goods for sale in a pack |
| 9. Potter | who makes his craft a fine art |
| 10. A tailor | who makes vessels of clay |
| 11. Tea plucker | one who makes clothes |
| 12. Weaver | who designs jewellery. |



Activity 3.5 Group Work

Writing

- (a) List the services you require daily and name the persons who give those services. Start with your room, continue with food, clothes and other conveniences.

e.g. - wall - mason
 - furniture - carpenter

Select the person whose services can be considered the most important. Write a short paragraph explaining why you think so.

e.g. - I think the baker is the most important because he bakes the bread we eat.

- (b) Some activities or jobs are not found in the present society. With the change in our society these jobs are done by others. Sometimes these jobs are done in a different manner in different places.

The following sentences give descriptions of several jobs that are not found now.

1. A barber comes home regularly to give the males a hair cut.
2. A clothier makes and sells clothes.
3. A cobbler works with leather and makes shoes.
4. A confectioner sells sweets.
5. A pedlar goes from house to house selling small household foods.

Now write accounts of 3 persons as given in the example.

e.g. A clothier is one who makes and sells clothes. We do not have clothiers now. Cloth is made in one place and clothes are made in another place. They are sold in still another place today.

Reading

Here is Tikiri's presentation of the project plan.

Pottery

Pots are made of clay. Pottery is a living craft that relates very much to the life of Sri Lankans. Small votive lamps, graceful water jugs, decorative ornaments and various cooking vessels of clay are very popular among people. Even though there are many new ideas in this field, many potters still employ traditional methods.



Most of the pottery is made on a rotating disk that the potter keeps turning. It's called a potter's wheel. It is a fast turning wheel. A lump of clay is placed on this wheel and then the potter forms a pot by turning the lump of clay. Decoration to the pot is done by incising patterns or stamping with dyes while the clay is still wet. Most pots are fired in a primitive kiln built of bricks or stones. It is covered with a wattle and daub roof.

Pottery is now used mostly for decoration. Saucepans have replaced the clay pot in most homes.



Activity 3.6 Comprehension

Writing

- 1) Name five pottery crafts.
- 2) What is a kiln ?
- 3) Who keeps turning the potter's wheel?
- 4) Why do you say pottery is a living craft? Give reasons.
- 5) Is Tikiri's presentation a complete description on pottery? What can you add to it?



Activity 3.7

Writing

Copy this chart on to your writing book and enter the following objects under clay, plastic, porcelain, glass or steel. Look at the example.

Objects	Clay	Plastic	Porcelain	Steel
pots	✓	✓		
bricks				
votive lamps				
jugs				
dishes				
bowls				
vases				
cups				
decorative ornaments				
basins				

Reading

This is what Munash presented to the class.

Handicrafts in Sri Lanka



Sri Lanka has a heritage of handicrafts. All crafts are made by hand. These handicrafts include weaving cloth, making baskets, leather items, pottery, jewellery, woodwork, brasswork and masks etc. Our handicrafts are an important part of the crafts tradition of our country. We must protect and maintain the flower of our heritage so that they don't disappear with time.



Earlier these crafts were a part of our day to day life. Even today they play a role. For example, we light the oil lamp when we start some new venture. The lamp has niches for nine wicks. These are meant to be for the 'navagraha'. The traditional lamp had a rooster at the top. This is now sometimes replaced with other symbols. So tradition is continued with change.



Wood carving is a very popular handicraft in our country even today. The Embakke temple built in the 14th century is famous the world over for its carved wooden pillars with intricate designs.



Masks are also imaginative creations of the village craftsmen coming down from ancient times. Masks are made of wood and used for rituals and folk plays. Masks are carved by craftsmen according to patterns accepted by custom and tradition. Ambalangoda is famous for its mask making industry.



Dumbara mats, jewellery, rattan baskets etc. are other traditional products that show our traditional arts and crafts. Some handicrafts are limited to certain areas in the island; it is because of the availability of the special raw material used and other historical factors. Most brassware is used as decorative ornaments. These are very popular as gifts and souvenirs. Pilimalawa is a place famous for brasswork.



Activity 3.8

Reading / Writing

Copy this table into your writing book and fill the blanks.

Object	Material used	Uses
eg: Tallipot umbrella Masks Pots Brass Jewellery Mats	palmyrah leaves	as an umbrella



Activity 3.9 Pair work

Vocabulary

Match the words in column A with the phrases in column B that give the meaning. Write in your writing book.

A

B

handicrafts	- go out of sight
heritage	- coverings for the face
masks	- bright yellow metal
brass	- crafts needing skill of hand.
leather	- animal skin used for making shoes, purses etc.
craftsman	- that has been inherited
disappear	- skilled workman who practises a craft

Reading

This presentation on Gems was made to the class by Mihiri.

Gems



Sri Lanka has been famous for gemstones from the earliest times. It is an important export trade today. Many areas in the Sabaragamuwa province are well known for gems. Ratnapura is the most important region for gems. Ratnapura means the “City of Gems”. It has gem museums displaying the wide range of gems available in the country.

The blue Sapphire is the king of Sri Lankan gems. The 400 carat blue sapphire called the “Blue Bell” which adorns the British crown is from Sri Lanka. Rubies, cat’s eyes, alexandrites, aquamarines, tourmalines, spinels, topazes, garnets and amethysts are some of the precious stones found in Sri Lanka.

The cutting of gems is a specialized job. Gems are cut and polished before they are set. Different regions in the country have different ways of making jewellery. Gems are generally worn for their beauty. People also believe that gems have the power to bring luck.

The craft was handed down from father to son. Now women too work in the gem trade.



Activity 3.10

Writing

01. What is the meaning of Ratnapura ?
02. Which stone is called “the king of Sri Lankan gems” ?
03. Write 5 kinds of gems found in Sri Lanka.
04. What is the “Blue Bell” ?
05. Why do people wear gems ?



Activity 3.11

Reading / Speaking

Read the following statements aloud. Ask the others to say whether they are true or false.

01. Gems are found only in Ratnapura.
02. Sri Lanka has become famous for gemstones very recently.
03. Anyone can cut gems.
04. No gems are sold outside the country.
05. The gems shown in the museum are very old.
06. Gems are worn only for beauty.
07. Gems can be worn as soon as they are found.
08. You can recognise the region by the design of the Jewellery.
09. Only men work in the gem business.

Reading

Lahiru wrote on farming for his project

Farming in Sri Lanka



Sri Lanka has been an agricultural country from ancient times. Sri Lankan Farmers grow paddy and other grains such as kurakkan, green gram, corn etc. Paddy is the most commonly grown grain in our country. Rice is our staple food.

There were no machines or chemical fertilizers in the past. The farmers helped each other. This was called *athtam* or 'giving a hand'. The paddy field was ploughed with the help of buffaloes. Buffalo driven ploughs are seen even today in rural areas.

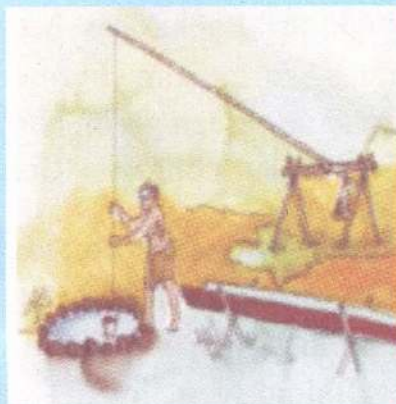
Harvesting paddy was an important event in the village. In the past even the kings participated in the ploughing ceremony called *Vap magula*. In ancient times, reaping paddy was an interesting activity in the village because the reapers recited "*goyam kavi*." Most people are still familiar with this tradition because now it is presented as a dance form on stage.

The threshing floor is the place where the reaped crops were gathered. Buffaloes were used to thresh the paddy; both men and women joined in to winnow the paddy.

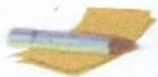
The paddy had to be stored until the next harvesting season. The harvested paddy was kept in a “*vee bissa*”. The *Vee Bissa* is an indigenous storage bin. It was made using clay, straw, cane strips and bamboo. It is a fine creation of our forefathers.

Farmers got water from the village tank for cultivation. They began to study ways of bringing water from the rivers into the tanks. For this purpose they built a network of canals. One main canal ran into many other smaller canals. The ancient kings built great tanks to feed the canals. *Parakrama Samudraya* and *Kala Weva* are some of them. The kings gave their fullest support for the farmers to grow the nation’s staple food, rice.

The Jaffna farmer devised a system of getting water from deep wells called “*Andiya Linda*” / “*Andiya kinaru*”. It has a lever with a weight at one end and a bucket at the other end. This helps to get the water from deep wells without much effort.



Nowadays farmers use tractors to plough the paddy fields and also to thresh the paddy. In ancient times people used indigeneous methods for killing parasites that harmed the crops. Later chemical pesticides began to be used. Pesticides kill parasites. They are harmful to our health too. Now many people prefer organic food grown by natural methods.



Activity 3.12

Reading

Copy the activity on to your writing book and fill in the spaces with appropriate adjectives from the passage.

Adjectives are words that describe nouns or give extra information about nouns.

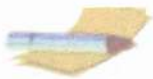
01. Rice is our food.
02. *Goyam Kavi* can be heard in areas.
03. In times reaping paddy was an interesting activity.
04. *Vee Bissa* is an storage bin
05. Farmers are encouraged to use fertilizer.
06. Buffalo-driven ploughs are very even today.
07. Harvesting paddy was an event in the village.
08. Scientists have now realized the effects of chemical pesticides.



Activity 3.13 Comprehension

Writing

- 1) What is the most commonly grown grain in the country ?
- 2) How were the paddy fields ploughed ?
- 3) Who participated in the “*Vap magula* ?”
- 4) Where did the farmers keep the reaped crops ?
- 5) Name the materials that farmers used to make “*Vee Bissa*.”
- 6) What are the different methods that farmers used in the past?
- 7) Why does the lever of an Andiya Linda have a weight at one end ?
- 8) What is the disadvantage in using pesticides ?
- 9) How can you prove
 - (i) that the kings of ancient times took an interest in paddy cultivation ?
 - (ii) that women participated actively in paddy cultivation ?



Activity 3.14

Grammar - Inverted Comma

The inverted comma is a punctuation mark we use in writing to show direct speech or significance or meaning. It is usually written or printed as (“ ”). Look at the following.

- Teacher “Have you decided what to do?”
- Ratnapura means, “the city of gems.”
- The blue sapphire is called the “Blue Bell.”

Read the lessons “Gems” and “Farming in Sri Lanka”
Find quotations and write in your writing book the complete sentences with the questions.



Activity 3.15 Group work

Word Search

- (a) Some words you learned in this unit can be found in the following word square. Find the words and write them in your writing book.

B	W	O	O	D	W	O	R	K	F	M
H	H	K	I	A	O	R	I	A	A	E
G	E	M	S	N	T	N	T	Z	R	T
T	R	Z	U	C	O	A	U	T	M	A
K	I	R	L	E	P	M	A	O	I	L
I	T	E	M	R	I	E	L	A	N	Z
P	A	S	T	Y	C	N	I	K	G	X
O	G	C	R	A	F	T	A	N	K	S
T	E	B	R	A	S	S	W	O	R	K

- (b) (i) Prepare a word square and present it to the class.
- (ii) Get the 'word squares' prepared by the other groups and find the words and write them in your writing book.

Ganegoda, Warakapola,
Sri Lanka,
22nd March 2007.

Dear Teesha,

Thank you for your letter. You had wanted to know about the legends of our ancient kings. So I'll tell you some legends of one of the great kings of Sri Lanka. He is king Pandukhabaya who ruled the country during the Anuradhapura period.

King Pandukhabaya got his name from his uncle, Abhaya and his teacher, Pandu. The first wewa of Sri Lanka, the Abaya wewa, is supposed to be built by him.

There are some interesting legends about Pandukhabaya. One legend is that his mother was very beautiful and therefore she was called "Ummada Chithra." Before Pandukhabaya was born, a Soothsayer had said that a son born to Chithra would kill all his uncles and become king.

So his uncles wanted to kill, first his mother, and then him. But the eldest brother Abaya, loved his little sister and prevented it.

Pandukhabaya had to spend his childhood in secrecy in Digamadulla, the land of his father, Deega Gamini. When he grew up he gathered an army and fought against his uncles, except Abaya.

There is a legend about his marriage too. King Pandukhabaya was marching towards the capital Anuradhapura with his army. He decided to examine the land ahead. So he set off alone. On the way

he met a beautiful maiden who was taking food to her father in the fields. She offered the stranger some food. She did not want to offer the stranger food on her father's plate. So she plucked a lotus leaf. When she touched the leaf it turned golden. From then onwards she was known as "Swarnapali". Pandukhabaya decided to marry her.

I think this will be enough for your purpose. We'll keep in touch. Good Luck.

*With Love,
Shakya*



Activity 3.16 Comprehension

Writing

01. Who wrote the letter ?
02. Why is the letter written about kings and legends ?
03. Who built the Abaya Wewa ?
04. Why did Pandukhabaya have to spend his childhood in secrecy ?
05. Find words from the passage similar in meaning to the following:
 1. an old story handed down from the past
 2. young unmarried woman
 3. fortune teller
 4. apart from
 5. give without being asked

Enrichment

Long Long Ago

This poem tells about certain things that we take for granted today. Read the poem and find out the things that we did not have long ago.

Did you ever stop to think
That long, long ago,
There were no motor cars
Passing in a row !

There were no trains
On long, shining tracks,
No mighty steamboats
With tall smoke tacks !

No mail man stopping
At every door,
No trucks with packages
Bought at the store !

Who were the bearers
Of burdens then ?
The sturdy backs
Of brave, strong men !

J Van Dolzen Pease

Unit Four

Our Planet Earth

Language Focus

Language Functions

Making Emphasis

eg. Earth as the only planet
where there are living
things

Asking for Information

eg. Have you been to the
zoo ?

- When did you go to
the ____?

Presenting facts.

- eg. The penguin is a special
bird found only in
Antarctica.
- People living in polar
regions are known as
Eskimos

Grammar

Present Perfect Tense.

eg. I have written about
our planet Earth.

Negative form

eg. I haven't decided yet.

Question form

eg. Have you been to
Kandy ?

'Wh' questions

eg. What have you seen in
the zoo ?

Past Tense

When did you go
to the zoo ?

Mr. Suresh, the class teacher, had asked the students to write articles for the class magazine. Malini and Ameena are talking about the Magazine.

Malini : What have you written for the school magazine, Ameena ?

Ameena : I've written about our planet earth.
What about you?

Malini : I haven't decided yet.
Have you got enough material for your article?

Ameena : Yes, some.
The Earth is the only planet where there are living things. That is very important.

Malini : What about Mars ?
Aren't there living beings on Mars ?

Ameena : No, there are no living beings on Mars. So far, life is only found on the earth.

Malini : Haven't the scientists been going to space for many years ? Haven't they found any living beings on other planets ?

Ameena : No, they haven't found any absolute evidence of life on other planets. Water and air are vital for living beings. That is only found on the earth. The vegetation on the earth is suitable for human beings and animals.

Malini : I think I shall write about animals and people on the earth.

Ameena : Oh, that'll be very interesting.





Activity 4.1 Comprehension

Reading

Select the most accurate sentence according to the dialogue and write it in your writing book.

1.
 - a. We can see living things on all the planets.
 - b. We can see living things only on the Earth.
 - c. We can see living things on the Earth and Mars.
2.
 - a. Air is necessary for living beings.
 - b. Water is necessary for living beings.
 - c. Water and air are necessary for living beings.
3.
 - a. The vegetation on the earth is suitable for human beings and animals.
 - b. The vegetation on the earth is not suitable for human beings and animals.
 - c. We can't say whether the vegetation on the earth is suitable for human beings and animals or not.



Activity 4.2 Pair work

Reading / Speaking

Match the words in column A with their meanings in column B.

A

B

vegetation	of the greatest importance
living beings	the facts or signs that make you believe that something is true.
vital	Add in / have as content
evidence	things which are alive
include	the plant growth in a particular region



Activity 4.3 Pair work

Speaking / Writing

The sentences written below do not make any sense because the apostrophe is left out. Find out with your partner where the apostrophe should be used. Then write the following sentences in your writing book using the apostrophe where necessary.

1. Lals arm is broken.
2. Its raining.
3. Please grant me two days leave.
4. The children are playing in the childrens park.
5. I went to a girls school.
6. Im Sandra, Im from Nepal.
7. Whats your name ?
8. Whos absent today ?



Activity 4.4 Pair work

The apostrophe is used for two purposes.

- i) To show where letters are left out.
- ii) To show possession

Copy the grid on to your writing book. Then write the given words in the suitable column. Check with your partner.

➡ Ravi's book	a day's holiday	she's
➡ I'd	I've	children's corner
➡ can't	the girls' room	

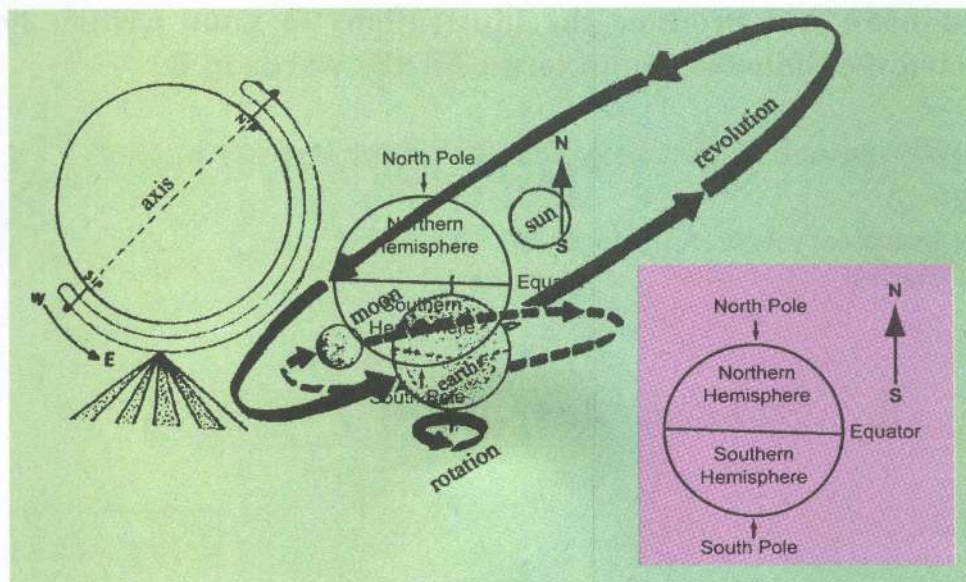
Possession	Deletion



Activity 4.5 Pair work

Speaking

Match A with B orally by studying the illustration.



A	B
An imaginary line that divides the earth into two equal halves known as northern and southern hemispheres	axis
The movement of the earth around its own axis	equator
An imaginary line joining the North and South Poles	revolution
The movement of the earth round the sun along a fixed path	rotation



Activity 4.6

Writing

Study the illustration again. Use the geometrical instruments you have and produce the illustrations in your writing book. Learn the Sinhala / Tamil terms for the words in B.

Write sentences joining A and B in your writing book.

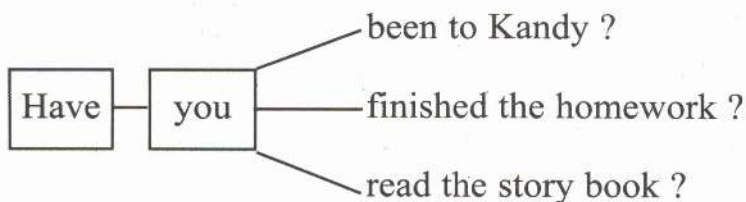
Eg:-

An imaginary line is called



Activity 4.7

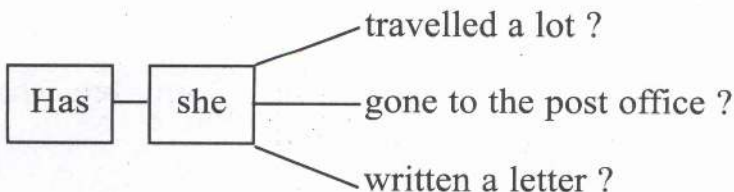
Listening / Speaking



Language Focus
Present Perfect
Tense
have/has+
Past Participle

Answer

Yes, I have. / No, I haven't.



Answer

Yes, she has.

No, she hasn't.



Activity 4.8 Group work

Speaking / Listening

a. Copy the grid into your writing book

place	visited by	when	number of visits

Ask the following questions from the members of your group and complete the grid in your writing book.

1. What is the most important place in your area ?
2. What is the next most important place in your area ?
3. Name an important place in the country.
4. Have you been to ?
5. How many times have you been there ?

b. Now report back to the class.

You may use the following clues.

..... of us has / have been to
..... of us has / have been to
..... is/are the only one/ones who has
have been to

c. Copy the following into your writing book. Complete the sentences with the information you have got.

- (i) Most of my classmates have been to
- (ii) I too have been there. What I like most was
- (iii) I have not been there yet. I would like to go there because



Activity 4.9

Speaking / Writing

(a) Ask the following questions from your partner.

1. Have you been to the zoo?
2. When did you go to the zoo?
3. With whom did you go to the zoo?
4. What did you see in the zoo?
5. Which animal is your favourite?

(b) Write answers for the above questions in a paragraph in your writing book.

Begin like this:

..... has been to the zoo. He/she



Activity 4.10 Pair work

Writing

(a) Imagine you are an animal in the zoo. Write an account of the animal. List the advantages and disadvantages of being an animal in the zoo.

Begin like this: I am a in the zoo.

I like to be in the jungle. I do not like to live in the zoo as I get the same food everyday.

(b) Speaking

Ask your best friend the following questions.

- (i) What is your favourite animal?
- (ii) Do you have a pet-animal?
- (iii) Who feeds the animal?
- (iv) Who bathes the animal?

(c) Write a paragraph on your best friend using his answers and present it to the class.

Reading

People and Animals on Earth

Read the text and supply a sub title for each paragraph. Write in your writing book.

(a)

There are billions of people living in different corners of the world. They live on snow and ice of the poles and in the tropical jungles on the equator. According to the climatic conditions of the earth people have different styles of living.

(b).....

The lands which lie near the North and South Poles are called the polar regions. Life in the polar regions is very interesting. Both the Arctic and the Antarctic are extremely cold. Look at the map and notice that the North Pole is surrounded by



the Arctic ocean. There is no land here. It is so cold that the sea is frozen into solid ice. Unlike the North Pole, the South Pole lies in the middle of a huge land mass, the continent of Antarctica. The whole of this region, except the coastal areas, is frozen into solid ice. The winters in these areas are long and for many days the sun does not rise at all. In the short summers, there are days when the sun does not set at all. Imagine what it must be like to see the sun shining even when it is time to go to sleep.

(c)

Wild animals found in polar regions are those which can withstand the cold. Among them are the Arctic hare, the fox, the polar bear, the reindeer and the otter. Some of them live on fish found in the waters of the Arctic ocean.



Reindeer



Polar bear



Otter



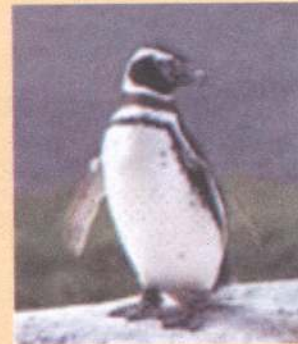
The Arctic tern

(d)

The penguin is a bird found only in Antarctica. The Arctic tern is a bird which lays eggs in the far North during the brief Arctic summer. It then migrates to the Antarctica during the northern winter. In this way it enjoys two seasons.



Eskimo



Penguin

(e)

The people who live in the polar regions are known as Eskimos. They live in Greenland, Northern Canada and Alaska. Some Eskimos still live in round domed houses made of ice. These winter homes are called igloos.



Igloo

(f)

The human species is the most numerous and the most powerful of all the animals on earth. In many ways animals can do certain things better than humans can. Cats can see in the dark, birds can fly thousands of miles away and return to the same place every year. But humans are different.

(g)

We are the only species that can change the world and we are the only species that can choose either to look after our world or to destroy it. Man has conquered nature in many ways. He can make his house warm or cold as required. He can make the world a good place or bad place to live in.



Activity 4.11

Look at the atlas and identify the North Pole and the South Pole. Identify your own country on the map. Find out whether you are closer to the North Pole or to the South Pole.



Activity 4.12 Comprehension

Reading / Writing

Read the passage to find out whether the following sentences are right or wrong. Copy the correct sentences onto your writing book.

1. During winter, in the Arctic and the Antarctic regions, the sun does not rise at all.
2. The Arctic tern is a special kind of bird found only in the Arctic.
3. Polar bears have thick fur to withstand the cold of the polar regions.
4. The Summer in the polar regions is longer than the winter.
5. Some Eskimos live in round domed houses called igloos which are made of ice.



Activity 4.13 Comprehension

Reading / Writing

Write answers for the following.

1. Write the names of three countries close to the equator. (Use the atlas if necessary)
2. What are the names of the lands which lie near the North and South Poles?
3. Name two animals of the polar region.
4. Name a bird of the cold climate that does not fly.
5. Name the bird that migrates from the Arctic to the Antarctica during the summer.
6. What can some animals do that people cannot do?
Eg: Birds can fly.
7. What can people do that animals cannot?
8. What animal is known as the ship of the desert? Why?



Activity 4.14 Pair work

Reading / Writing

The Animal Kingdom

There are many animals on earth. You can see many different members of the animal kingdom at the zoo.

Eg: bat, crocodile, snake, mosquito, butterfly, frog, tortoise, elephant, whale

Copy the grid. Refer to a dictionary and find the meanings of the 4 words in this grid. Then write the names of the animals in the correct column. Add three more to each group.

amphibians	reptiles	mammals	insects

Match the names of the animals given above with the pictures.



Activity 4.15

Speaking / Writing

Look at the clues given in the box and talk about the polar bear and penguin. Then write about them in your writing book.

powerful swimmers

hairy soles on feet

largest meat eating animal on earth



can run at a speed of 38k.m/ph

layer of blubber to prevent from freezing

Polar bear is the largest

.....

It is a powerful

..... It has a layer

..... to it

..... It has on


its feet. It can

..... 38 k.m/h.

very small wings

can swim very well

short legs



lives by the sea and eats fish

large feet

usually black and white

can't fly

Penguin.....

Reading

Switzerland,
6th March 2007.

Dear Piyal,

Thank you for your letter. I am giving some information about my country for your school project. I hope it will be useful for you.

Switzerland is a beautiful country in Europe. The capital of Switzerland is Zurich. Swiss people try to keep their country beautiful.

Geographically Switzerland is divided into three main regions: the Plateau, Jura and the Alps. The climate varies from one region to another. It is marked by cold winters and fairly warm summers. The mountains are covered with snow during most parts of the year. Therefore running on the snow on skis is a very popular sport.

The Swiss take care of the environment. They pay great attention to recycling and waste management. Swiss people are famous for watchmaking. Swiss watches are popular all over the world. Making cheese and chocolates too are popular industries in the country.

I hope we will visit each other one day. Please write about your country in your next letter.



With Love,
Eric.

Activity 4.16 Pair work

Reading / Writing

Read the letter and fill in the blanks of the following using single words. Write them in your writing book.

1. Switzerland is a country.
2. People of Switzerland are called the
3. The capital of Switzerland is
4. Swiss people are famous for
5. They take care of the

Enrichment

(a) Enjoy reciting this poem.

Find the rhyming words and write them in your writing book.

There's a Neat Little Clock

There's a neat little clock,
In the schoolroom it stands.
And it points to the time
With its two little hands.

And may we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right.



Anonymous



- (b) Recite the poem aloud in groups.

Little Things

Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land.

Thus the little minutes,
Humble though they be,
Make the mighty ages,
Of eternity.

Little deeds of kindness,
Little words of love,
Make our earth an Eden
Like the heaven above.

-E.C. Brewer.



Activity 4.17 Pair work

Reading / Speaking

- 1 Find rhyming words from the poem for the following:
- 2 sand (2) be (3) love
- 3 Write down a word that is repeated in the poem.
- 4 Write down three deeds of kindness.
- 5 Write the following in your writing book. Complete the sentences from your memory. Then check for correctness.
 - (a) Little drops of water make the mighty _____
 - (b) Little grains of sand make the pleasant _____
 - (c) Little minutes make the mighty _____
 - (d) Little deeds of kindness make the Earth an _____

Enrichment

Enjoy reciting this poem.

The world is made up of all human beings. The human beings are the only ones that can be responsible for good and bad.

O World be Nobler

O World, be nobler, for her sake!
If she but knew thee what thou art,
What wrongs are borne, what deeds are done,
In thee, beneath thy daily sun,
Knowst thou not that her tender heart
For pain and very shame would break?
O World, be nobler, for her sake!



Activity 4.18 Pair work

1. Write down three noble deeds that man can do.
2. Mention two damages humans do to the earth.
3. How can you take steps to prevent them?
4. Study the words in the poem to match those in A with B.

A	B
she/her	are
Thee/those	You
art	your
thy	mother Earth



Activity 4.19

Grammar

Read the dialogue 'Our Planet, Earth' again. You will notice the following expressions.

Malini : What have you written for the school magazine?

Ameena : I've written about our plant earth.

In the above expressions, Ameena says, 'I have written about our planet earth'. In this situation Ameena talks about a past action which relates to the present. When a past action is related to the present we use 'the present perfect tense'.

has have	} past participle of the verb.
-------------	--------------------------------

Complete the following sentences with the present perfect form of the verbs given in brackets.

- Eg 1. Pala has jumped (jump) into the river and he is swimming now.
2. Mother _____ just _____ (go) to the market and is buying some vegetables.
3. The teacher _____ already _____ (explain) the lesson and the students are doing the exercises now.
4. My friends _____ _____ (gather) information about the solar system and now they are writing the article.
5. Children are having a party now because their uncle _____ (return) from England.

Unit Five

Machines in Use

Language Focus

Language Functions

Making suggestions

eg. What about making a pond in the park?

Sympathizing

eg. Don't worry!

Asking for permission

eg. Can I join you?

Giving instructions

eg. Switch it off.

Grammar

Phrasal verbs

eg. switch off

Punctuation marks

Full stop

Question mark

Comma

Imperatives

eg. Don't panic

Past tense

eg. I was in the elevator

Past continuous

eg. I was going home.

Modals

eg. I can

I cannot

Machines in Use

5

Reading

When the Lights Went Out

In November, 1965, 30 million people in the United States and Canada lost electricity for a complete day. The street lights did not work. Traffic lights did not work. The airports closed.

Now read this actual newspaper article about the blackout.

There was panic in New York last night. Lights, elevators and trains all stopped working in the biggest blackout in American history. Over 30 million people had no electricity. The blackout happened at 5.30 p.m., when many people were going home.

More than 250,000 people were using the New York subway. Many people were trapped. They discovered that they could not open the train doors.



In apartments and offices, people were trapped in the elevators. The only lights were from the cars. The traffic signals were not working. Therefore cars could not move. The planes could not land at the New York airport.

The trouble began when the hydro-electric generator at Niagara broke down.



Activity 5.1

Reading / Writing

Match the words in column A with their meanings in Column B and write them down in your writing book.

A

1. elevator
2. subway
3. discover
4. apartments
5. blackout

B

- a period where there is no light due to electrical power failure.
- a large building with flats (homes) on each floor
- an underground railway system in a city
- to find information about something.
- a machine that carries people or goods up and down a building



Activity 5.2 Pair work

Reading / Writing

Read the following statements about the blackout in New York. Discuss with your friend whether they are true or false. Correct the false sentences and write them in your writing book.

1. This is an article about what happened during a power failure (.....)
2. People were happy about the complete blackout. (.....)
3. The blackout happened in the morning. (.....)
4. People could not open their car doors. (.....)
5. People could not open the train doors. (.....)
6. Less than thirty million people had no electricity. (.....)
7. Only the elevators stopped working. (.....)



Activity 5.3

Reading / Writing

Instructions are given in column 'A' and the situations are given in column 'B' Match 'A' with 'B'.

A	B
i. One tea spoonful to be taken three times a day.	a. Spraying weedicide
ii. Wear a mask when using the machines.	b. Using a refrigerator
iii. Defrost once a week.	c. taking medicine
iv. Remove the plug when not being used.	d. Using an electric iron



Activity 5.4

Speaking (pair work)

Imagine you were in New York during the blackout. Describe what happened to you by answering the following questions.

1. Where were you?
2. Where were you going?
3. What time was it?
4. With whom were you going?
5. What happened suddenly?
6. What did the people do?





Activity 5.5

Writing

Now write answers for the questions in Activity 5.4 as a paragraph in your writing book. Present it to the class.

Listening / Speaking

Big machines do big jobs

It's a public holiday. Janith, Rama, Hiruni, and Nipuna are visiting a work site. All the machines in the site are discussing their future plans. The children want them to do a favour.

- Sachith - Hello. We have come here to ask for a favour from you.
- Rama - Yes. We do not have a park to play. But there is a plot of land where there is an old building. Could you please get together and make a park for us?
- Bulldozer - Yes, of course. We would like to help you. I can knock down the old building to make the park.
- Crane - I have a heavy ball. I can swing it through the air. With it, I can smash into the factory wall. SMASH! CRASH! SMASH!

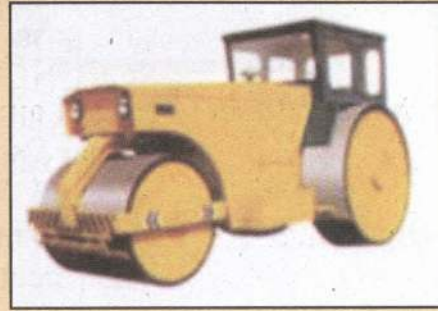


- Bulldozer** - That sounds interesting. I have a huge blade. I can push the rubble into a pile. **SCRAPE ! SCRUNCH! SCRAPE!** But, who can take the pile of rubble away?
- Digger** - Don't worry. I have a huge metal shovel. I can scoop up the rubble with it. I can dump the rubble into someone who can roll over bumpy ground?
- Dumper Truck** - I would like to help you Mr.Digger. I have wide wheels. I can roll over bumpy ground and take the rubble away.
- Bulldozer** - Great! It's going to be good team work!
- Nazeer** - Thank you. We will get a park very soon. It's very kind of you.
- Bulldozer** - Does anybody else like to join us?
- Roller** - Yes. I would like to join you. The park needs a path for the children to walk. I have water inside my wheels. The water makes my wheels heavy. So I can press down on the path until it is smooth and flat.



Excavator - Can I join you too?

These children like fish and flowers. So how about making a pond in the park? I can dig a pit. I have a bucket with metal teeth. It can break up the earth.



Hiruni - I think it's lovely. A park with a beautiful pond!

Tipper Truck - Excuse me Mr. Excavator. You can dig the pit and dump the soil into me so that I can carry it away.



Excavator - But how can you dump the soil?

Tipper Truck - It's simple Mr. Excavator. I can move the back of my truck. When it goes up, the tailgate opens and the soil slides on the ground.

Concrete Mixer- How can I help you? I too want to help the children.

Bulldozer - Why don't you help in making the pond?

Concrete Mixer- Oh yes. The pond needs concrete to line its base. I can bring cement. My drum goes round and round. I can pour out concrete out of my special chute.



Bulldozer - You look so sad Mr. Water Bowser. What's wrong with you?

Water Bowser - Oh, I am the only one who is left out.
I have a big tank. Can I fill up the pond with water?



Nipuna - Thank you very much.
We know that big machines can do big jobs!



Activity 5.6 Comprehension

Writing / Reading

Select the correct answer and write complete sentences in your writing book.

1. The children have visited a
(a) park (b) worksite (c) workshop
2. It's a
(a) school day (b) busy day (c) holiday
3. All the machines there were
(a) supportive (b) selfish (c) busy
4. The children needed
(a) a park (b) a school (c) a pond
5. The children were
(a) sad (b) happy (c) not satisfied in the end.



Activity 5.7 Comprehension

Writing

- (a)
1. What are the names of the machines mentioned in the text?
 2. What are the sounds made by a crane?
 3. What are the sounds made by a bulldozer?
 4. How can the Tipper Truck help in making the park?
 5. What can the Roller do?
 6. With what does an excavator break up the soil?
 7. Can a concrete mixer dig a pit?
 8. Which machine has a tank?
- (b)
9. Apart from the machines mentioned in the dialogue, what else can you see in a work site?
 10. Do you think these machines are helpful to us? Why?
 11. What are the advantages and disadvantages of these machines? Read your points to the class and listen to what the others have to say.



Activity 5.8 Pair work

Reading / Writing

- (a) Work with your partner. Read the following expressions taken from the above conversation and match them with the 10 language functions given in the box. Write them in your writing book.

1. Hello!
2. Could you please get together and make a park for us?
3. Yes of course.
4. That sounds interesting
5. Don't worry
6. I would like to help you, Mr. Digger.

7. That's very kind of you.
8. Can I join you?
9. What about making a pond in the park?
10. I think it's lovely.
11. Excuse me, Mr. Excavator.
12. Why don't you help us in making the pond?
13. What's wrong with you?

Greeting

Asking for help

Sympathizing

Expressing joy

Asking for permission

Agreeing

Making offers

Accepting offers

Drawing attention

Making a suggestion



Activity 5.9 Group work

Speaking / Writing

In groups, make three short dialogues using the above expressions. Write them in your writing book and practise. Present them to the class. Follow the example:

A : You look sad. What's wrong with you?

B : I missed the school bus.

A : Don't worry. There is another bus in ten minutes time.



Activity 5.10 Pair work

Reading / Writing

With your partner, read the conversation again and list out all the nouns and adjectives in it. Write them down in your writing book.



Activity 5.11 Pair work

Reading / Writing

Read the text again. Select 3 machines you like, draw pictures and describe them.

Eg:- The bulldozer

The bulldozer has four wheels.

It has a huge blade.

It can push the rubble into a pile.



Activity 5.12 Pair work

Speaking / Writing

Make sentences orally using the following table. Write five of them in your writing book.

A bulldozer	brings	the earth/soil
A digger	carries	a bucket with metal teeth
A dumper truck	scoops	a huge blade
An excavator	rolls over	the bumpy ground
A tipper truck	breaks up	tank full of water
A water bowser	has	

Reading

A letter from a pen friend



129, Primrose Cottage,
Champs-Elysees,
Paris,
France.

1st April 2007.

My dear Razik,

Thank you for your letter. It was interesting to hear that you got a bicycle as a birthday present. Also it is nice to hear that you want to take part in bicycle races when you grow up. I too agree with you that the bicycle is an eco-friendly, economical machine. Since you are interested in cycling, let me tell you about the most popular bicycle race-Tour de France, organized in my country.

Tour de France is a world famous, professional cycling competition held in my country. Each year, more than 150 competitors participate in this race, along a route that covers about 3,200 km. The Tour usually lasts about 25 to 30 days.

The route of the Tour changes every year. It lies mostly in France. This race is divided into stages. There is a stage almost every day, and some stages emphasize a particular cycling skill, such as climbing hills, sprinting, or performance in time-trial races. Cyclists are timed for each stage. The final stretch of the course always runs along the Champs-Elysees, a famous avenue in Paris. (I live in this avenue.) Only about half the cyclists who enter the Tour finish the race. At the end of the race, the cyclist with the lowest total time becomes the winner and receives a yellow jersey as a trophy in a ceremony in Paris.

Each competitor in the Tour belongs to a team of nine cyclists. Each team has a leader, who is its best all-round cyclist.

Other team members help the leader. They protect the leader from wind, provide food or drink, chase down cyclists who have broken from the pack, or offer support to the leader while climbing hills. The prize money awarded to winners is usually shared among the team members.

Teams also include coaches, bicycle mechanics, doctors, and cooks. A team vehicle carrying spare bicycles and parts, food, and other supplies follows the cyclists. Officials, broadcasters, and sports reporters follow the cyclists along the Tour route. Big companies provide each team with financial support, and team members will often wear matching jerseys that bear the sponsor's name or logo.

Give my regards to your mum and dad. Hope to hear from you soon.

Wish you all the best!

With Love,
Pierre.



Activity 5.13 Comprehension

Reading / Writing

Answer the following.

- (a) 1 Who has written the letter?
- 2 From where is he?
- 3 Who is the receiver?
- 4 What's the letter about?
- 5 What are the special cycling skills mentioned in the letter?
- 6 Write the name of a famous avenue in France.
- 7 What does the winner receive as the trophy?
- 8 In what ways do the team members help the leader?



Activity 5.14 Pair work

Reading / Writing

Read the second paragraph and find the following information. Write them down in your writing book.

Name of the bicycle race	
Where it is held	
No. of participants	
Distance	
Duration	



Activity 5.15 Pair work

Reading / Writing

Find the meanings of the following words from a dictionary and write them in your writing book. Write sentences using five words to make their meaning clear.

sponsor
mechanic

broadcaster
competitor

coach
official

reporter
cyclist



Activity 5.16 Pair work

Speaking / Writing

Write a reply to Pierre describing a Sri Lankan cycle race. Include the following.

The name of the bicycle race - where it is held - number of participants - duration - distance - how they select the winners - what the winners receive

Activity 5.17 Pair work

Speaking / Writing

Do you think that the bicycle is an eco friendly, user friendly and cost effective machine? Discuss with your friend. Write five sentences giving reasons using since, because or as.



Follow the example:

The Bicycle is an eco friendly machine, because it does not pollute the air.

Activity 5.18 Pair work

Speaking / Writing

Imagine that you want to go to a distant town. Ask the following questions from your friend.

- e.g.
- How will you go to kandy?
 - How long will it take?
 - What modes of travel do you use?
 - Can you go by yourself?

Now write the answers as a paragraph in your writing book.

Write an autobiography of a bicycle in about 75 words in your writing book.



Activity 5.19 Pair work

Recall a long journey you made by bus or by a private vehicle. Discuss with your partner and write in complete sentences in your writing book.

The following questions will help you to get the information from your partner.

- Example** - Where did you start the journey?
- Where did you go?
 - Where did you stop on the way?
 - What did you eat there?
 - What is special about the places you stopped at on the way?

Example: I went to Nuwara Eliya. I started from Colombo. The bus stopped at Bataleeya on the way. We ate cashew nuts there. Women clad in cloth and jacket sold cashew nuts.



Activity 5.20

Reading / Speaking

Machines and tools in our daily life.

Machines are tools that make work easier. Some work requires a great deal of energy. Sometimes our muscular strength is not powerful enough to do certain types of work. Today, most of our work is done using simple and complex machines.

Speak with your friend first and then write the answers in your writing book.

- (a) 1. What are machines?
2. What kind of work can you do with only muscular force?
3. What sort of work requires machines?
- (b) 4. Do you think that machines can do all the work done by us?



Activity 5.21 Group work

Speaking

(i) Look at the following tools and find out:-

- what they are called
- what they are made of
- what they are used for.

Ask your friend the questions given below.

- What is it called? It is called _____.
- What is it made of? It is made of _____ and _____.
- Which part of a _____ is made of _____?
- What is it used for?



Draw the following chart in your writing book and complete it.
Complete 8,9 and 10 with the names of tools not listed here.

Tools	used for	made of
1. hammer	Driving nails into wood	iron
2. plough	.....
3. axe	.....
4. mamoty	.....
5. scissors	.....
6. coconut scraper	.....
7. broom		
8.		
9.		
10.		

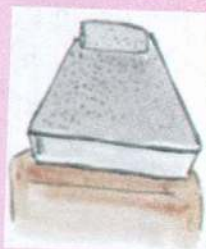
(II) Select, three tools and write about them as given in the example.
eg:- A hammer is made of iron and wood.
It is used for driving nails into wood.



Activity 5.22 Pair work

Writing

Look at the pictures. Do you know the names of these things? Work in groups and list the names of ten items. Write them in your writing book.



Activity 5.23 Pair work

Speaking / Writing

Ask your partner.

- What are the items you have / you do not have at home ?
- What are the items which are most / least important for you.
- If you could have just five of the things in the picture, which would you choose ?

Follow the example.

I have / don't have a

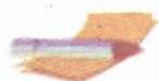
..... are most important for us.

..... are least important for us.

If I could have one, I would choose a

Write complete sentences in your writing book.





Activity 5.24

Writing

"Should" is used to express obligation/duty.

Negative - Should not/shouldn't

Fill in the blanks using should or shouldn't. Do it in your Writing book.

1. You always switch off the electrical appliances when you have finished using them.
2. You clean the mamoty with water after using it.
3. Children watch violent programmes on television.
4. You hang the coir broom on the wall after sweeping the floor.
5. You touch the electrical appliances when your hands are wet.
6. You keep the hammer in the tool box when you have finished working with it.
7. You let the iron get too hot if you are ironing silk.



Activity 5.25 Pair work

Speaking / Writing

With a partner, read the above sentences and say what you should do. Use the words given in the box. Follow the example.

A - What should you do if you have finished using your calculator?

B - Switch it off

switch on, switch off, turn up,
turn down, plug in

Phrasal Verbs – a phrase made up of a verb together with one or more prepositions or an adverb. The meaning can be similar to the meaning of the verb or it can be completely different.

What should you do if

- the radio is not loud enough?
- you want to use your calculator?
- you want to use the iron?
- the record player is too loud?
- your cooker is too hot?
- you want to watch television?

Now write complete sentences in your writing book.

Example: If you have finished using your calculator, switch it off.



Activity 5.26 Pair work

Writing

What tools do we use to clean the following? Copy down and fill in the grid in your writing book.

Place / Things	Tool
1. cement floor	_____
2. bathroom	_____
3. garden	_____
4. roof	_____
5. clothes	_____
6. pots and pans	_____
7. shoes	_____
8. floor tiles	_____
9. drains	_____
10. silver jewellery	_____
11. furniture	_____
12. brassware	_____



Activity 5.27 Pair work

Writing

Machines make our work easier. What are the following machines used for? Where are they used?

Machine	Used for	Where it is used
dish washer	Eg. Washing dishes	in the kitchen
washing machine	-----	-----
sewing machine	-----	-----
x-ray machine	-----	-----
incinerator	-----	-----
floor polisher	-----	-----
shredder	-----	-----
scanning machine	-----	-----
photocopy machine	-----	-----
stapler machine	-----	-----



Activity 5.28

Reading / Writing

Rewrite this passage in your writing book, using capital letters and punctuation marks, where necessary.

Machines in our Life

have you seen a computer this is a computer computers are very important today we use them in schools factories offices aeroplanes trains at home and everywhere they help us to write to control machines and to calculate things many people also like playing computer games a computer makes our life easy





Activity 5.29

Reading / Writing

Recite the poem.

Little Robot

I'm a little Robot,
Wires make me talk
I'm a little Robot,
Wires make me walk
I'm a little Robot,
Wires make my knees
I'm a little Robot,
Wires make me do my tasks



Now write answers for the following questions.

- a.
 1. Who speaks in the poem?
 2. What makes him talk and walk?
 3. What are his knees made of?
 - b.
 4. Do you like him? Why?
 5. What are the differences between a Robot and you?
- Discuss with your friend first and then write in your exercise book.



Activity 5.30

Writing

Imagine that you are a Little Robot and write a description about yourself. Write what you can do.

Enrichment

Read and enjoy the Poem

Steam

You see me every day at home
I come from the kettle spout,
And make the lid dance up and down
When trying to get out.

I cry aloud with a hissing noise
To all who venture near,
For if they come quite close to me,
They would be hurt, I fear.

Oh! I am very, very strong;
Such mighty things I do;
I know that I have greater power
Than any one of you.

The biggest engines on the line,
The steam ships on the sea,
And big machines and loaded cranes
Can all be moved by me.

Agnes F. Austin



Activity 5.32

Reading / Writing

Find words opposite in meaning to the following from the poem and write them down in your writing book

- smallest - get in - up - weak



Activity 5.33

Reading / Writing

Find similar words for the following from the poem and write them down in your writing book

- mighty - vapour



Activity 5.31

Writing

Write answers to the following questions.

1. What is the name of the poet?
2. What is the title of the poem?
3. Write rhyming words for the words - spout, near, do, sea.
4. What happens when he tries to get out?
5. What are the mighty things he does?
6. What are the machines mentioned in the poem?

Unit Six

Wonders of Nature

Language Focus

Language Functions

Asking for information

eg. - *What happened?*

Expressing surprise and wonder

eg. - *Oh! How exciting !*

Reporting experience

eg.- *Yesterday I tried to pick a Nidikumba flower.*

Expressing hope

eg. - *Hoping to hear from you soon*

Expressing feelings

eg. - *Isn't it very beautiful?*

Describing a process

eg. - *First I tried with my fingers*

Grammar

Present Perfect Tense

eg. - *It has given protection to the birds.*

Past Perfect Tense

eg.- *Had you visited Horton ...?
..... had visited Horton*

Adjectives as:

(a) Pre - modifiers

- *strange photograph*

(b) Superlative

- *The highest mountain*

Adverbs as

(a) Degree

Did you manage to do it successfully ?

(b) Manner

Then I took a pair of scissors very carefully.

Wonders of Nature 6

Reading

You may have seen or heard that a small animal becomes the prey of a large animal, but have you ever seen a plant which catches insects? Don't you like to know about such plants? The pitcher plants is one of them.

Pitcher plant

Pitcher plant grows in shallow areas where soil is poor in nitrogen. This plant has large leaves which are twisted by themselves to form a pitch shaped vessel with a lid. It attracts insects by its pitcher shaped leaves in which rainwater can accumulate. Inside the wall of the pitcher there are hairs which are directed downwards so that when an insect goes into the pitcher it gets trapped inside. Although, it would struggle to come out, it has no escape. The hairs keep it entangled and the insect would die exhausted. Ultimately, the insect is digested and absorbed by the plant. This is how the plant catches insects.



Activity 6.1 Comprehension

Reading / Writing

Answer the following questions.

- a.
 1. What is the name of the plant?
 2. Where does the plant hold water?
 3. What makes it difficult for the insects to come out?
 4. What else does the pitcher plant do to digest the insect?
 5. Name two other plants that you know which trap insects?
- b. Describe to a friend the process of trapping an insect by a plant.



Activity 6.2

Speaking / Reading

Match the words in column A with their meanings in column B and write them in your writing book.

A		B
1. attract	-	Separate
2. accumulate	-	catch/twist
3. absorb	-	feel very tired
4. divide	-	try to prevent a bad situation
5. digest	-	it interests you and makes you want it.
6. entangle	-	gather
7. exhaust	-	get
8. struggle	-	it is changed into pieces

(ii) Write down the past tense of the words in column A in your writing book. Select five words and make meaningful sentences as you like. You can use any tense of the verb.

e.g. - My home garden with beautiful flowers and fruits attracts many birds and squirrels into it.

Reading

Touch me not

The Nature Club of Pilimathalawa Central College is going to organize a photographic exhibition. The students of grade seven are talking about the photographs they have brought.

Amali : Look! This is a very strange photograph.

Bodhini : What is it?

Amali : It's a *Nidikumaba* flower. Isn't it very beautiful?



Bodhini : *Nidikumba*? What are you going to do with it Chamari?

Chamari : Don't you know that it has a scientific value.

Bodhini : Really! What is it?

Chamari : Have you heard about sleeping plants? Just like human beings and animals, plants too sleep at night.

Amali : Yes, but the *Nidikumba* goes to sleep whenever we touch them. 'Touch me not' is another name for *Nidikumba*.

Bodhini : This is the first time I've heard about them. Are there any other similar sleeping plants?

Amali : Yes, the *Kathurumurunga*, *Siyambala* and *Mara*. They sleep only at night.

Bodhini : Do they?

Chamari : Yesterday I tried to pick a *Nidikumba* flower without making the leaves go to sleep.

Bodhini : How did you do it?

Chamari : First I tried with my fingers but I couldn't. Then I took a pair of scissors and tried again very carefully.

Bodhini : Did you manage to do it successfully?

Chamari : Yes, quite successfully, but I had to do it very carefully and patiently.

Bodhini : Oh! How exciting. I want to try it out myself.



Activity 6.3 Comprehension

Reading / Writing

Answer the following questions.

- a.
 1. What is the Nature Club going to organize?
 2. What is the strange thing mentioned in the dialogue?
 3. Who brought 'the strange photograph'?
 4. Name three sleeping plants or trees mentioned in the dialogue.
 5. What did Chamari try to do with the Nidikumba yesterday?
- b. Find out the colour, the shape of petals, the size of the flower and other details about a plant in your garden and write a few sentences about it.
- c. What are the plants/trees you have heard which have medicinal value? Write their names in your writing book.



Activity 6.4

Reading / Writing

Re-arrange the letters of the following and find the words to match the meaning. Write them in your writing book with the meanings.

n	t	h
i	x	i
b	e	i
	o	

Collection of things, for example works of art, that are shown to the public.

r	t	p
o	o	g
a	h	p
	h	

a picture that is made by using
a camera.

g	s	r
n	t	e
a		

unusual or surprising

c	n	s
i	e	c
i	t	f
	i	

systematic

i	c	x
i	n	t
	g	e

causing great interest



Activity 6.5 Group work

Reading / Writing

Copy the following grid into your writing book. Read the dialogue. 'Touch me not.' List all the nouns, verbs, adjectives and adverbs.

Noun	Verb	Adjective	Adverb
⇒ flower	⇒ do	⇒ beautiful	⇒ carefully
⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒

Reading / Speaking

Activity Group work

You need* a dice * four counters of different colours.*2-4 players
→ to equal number of players

Steps
→

Each player plays taking turns. They can overtake each other.

- ⇒ The first player throws the dice and puts the counter on the square as appropriate
- ⇒ If there is a word on that square, the player has to say whether it is a noun, verb, adjective or adverb.
- ⇒ The other three students act as the jury and have to decide whether the player is right or wrong.
- ⇒ If it is right the player can move on, but goes back five squares if he / she gets the word wrong.
- ⇒ If the player lands on an empty square he / she stays in that square.
- ⇒ Then the second player takes his / her turn and proceeds in similar manner.
- ⇒ Players can over take each other.
- ⇒ The winner is the first to get to the end.

Play the game

Play the game				
31	32 animals	33 brought	34 careful	35 FINISH
30 photographic				
	29 exciting	28 scissor	27	26 tried
				25 leaves
21	22 fingers	23 sleep	24 touch	
20 successfully				16 talk
	19 heard	18 scientific	17	
				15 fall
11	12 flower	13	14 plants	
10 students				6 patiently
	9 do	8 beautiful	7	
				5 organize
1 START	2	3 photographs	4 strange	

Grasses of Sri Lanka

As a tropical country, Sri Lanka is fortunate to have a variety of indigenous grasses. They grow in different areas under different climatic conditions in the dry zone or wet zone.



Potu Tana (*Axonopus Compressus*)

This broad leaf carpet grass is a good pasture grass. It grows well in the wet zone. It is frequently used as a lawn grass and for turfing slopes and banks. It is common and found at all elevations of Sri Lanka. This carpet grass is grown in home gardens in urban areas.

Heen Potu Tana (*Axonopus Affinis*)

This narrow leaf carpet grass is a good pasture grass. It grows in the lowlands and mid country elevations. It does not need a lot of moisture.



Heen Ettora (*Cynodon Dactylon*)



This grass grows well in the dry zone especially in poor soils. It is also a good pasture grass. It is difficult to destroy Heen Ettora and it often becomes a troublesome weed. It is found throughout the island. It is common in open areas and on road sides.

Tuttiri (Chrysopogan Aciculatus)

This 'love grass' is eaten by the cattle before the production of flowers. It is a troublesome weed in pastures and lawns. When a person steps over this grass its flowers stick to the clothes very firmly. Perhaps it is named 'love grass' due to this reason.

Adapted from 'Island'
14.05.2007



Activity 6.6

Reading / Writing

Find the opposite words from the reading text for the words given below. Write them in your writing book.

good

rich

wide

unfortunate

rare

high

easy

similar

loosely

rural

Write a similar paragraph about a weed found in your garden.

Reading

A letter to Kayla

No. 07. Kandy Road,
Imbulgoda.
Sri Lanka,
27th January 2007.

Dear Kayla,



Thank you for your letter. You have asked me about our Sinharaja Rainforest. It is the first World Heritage Forest in Sri Lanka.

The forest at its lowest is 270 metres above the sea level. Its highest point is 1060 metres. Sinharaja has 9 hills of which the tallest is Hinipitigala. Its peak is 1170 metres high.

Many streams start from the high grounds of Sinharaja and fall into bigger rivers. There is a small waterfall called Duhuvilli Ella. Perhaps it is named after the dust like spray of the waterfall. The rainfall in the area is high throughout the year. It makes the waterways rush and gush adding beauty to the forest.

The attraction of Sinharaja to the visitor is mainly the vegetation. Birds and animals are there, but it is the trees, the plants and the flowers that attract the nature lover most. For thousands of years the forest has mothered these trees, creepers and streams. It has been home to the elephant, the leopard, the deer and the sambhur.

It has given protection to the birds, the bees and butterflies. All these years it has remained just as nature created it.



There are foot paths in the forest created by the people in the boundary villages. People who go looking for fruits, firewood and bees' honey have all left their foot prints. The forest is theirs. The foot prints are helpful to the visitors too. However, there are some who come to destroy the beautiful jungle. Visitors are welcome as long as they go in, leave nothing behind and take nothing except the wonderful memories of Sinharaja. We are really proud of this green land.

I am sending you a few photographs of our beautiful Sinharaja. Let me know if you want to know more about important places in our country.

*Wish you all the best.
Hoping to hear from you soon.*

*With love,
Malshi.*



Activity 6.7 Comprehension

Reading / Writing

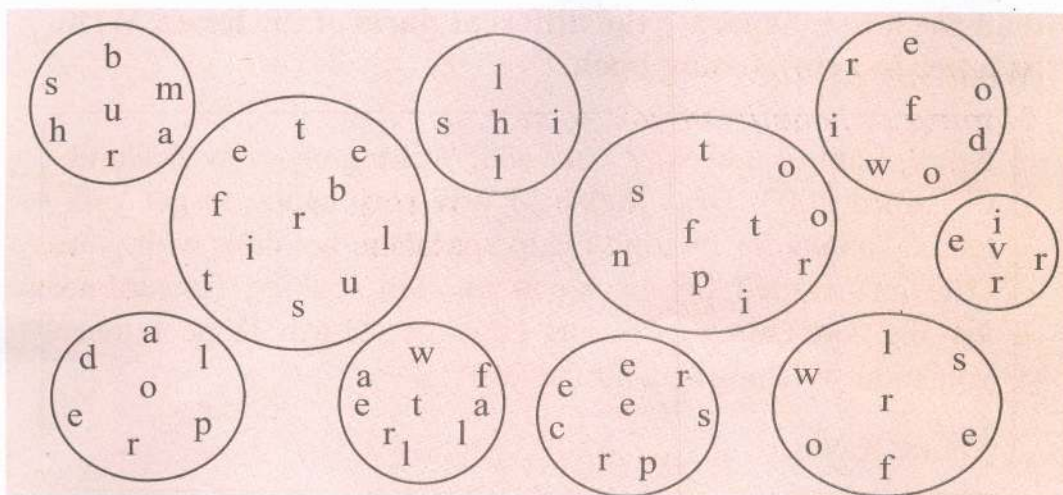
(i) Answer the following questions.

- a.
 1. Who has written the letter?
 2. Who has received it?
 3. What is the letter about?
 4. How many hills are there? What is the tallest hill?
 5. How did Duhuvilli Ella get its name?
- b.
 1. Do you like to visit Sinharaja rainforest? Why?
 2. How do you advise a person who is planning to visit Sinharaja to leave it as it is?

(ii) a. Look up the map of Sri Lanka and find the main areas that form Sinharaja. Write the introductory paragraph under the following headings given.

- province
- district
- rivers
- towns

b. b. Rearrange the letters in the circles. You will get to know the future of the Sinharaja forest. Use these to write a paragraph on the "Sinharaja Forest."



- (iii) Describe "A night spent in the Sinharaja forest"
Remember it has no
- electric lights
 - no traffic
 - no radio
 - no TV



Activity 6.8 Comprehension

Speaking / Writing

Copy the parts of a letter given below on to your writing book.

1 Address

2 Date

3 Salutation

4 Body of the letter

5 Complimentary

6 Signature

Now read the letter again and match the parts of the letter with the headings.



Activity 6.9

Speaking / Writing

Read the letter. Separate the different parts of the letter. Write the letter in your writing book.

No. 9, Lamp Light Way, Attwood, Wellington, New Zealand.
07th April 2007. Dear Malshi, I was very happy to get your letter. Thanks for inviting me to spend the holidays with you. I haven't visited Sri Lanka at all. I'm looking forward to visiting your country. I'm sure I'll enjoy the trip. Hope to meet you soon. Wishing you all the best.

Yours, Kayla.



Activity 6.10

Reading / Writing

Read the following poem and answer the questions.

The Leaves

With their feet in the earth
And their heads in the sky
The tall trees watch
The clouds go by.

When the dusk sends quickly
The birds to rest,
The tall trees shelter them
Safe in a nest

And then in the night
With the tall trees peeping
The moon shines down
On a world that's sleeping



1. What do the tall trees watch in the sky?
2. Who sends the birds to their homes?
3. List out the things the tall trees do in each stanza.
4. What do you think the words 'feet' and 'heads' in the poem refer to?
5. Write the opposites of the following words.
safe, quickly, tall, night, dusk
6. Write rhyming words for the following words.
sky, rest, peeping
7. Draw a picture to illustrate the meaning of the last stanza in your writing book.

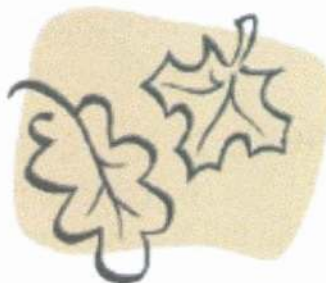
Enrichment

Read and enjoy the following poem

The Leaves

The leaves had a wonderful frolic,
They danced to the wind's loud song.
They whirled, and they floated, and scampered,
They circled and flew along.

The moon saw the little leaves dancing
Each looked like a small brown bird,
The man in the moon smiled and listened,
And this is the song he heard:



The North wind is calling, is calling,
And we must whirl round and round,
And then when our dancing is ended
We lie with no writing or calling.



Activity 6.11

Now write a short description about the poem in your own words using the present tense.

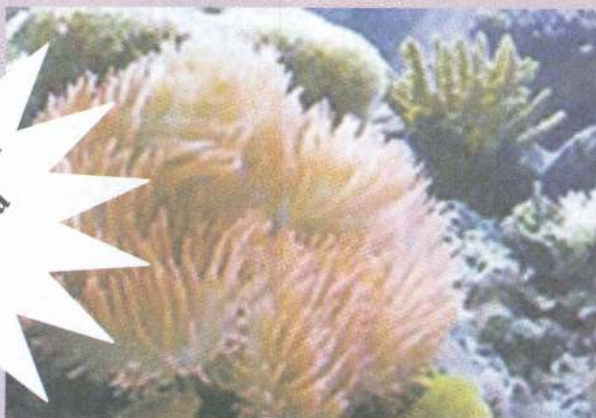
Begin: The leaves are wonderful. They dance

Reading

Students of Grade 7 informed their teacher about the article on the noticeboard which has been written by Hasitha.

- Chamila : Teacher have you read the article on the noticeboard?
Teacher : No. Is there anything special in it?
Dileepa : Yes. It is about a treasure at the bottom of the sea, a natural heritage of ours.
Teacher : A treasure? What is it?
Nethuli : Coral reefs. It has been written by Hasitha. It is very interesting. We can learn many things about coral reefs in our country.
Teacher : Do you have a copy of that article with you, Hasitha?
Hasitha : Yes, teacher. I have a copy.
Teacher : Very good. Can you read it to the whole class?
Hasitha : Yes, Thank you.

**A treasure
at the bottom
of the sea**



Coral reefs add beauty to the sea world. It is also a blessing because the reefs reduce the speed of the ocean waves and minimise coastal erosion.

There are several factors that are used to measure the value of a coral reef. Its bio-diversity, the area it covers, the number of coral varieties and the percentage of the live coral covering are some of

them. The Hikkaduwa coral reef is one of the Sri Lankan treasures. The Bouna Vista coral Reef which is situated a few miles away from Galle town and the corals at Unawatuna are the other places in the Southern coast where we find coral.

The Sri Lankan coastal line is rich with this 'little Sinharaja' at the bottom of the sea. Most species of corals are vanishing rapidly because of the destructive fishing method and sewage disposal.

We must protect coral reefs one of our natural treasures.



Activity 6.12 Comprehension

Reading / Writing

Answer the following questions.

- A. 1. Why are coral reefs called a blessing?
2. What factors are considered when measuring the value of a coral reef?
3. What are the most beautiful coral reefs found in Sri Lanka?
4. Where do you find the 'Bouna Vista Coral Reef'?
5. What does the phrase 'Little Sinharaja' refer to?
- B. 6. Do you like to watch coral reefs? Why?
7. Why is mining coral reefs banned?
8. Make three suggestions to protect coral reefs in Sri Lanka.

Enrichment

What and where is the Great Barrier Reef,-refer to the map of Australia.



Activity 6.13

Speaking

**Find someone who has visited the following.
Use the structures in the box.**

- Have you visited the coral reefs at Hikkaduwa recently?
- Did you visit Horton Plains in 2006?

Find someone who visited / has visited

.....the coral reefs recently?

.....Horton plains in 2006?

..... the Sinharaja rain forest this year?

.....the Dutch Fort at Galle last month?

.....the Dunhinda waterfall this month?

.....Knuckles mountain ranges in 2005?

.....the Nilaweli beach this year?

.....Peradeniya Botanical Garden last year?

Present your findings to the whole class. Use the following examples.

e.g. Hasitha visited the coral reefs at Hikkaduwa recently.
Amali visited Horton Plains in 2006.

Speaking

What do you think is the most beautiful/significant of the 8 places mentioned above. Give reasons.

Reading

A Speech

The principal, the teachers and dear students,

First and foremost I wish to thank the members of the Nature club for having invited me to participate in this occasion. I have been invited to talk on snakes and snake bites. First I thought of making you aware of some of the venomous and non venomous snakes in Sri Lanka. There are 93 species of land and sea snakes in Sri Lanka. Some of them are endemic which means they are found only in Sri Lanka. Luckily most snakes are non poisonous. Only five of the land snakes are venomous. They are the Common Cobra, the Common Krait, the Russell's Viper, the Ceylon Krait and the Saw-scaled Viper. A majority of deaths are caused by the first three. Merrem's hump-nosed Viper, Sri Lankan hump-nosed Viper and Green Pit Viper are some of the mildly venomous snakes.



I think it's important for us to recognize the signs and effects of snake bites. The most common signs are vomiting, abdominal pain, pain and swelling at the site of the bite and drowsiness. These vary depending on the type of snake. The mildly venomous snakes cause bleeding, swelling and headache.

If we know how to manage snake bites, we can reduce the number of deaths. It is very necessary to reduce the fear the victim feels. Preventing absorption of venom will help to reduce the pain.

You should not do suction or incision of the wound. You should identify the snake, whether it is venomous or not, and you should look for fang marks. The shape of the head helps you to identify the snake.



I think now you have some important information about serpent bites. Please tell your parents and neighbours too what you have gathered from my speech. Thank you very much for listening.



Activity 6.14

Speaking

(a) Read the following instructions. Select the instructions suitable for the heading "treating a patient" and write them down under the heading in your writing book.

1. Wash the bite area with soap and water.
2. Remove your shoes.
3. Draw out venom,.
4. Keep the books in the cupboard.
5. Tie a light band about four inches above the bite.
6. Write your name in capital letters.
7. Keep the victim quiet.
8. Make a quarter inch cut through the fang mark with a sterilised blade.

(b) Read the following clues and build up the legend on 'The enmity between the snake and the Russell's viper'.

- season of drought
- a child playing with some water
- snake drinks water from the tub
- viper is thirsty, asks the snake for water.
- snake gets the viper to promise not to harm the child.
- viper does not keep the promise.



Activity 6.15

Reading / Writing

Read the following description about the Green Vine Snake (*Ahatulla*). From the pictures given, select a picture of a reptile/creature found in your area. Write a similar description in your writing book

Green Vine Snake



scorpion



tortoise



cockroach



The Green Vine Snake can be seen in every part of the island. It is green in colour. It is not venomous. Its venom does not cause death to people. The snake reaches a length of 800 mm.

mosquito



crocodile



rat snake



centipede



turtle



leech





Activity 6.16 Group work

Reading / Writing

Select two-three words from the list for each group and find the dictionary meanings of the words. Copy the words into your writing book. Listen to the other group presentations and write the meanings.

venomous

abdominal

endemic

identify

species

majority

swelling

drowsiness

bleeding

mildly

reduce

signs

neighbours

suction

victim

reassure

incision

absorption

venom

fang



Activity 6.17

Reading / Writing

Word Snake

Write meaningful sentences in your writing book. Consider the spacing capitalization and punctuation.

there are five deadly venomous snakes in srilanka

most of the snakes in srilanka are non venomous

first wash the wound with a clean cloth and water

there are fang marks on bite

absorption of venom helps to reduce the pain

There's a Land I know.....

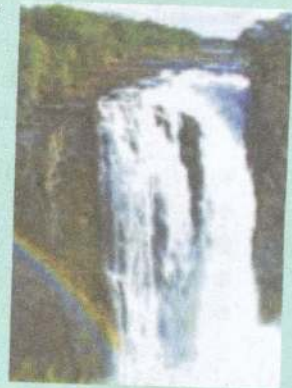
There's a land I know where the winds do softly
blow;

And skies are kind and the fields are green;

There's a land I know where the rivers swiftly
flow:

And the heart is ravished by what is seen.

That land is Lanka, fairest isle of all,
Whose hills the clouds do hug and kiss;
That land is Lanka at whose sacred call
Our hearts do stir with pride and bliss.



by
J. Vijayatunga



Activity 6.18

Writing

Read the poem and answer the following questions in your writing book.

1. What are the actions of the following?
winds, rivers, clouds.
2. Write the words used by the poet to show his love for this land.
3. What do our hearts feel by seeing the beauty of this land?
4. Write the rhyming words for the following words.
blow _____ all _____
green _____ kiss _____
5. Draw a picture to illustrate message of the poem.

Competency Levels Related to the Grade

Unit Competency

1.
 - Uses apostrophes and inverted commas.
 - Infers meanings of unfamiliar words.
 - Extracts specific information from a text.
 - Constructs compound sentences.
 - Rewrites the main events of a story or a short passage using own words.
2.
 - Listens and follows instructions.
 - Asks and answers questions after a text.
 - Uses English words accurately and appropriately.
 - infers meanings of unfamiliar words.
 - Uses English grammar for the purpose of accurate and effective communication.
3.
 - Infers meanings of unfamiliar words.
 - Extracts necessary information from various texts.
 - Participates in conversation using appropriate language accurately (Future Tense)
4.
 - Participates in conversation using language appropriately and accurately (Present Perfect)
 - Uses apostrophes (Possessive forms and shortened forms)
 - Infers meanings of unfamiliar words.
 - Gives and asks for information appropriately.
 - Rewrites the main events of a story or short passage using own words.
 - Extracts specific information from a text.
 - Identifies the sound system of the English Language.
 - Identifies the properties of different sound(Rhyme)
5.
 - Uses phrasal verbs meaningfully.
 - Uses machanics of writing-punctuation marks : fullstop, question mark, comma.
 - Uses simple past tense, past continuous, modals : can/cannot - conjunctions: since,because,as
 - Extracts specific information from a text.
6.
 - Listens and follows instructions.
 - Infers meanings of unfamiliar words.
 - Extracts specific information from a text.
 - Selects relevant information from a dialogue.
 - Constructs simple sentences.
 - Rewrites the main events of a story or a short passage using own words.
 - Describes places and people using proper adjectives.
 - Gives and asks for information appropriately.

An Outline of the Syllabus

Competencies Related to Subject

- Identifies the sound system of the English Language
- Uses mechanics of writing with understanding
- Engages in active listening and responds appropriately
- Builds up vocabulary using words appropriately and accurately to convey precise meaning.
- Extracts necessary information from various types of texts
- Uses English grammar for the purpose of accurate and effective communication
- Uses English creatively and innovatively in written communication
- Communicates clearly, fluently and concisely

Competency 1. Identifies the sound system of the English language

- 2.2 Identifies the properties of different sounds
- 2.3 Pronounces English words properly

Content and activities

Students should be able to identify different sounds properly. They should now be able to differentiate between vowels and consonants, and how vowel consonant combinations help pronounce words.

eg. Combinations like words starting with 'q' which students find difficult to pronounce should be treated especially here - 'question, quiet, quite, quarrel'

Competency 2. Uses mechanics of writing with understanding

- 2.3 Uses apostrophes and inverted commas

Content and activities

Students should be able to use the apostrophe properly. They should be exposed to the shortened forms as well as possessive forms.

Eg. Shortened forms

It's - It is

Possessive forms

Eg. Saman's

Students'

The use of inverted comma in direct speech in writing should also be introduced through simple texts. Students should be exposed to a variety of texts where the above are used and they should be given ample time to practise them.

Competency 3. Engages in active listening and responds appropriately

3.3 Listens and follows instructions

3.4 Asks and answers questions after listening to a text

Content and activities

Students should be exposed to a variety of active listening tasks where they have to listen to and follow various types of instructions. Further they should be able to listen to a text, remember important information found in a text and retrieve such information when answering questions. Here, they are expected to answer different types of questions (e.g. Convergent and divergent questions). Students are expected to produce language as much as possible.

Competency 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning.

4.1 Uses English words accurately and appropriately

4.2 Infers meaning of unfamiliar words

4.3 Uses English words in their proper contexts

Content and activities

Vocabulary level should encompass 2000 words at this stage (350 words should be in their productive vocabulary). In addition to further practice in nouns and verbs adjectives and prepositions should be introduced at this stage. Inferring the meanings of unfamiliar terms with the help of contextual clues should also be practised at this stage. Spelling the words accurately and the use of the correct form of the word are also important here. It is recommended that a standard dictionary should be introduced at this stage. A variety of activities should be used to make them familiar with the dictionaries.

Competency 5. Extracts necessary information from various types of texts.

5.2 Extracts specific information from a text

5.3 Selects relevant information from a dialogue

Content and activities

Here the students are expected to read and to listen to various types of texts in order to extract specific information and relevant information as well. They should be given enough practice to find specific information quickly. Listening to others for relevant information in order to perform various tasks should also be practised properly.

Different text types

- Advertisements
- Schedules
- Processes
- Simple narratives
- Informal letters
- Notes

Competency 6. Uses English grammar for the purpose of accurate and effective communication

- 6.1 Identifies the agreement between subject and verb/referent and reference word.
- 6.2 Identifies the grammar of a sentence
- 6.3 Constructs simple sentences
- 6.4 Participates in conversations using language appropriately and accurately
- 6.5 Constructs compound sentences

Content and activities

At this stage students are expected to engage in further practice of the grammatical items they acquired in the previous year. Especially they are expected to produce the structures they were exposed to in the previous year.

Following items should be introduced to them

The Present Perfect and Past Perfect Tenses

Modals; ought to, need, have, have to, am able

Sentences with conjunctions of reason and result; because, since, so

Adjectives to modify nouns

Determiners; articles, demonstrative pronouns, and possessive forms

Simple phrasal verbs; give up, come across, set off, etc.

Competency 7. Uses English creatively and innovatively in written communication

7.3 Rewrites the main events of a story or a short passage using own words

7.4 Writes short poems/stories based on given guidelines

Content and activities

At this stage students should be guided to write both logically and creatively. Process writing should be encouraged in order to identify the importance of writing paragraphs logically. Guided writing activities to give students understanding that writing is a process should be utilized: Writing should be made an enjoyable experience to them.

Competency 8. Communicates clearly, fluently and concisely

8.6 Describes places and people using proper adjectives

8.7 Expresses likes and dislikes with reasons

8.8 Understands and conveys short messages

8.9 Gives and asks for information appropriately

Content and activities

Students should be exposed to various types of effective communication tasks at this stage. Use of adjectives properly to describe people and places should be dealt with here. Students should be able to give reasons using words like because, since, as. Better interaction among each other should be encouraged through the use of English appropriately.

School Policies and Programmes

- * Time table:
- * Qualifications expected of the English teachers:
- * Guidelines to facilitate the instructional leadership:
- * Co - curricular activities:

Recommended Method of Teaching English as a Second Language

- * Teaching/Learning Process
- * Classroom Techniques

Assessment and Evaluation

This book is a gift from the Government to the young generation of our country. Please use it carefully so that it could be passed on to your brothers and sisters in the coming years.

Name of the School:-

	Name of student who is using the book	Class	Signature of the Class teacher
2013
2014
2015

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