

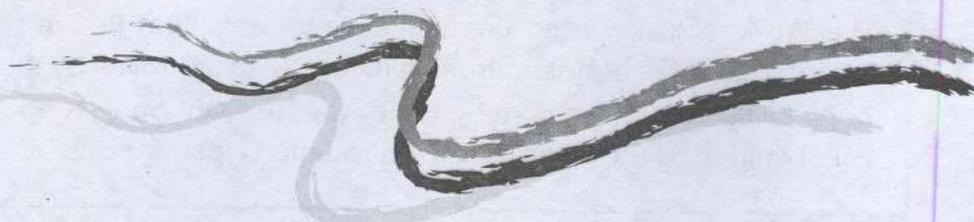


GRADE SIX

English

Workbook

Educational Publications Department



English

Workbook



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Preface

The book is a reprint of the original publication designed for use in Grade 6. All those who assisted to bring out this reprint deserve my thanks.

N. Dharmasena

Commissioner General of
Educational Publications

Educational Publications Department
"Isurupaya".
Battaramulla.
12.04.2007

Foreword

The objective of the Educational Publications Department is to provide textbooks of high pedagogical standards to all students in the country. It is with pleasure I write a foreword to this series of textbooks produced for grade 6 based on the new curriculum reforms introduced to the school system from 2007, which will fulfil the expectations of our students.

By studying this textbook which covers the prescribed syllabus on the subject, the younger generation will acquire the competencies needed to build a virtuous society and to face the challenges of the unknown future.

I take this opportunity to thank the officers in the Department who worked hard with dedication and enthusiasm to meet our targets. I also wish to extend my gratitude to the Secretary, Ministry of Education, and all others who gave their fullest cooperation in numerous ways.

N. Dharmasena

Commissioner General of
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Educational Publications Department
'Isurupaya'
Battaramulla.
29th June 2006

An Introduction to the Teacher

It is an uncontested axiom that all four skills must be developed to give language competence to the student. Listening is of prime importance in second language teaching. Specific listening activities cannot be given in the Textbook. The most effective listening activities are those where the students do not have a copy of the passage; otherwise it becomes a reading lesson.

There are some listening activities devised in the Pupil's Book. There is 'the station announcement'. There are also activities where one student reads or speaks and the others listen.

I would suggest that the teachers read the Textbook Guides for Grade 7 and Grade 8 written by me, Dharmasena Dissanayake and Mrs. C.L.Amarasekera, approved by the Commissioner General of Educational Publications. Copies of these books are available in every school.

This would be most appropriate for you. These Guides are very comprehensive and give a step by step guide to a variety of listening activities.

Dictation too is part of listening. There are step by step guidelines for those activities too in the Grade seven TG. Similarly there are step by step instructions on teaching reading.

The most important requirement in all these is that the teacher has to be prepared. She / He must read the lesson prior to going to class, be sure of the pronunciation, and the meanings of vocabulary items.

This book, Grade 6 English has a special feature on poetry.

Little children attempt writing poetry; this should be encouraged. You must get them to come up with rhyming words. This (1) increases their awareness of language (2) helps in 'listening in' (3) teaches the rhythm of the language.

Poetry carries the rhythms of the language and therefore is a very potent instrument in the hands of the teacher. Poetry is also the vehicle of emotion. This is also an educative experience for the child; experiencing of emotions is the foundation of a moral education. The literature carries the culture of the land. Concepts like marriage, love, death, which are the normal and natural activities of a society, are brought to the child through poetry and nursery rhymes, 'The farmer takes a wife', 'Will you marry me?' 'Kissed the girls' carry such emotions and concepts. 'Solomon Grundy' takes a child from birth through marriage to death. These must be taught as a matter of course, naturally. Children will see the relationships and understand them in their own way, in their own country and culture.

In teaching poetry, remember the most important things are colour and sound. Get students to give rhyming words. It does not matter at the beginning that they have no meaning, You can eliminate them later.

Most of the poems have rhyming words which can be given separately to fill in blanks. Get students to fill in the blanks in pairs. Then get them to read the lines aloud, in pairs, groups and individually. Get them to simulate situations, write two word or three word lines, then if feasible, get them to draw, 'the idea'.

Do not stand by the order of the lessons. Take the poems whenever the students are in a mood, and repeat as often as you can.

Not all students will take to poetry. But all students will learn to write verses. You must learn to identify the 'poets' in your class.

And as in all good teaching experiences, the teacher is the best learner, observer, and guide. With every new experience the teacher learns a lesson. Happy learning, happy teaching!

D.D.

ENGLISH LANGUAGE SYLLABUS - GRADE 6

Competencies/Competency levels

1. Identifies the sound system of English language

1.1 Discriminates sounds properly

Content and activities

Students should by now be familiar with the sound system of the English language and be able to discriminate between long and short vowel sounds, and to distinguish in speaking and listening between letters that are subjected to confusion (ie /f,/p/ - /v,/w/). They should also be clear about the need to sound consonant clusters that are not common in the mother tongue (ie, final/s/after consonants and word initial/s/)

Reading aloud, with concentration also on observing marks of punctuation, should be practised. Fun rhymes that provide opportunities to practise unfamiliar sounds should also be used.

Skills involved: Speaking and reading (loud reading)

2. Uses mechanics of writing with understanding

2.1 Writes capital and simple letters properly

2.2 Use fullstops and questionmarks correctly.

Content and Activities

Students should write capital and simple letters properly and used full stops and question marks correctly. They should understand the use of apostrophes and inverted commas. They should appreciate the need for consistency, in making lists for instance.

Copy writing and dictation where emphasis has to be on spelling should be used, while some imaginative writing, for instance making poems, where consistent use of capitals and other punctuation can be practised.

Skills involved: writing

3. Engages in active listening and responds appropriately

3.1 Answers basic questions while listening to text

3.2 Listens to a short message and acts accordingly

3.3 Listens and follows instructions

content

Students should engage in active listening and respond appropriately, and in particular

- answering basic questions while listening to a text
- understanding and giving short messages
- participating in conversations
- listening to and following instructions

Students should be given much practice in listening and answering/acting, with extracts from manuals and guides in addition to other texts. Games involving the transmission of messages may be employed. Note that texts at appropriate language levels should be employed.

Skills involved: listening and speaking

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

Content

Vocabulary level should encompass about 1500 (250 words should be in the *productive vocabulary) words at this stage, with the ability to differentiate between nouns and verbs. They should be familiar with **proper nouns, common nouns, count and mass nouns**, as well as **link verb 'be' and transitive and intransitive verbs**. Students should also be willing to try to infer the meaning of unfamiliar words, for which practice should be provided through texts where sufficient clues for this purpose are available. Attention to accuracy and appropriacy should be encouraged, with encouragement, however, of students willing to use their own language in writing and speaking.

■ Productive vocabulary - they should know;

- Spelling
- Pronunciation
- How to use them in proper context
- Collocation
- Different forms

Skills involved: listening, speaking, reading and writing

5. Extracts necessary information from various types of texts.

5.1 Selects important parts of a simple text

5.2 Extract specific information from a text

content

Students should

- recall the main points of short passages they have read
- read paragraphs aloud with understanding
- get the main ideas/important points from a written text (skim)
- read and guess what will follow in a narrative
- extract specific information from a text (scan)
- select relevant information from a dialogue or a text and present it in their own words
- infer meanings of unfamiliar words using contextual clues

Skills involved: reading, writing

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

6.1 Identifies the agreement between subject and verb/determiner and noun

6.2 Identifies the grammar of a sentence.

6.3 Constructs simple sentences

6.4 Participates in conversations using language appropriately and accurately

Content

Structures - these should be taught through examples from the texts they read

Students should master -

- The subject - verb structure, with objects or complements or adverbs
- Negatives and questions using the above
- Subject - verb agreement
- Prepositional phrases, e.g. **in the house, on the table, before school**
- Modal verbs such as **may** and **can**
- Negatives and questions with modal verbs
- Sentences with coordinating conjunctions, e.g. **and, but, or**

Students should be introduced to -

- Present and past Simple/Continuous tenses
- Possessive pronouns, *e.g. mine, yours, his, hers* and their usage in contrast to possessive adjectives, *e.g. my, your, his, her*

Skills involved: reading, writing, listening and speaking

7. Uses English creatively and innovatively in written communication

7.1 Writes a simple paragraph effectively

7.2 Writes description of things, places and people

Content and activities

Students should

- Compose short, connected narratives
 - Write description of things, places and people.
 - Use paragraphs appropriately and effectively
 - Pay attention to spellings in writing
- Activities should include wall magazines and group projects, connected with reports they may prepare for other subjects. Continuing stories of which the opening paragraphs are given should be attempted, with credit given for imagination as well as good writing and coherence. Students should be encouraged to be brief in their writing, avoiding repetition and redundancy. Assessment of letters too should reflect these aspects.

Skills involved: writing

8. Communicates clearly, fluently and concisely

8.1 Greets appropriately and responds to greetings

8.2 Takes leave appropriately

8.3 Introduces self and others

8.4 Seeks and grants permission

8.5 Makes and responds to request, properly

8.6 Describes places and people using proper adjectives

Students should communicate clearly, fluently and concisely, with particular attention to the following functions

- seek and grant permission
- understand and give short messages
- participate in conversation
- describe people, places and things, with proper use of verbs and adjectives
- introduce self and others
- make and respond appropriately to requests
- greet (and part) appropriately and responds to greetings/partings

Students should use role - plays, language games and improvisations, with emphasis on preparation and presentation. Dialogues should be used sparingly in the text, and should be designed to evoke language from students. They should be encouraged to prepare presentations for instance about their neighbourhood, or other topics learnt in other subject areas.

Skills involved: listening, speaking, reading and writing

In addition to the above, students should revise previous work and be helped to master the skills, functions and structures noted previously, especially those related to speech. Consolidation of previous work is very necessary at this stage if students are to progress.

Note that a range of structures will occur in the texts, but that **not all of these need to be taught at this stage**. A few structures are mentioned as being introduced, which means the teacher should try to make sure that students use these correctly through example and practice. The teacher need not actually teach these, except very briefly where explanations are provided in the student book. **Concentrate on making sure that students can correctly use the structures mentioned here when and where necessary.**

English

Workbook



GRADE SIX

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Unit 1

Sports

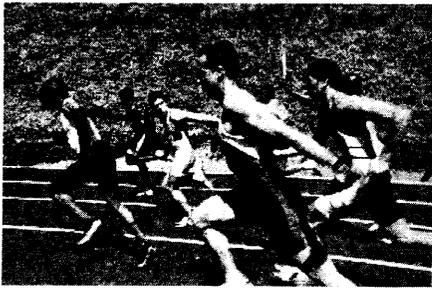
Activity 1. a

● Writing

Read the two sets of sentences given under A. and B. Look at the pictures given. Write two sentences each about the pictures. Make use of the sentences given in A and B.

A. Netball is a game. It is a team event. We have to play together to win.

B. Running is an individual event. The fastest runner will win the competition.



Relay

Jumping.

Volleyball

Cricket. (Write your own sentences about cricket)

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Activity 1. b

● Reading/Writing

Find the following information.

1. Full name of
Chinthana.

2. Place of birth.

3. What is he
famous for ?

4. Qualities.

Chinthana became news when he won the gold medal for weight lifting at the Commonwealth Games held in Melbourne Australia in 2006. He lived in Polonnaruwa with his parents. Mr. and Mrs. Vidana were proud of their son. When Chinthana helped in the community labour they noticed that he could carry unusually heavy weights. But they never dreamt that he would bring fame to the country.



This is a description of
Chinthana.

This picture is of Chinthana.

Activity 1. c

● Writing

Write a description of the best sportsman / sportswoman in your school.

Paragraph i. Give the name / the class / the House / say what sports / athletics

Paragraph ii. What you like about him or her. / Whether you know him/her yourself.

Activity 1. d

● **Writing**

What do you learn when you play with others?

Read the words in the box and write your sentences.

Read the first sentence carefully, that will help you.

share / We / respect / the best /there are / also learn

1. We learn to be helpful.
2. We learn to _____ .
3. We learn to _____ others.
4. _____ learn to obey.
5. We learn that _____ good players and better ones.
6. We learn that only one can be _____ .
7. We _____ that it is more important to play, than to win.

Activity 1. e

● **Writing**

Write the answers to these questions in the form of a paragraph.

1. Do you play games or do athletics ?
2. What is your favourite sport ?
3. How long do you practice ?
4. Why do you like this sport ?

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Activity 1. f

• Writing

Think of a ball game like Netball or Football. First answer the following questions. Write short answers.

1. What is the game you want to write about?
2. How many players are there?
3. How do you score in this game?
4. Who are the main players?

a. Now write a short paragraph using your answers. Think of how sentences begin.

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b. Now write the second paragraph. List the actions you do in the game you selected. Select from the list given.

kick / shoot / move / pass / throw / spin / chase / cut / change / tackle/
take / pass / punch / drop / break

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Activity 1. g

● **Reading**

Listening to sounds is important in writing poetry. Imagine you are tired and in bed.

Fill in the blanks with the help of the words in the box.

The water leaks, drip drip
The water falls, tap tap
The water sprays, swish swish
The water flows, splash splash
The water falls, splosh, splosh

It is raining outside. You can hear the rain drops fall off a leak, on to the floor _____.
The water is falling on to a paper _____. The wind is turning the leaves, and the water goes _____.
The water from the roof is falling on to the cement _____. The gutter is full. Water falls on to the water in the drain _____.

Activity 1. h

● **Reading / Writing**

Certain injuries are unavoidable in some games. Almost all boxers have broken noses. Sports men and women are very careful to keep fit and not have injuries.

a bruise, a scratch, a fall, a cut, a sprain, a tear in ligament, ' muscle pull'.

Learn the Sinhala or Tamil words for the injuries listed above.
Write an account in English of an accident that happened to an athlete in your playground.

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Activity 1. i

● Speaking / Writing

Learn about the games / sports you do. Find answers to the following.

1. Are there junior hurdles and senior hurdles ?

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2. How high are the hurdles ?

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3. How long is the netball court ?

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4. How wide is it ?

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5. What are the measurements of a volleyball court?

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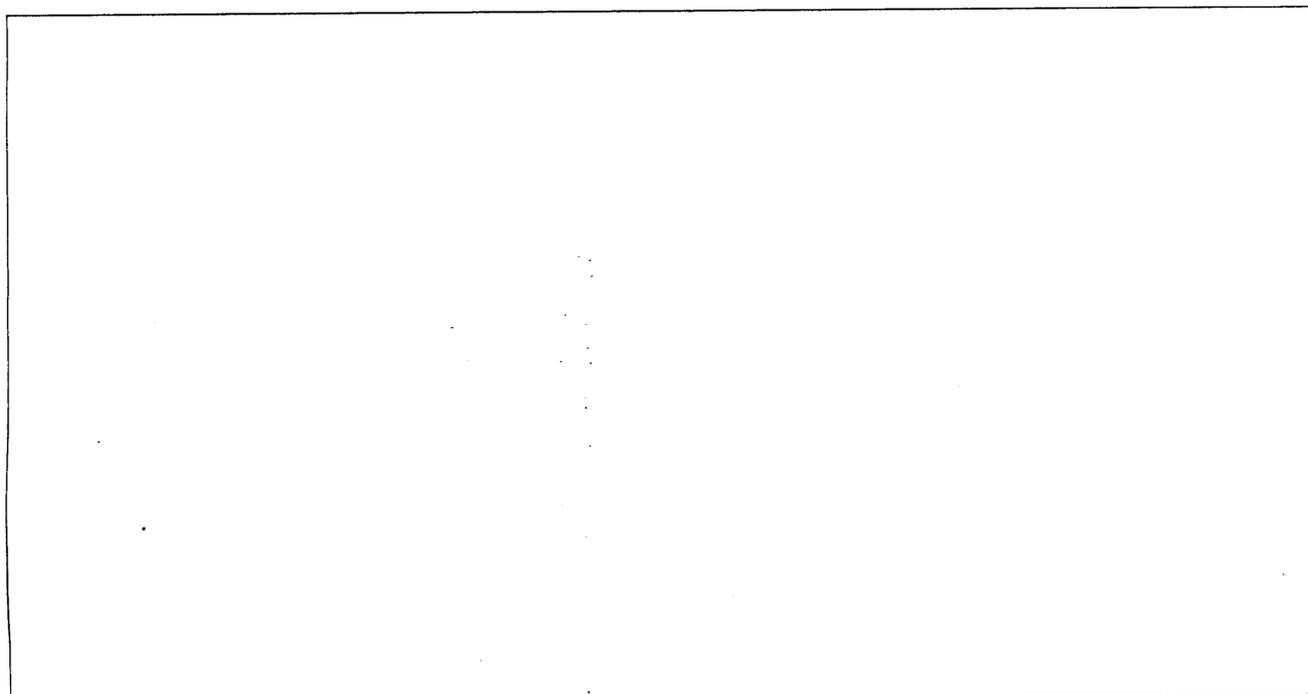
6. What is the National Game of our country ?

.....

Activity 1. j

● Writing

Draw a sketch of a cricket pitch, naming the different areas.



Activity 1. k

● Reading / Writing

Fill in the blanks with the phrases from the box.

with the march past/ by the Principal /in front of his squad /
over their shoulders / at the top of their voice

The sportsmeet comes to an end _____. The House Captain carries the flag _____
_____. The school Sports Captain carries the school flag. The National Flag is hoisted
_____ or the chief guest. The best squad will get points for the House. As the
squad goes past the pavilion, squad leaders say “eyes right” _____. Then the
squad will look right _____. When the squad passes the pavilion the squad leader
says, “eyes right / left”. We can hear only one sound, “left right, left right”.

Activity 1. l

● Writing

Write a poem about the sounds you make when you clean your garden.

Select the sounds from this list.

What does the broom say ?

What does the brush say ?

What does the hose say ?

What does mother say ?



splash, splash

sweep, sweep

swish, swish

quick , quick

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Activity 1. m

● Writing

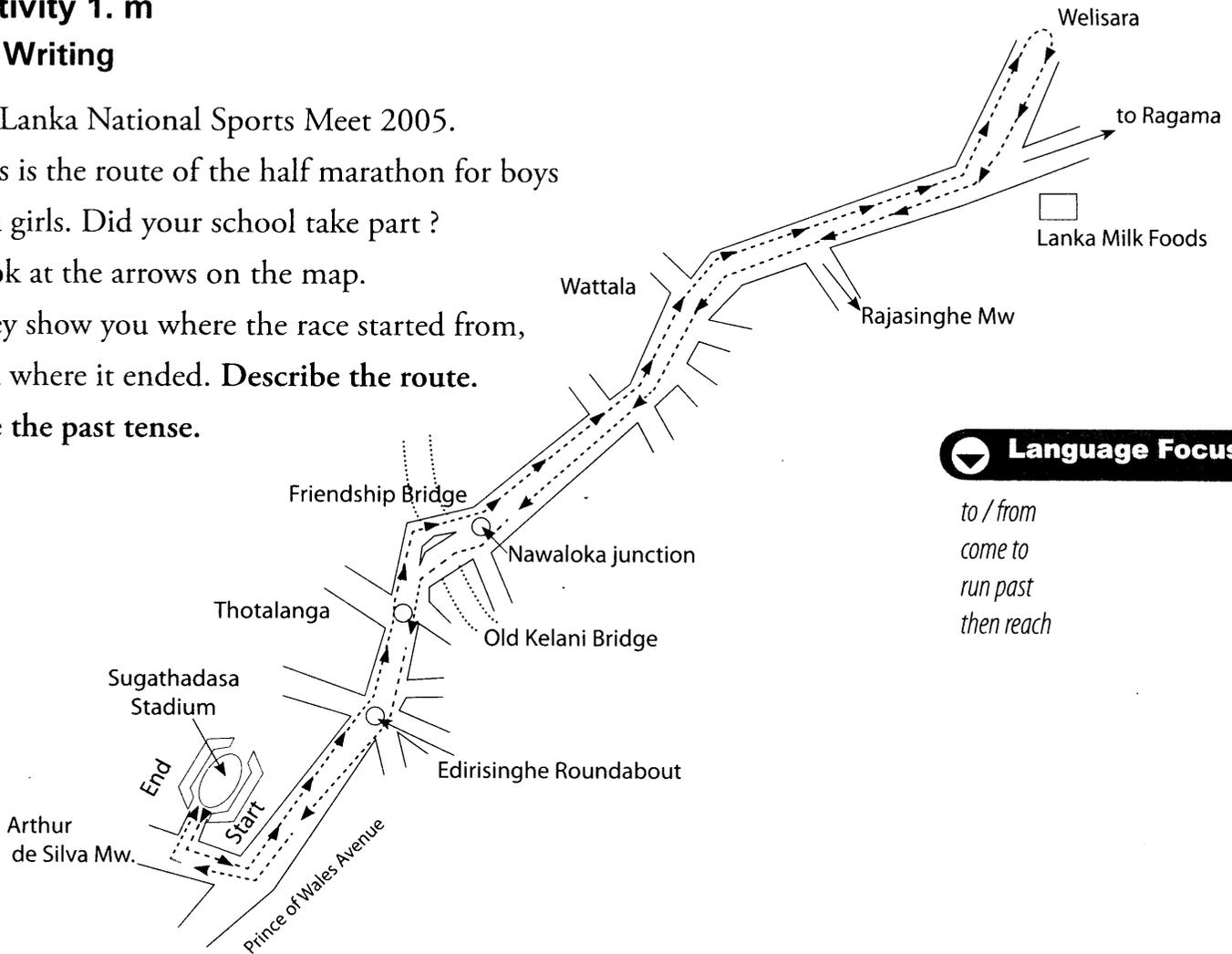
Sri Lanka National Sports Meet 2005.

This is the route of the half marathon for boys and girls. Did your school take part ?

Look at the arrows on the map.

They show you where the race started from, and where it ended. **Describe the route.**

Use the past tense.



Language Focus

*to / from
come to
run past
then reach*

The half marathon for boys and girls started from the Sugathadasa Stadium

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Unit 2

Travel

Activity 2. a

● Writing

Describe what you do from the time you get up, until you leave home.

You may start this way :

I get up early, at _____ in the morning.

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Activity 2. b

● Writing

Go to the nearest bus stand or the railway station and find out the following information ;

1. The first train / bus to _____ is at _____ .
2. The next train / bus to _____ is at _____ .
3. The first express train / bus to _____ is at _____ .
4. The last train / bus to _____ is at _____ .
5. The first train / bus from _____ comes to the bus/ railway station at _____ .
6. The last train / bus from _____ comes to the bus / railway station at _____ .

Language Focus

eight o'clock
ten to eight
eight fifty
quarter past eight
half past eight
eight fifteen
eight thirty
quarter to eight
fifteen minutes to eight

Activity 2. e

- **Writing - (Spelling)**

Prepare a chart similar to the following and write your class time table.
Prepare your time table in the chart below.

Time	d	a	y	s	
I N T E R V A L					

I N T E R V A L					

Activity 2. h

● Reading / Writing

When we tell the time we have to refer to the hour that is past or the hour that is to come. Generally till half the hour is over we do not talk of the hour to come.

(e.g.) We say seven twenty five but we do not say thirty five to eight. We say twenty five to eight, and we also say seven thirty five.

Complete the blanks in columns A and B, by writing the same thing in different words.

A		B	
e.g quarter past six ten to nine	6.15 8.50	six fifteen eight fifty	6.15 8.50
twenty five to nine six forty	
quarter to seven five to eight quarter past seven five fifteen eleven fifty five	
half past twelve			

Activity 2. i

● Writing

Answer the following questions.

1. Is there a bus / train service from your place to school ?

.....

2. What is the bus/ train fare, if there is a bus / train service ?

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3. How do you come to school, if there isn't a bus / train service ?

.....

4. Are there any others coming to school from your home ?

.....

5. What time does the last bus reach your place ?

.....

Activity 2. j

● Writing

Describe the picture, 'The Veyangoda Railway Station.' (Pupil's Book page 24)

You may use these sentences.

The Veyangoda Railway Station

The station is crowded. It can be the morning or the evening . They must be waiting for

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Activity 2. k

● Writing

Look at the old lady seated on the bench.
Write what she could be thinking about.
If I am writing, I will start it this way.



The train is late. They said, 'Late by two hours.' My children must be worried.

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Activity 2. l

● Writing

Complete the following questions and answers.

Vathma : Can you swim ?

Yogeshwari : Yes, I can, but I can't dive.

Vathma : Can you

Yogeshwari : Yes, I can

Vathma : Can

Yogeshwari : Yes,

Vathma :

Yogeshwari :

Vathma :

Language Focus

- can
- can't
- swim
- dive
- raft
- ski
- read
- write
- smile / laugh

Activity 2. m

● Writing

As on the other days, you come to the bus stand to take a bus to school. But the school bus does not come. You wait for the bus till 8 O'clock and come home. Write a letter of excuse to take to school. The letter should be from your parent/ guardian, addressed to the class teacher.

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Activity 2. n

● Reading / Writing

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

► *my, his, your, our*

- Nisala Hello, can I speak to brother please ?
- Vathma Which brother, elder brother or younger brother ?
- Nisala brother, Gimhana.
- Vathma Sorry, he went for a swim with..... cousin.
- Nisala Please tell brother, I rang him.
- Vathma You didn't tell me name.
- Nisala name is Nisala.
- Vathma Are you Nadika's brother ?
- Nisala Yes, do you know sister ?
- Vathma Yes, she travels to school in school van. Please give my regards to her.
- Nisala I'll tell her. Good bye.
- Vathma Good bye.

Activity 2. o

● Reading / Writing

Read the incident on Page 30 in your Pupil's Book and write a similar incident in the space given.

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Unit 3

Seasons

Activity 3. a

● Writing

Study the picture, 'The Thunderstorm' on page 34, Pupils Book. Write five (05) sentences on what you see in the picture.

1

2

3

4

5

Activity 3. b

● Writing

Fill in the right words and complete the sentences.

rain / rainy

1. Yesterday was a _____ day
Don't go out in the _____.

wind / windy

2. The _____ blows fast.
It was a _____ night.

mud / muddy

3. The road became _____ after the rain.
Children like to play with _____.

a cold / the cold

4. I don't like _____ of the winter.
Winter is _____ season.

sun / sunny

5. The _____ came out of the clouds.
It was _____ when I went out.

gloom / gloomy

6. _____ came with winter.
The days are _____ in winter.

Activity 3. c

● Writing

In this map of India mark the Uttra Pradesh and Lucknow.
Look at a map that gives this information.



Activity 3. d

● Writing

Describe the weather in your area. Answers to the following questions can be helpful.

- ☉ Are you living in a dry area or a wet area ? ☉ Do you get much / less rain in the year ?
- ☉ Had there been floods in your area ? ☉ Had there been long droughts in your area ?
- ☉ Have you experienced floods or droughts ?

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Activity 3. e

● **Writing**

Take the next five days of the week and describe the weather on each day. Write at the end of the day;

Sunny / bright / hot / cold / windy / cloudy / rainy / dry / wet

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Activity 3. f

● **Writing**

Put the commas, fullstops, inverted commas, apostrophes, capital letters etc. and rewrite the following conversations.

eg. sansith are you going home this evening asked vathma

no i want to go next week replied sansith

“Sansith, are you going home this evening ?” asked Vathma.

“No, I want to go next week,” replied Sansith.

1. can you copy this poem for me sansith asked vathma

sorry ive got to do my home work

its all right ill get desh to do it

2. look at these pictures they are very colourful

who took these pictures asked his friend

Activity 3. g

- Writing

Look at the first picture on page 38 in the Pupil's Book. Write five sentences about it.

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Activity 3. h

- Writing

Which of the four seasons do you like ? Say why you like it.

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Sri Lanka



Activity 3. i

- Writing

On the map of Sri Lanka, mark five towns where the weather is cold, during most months of the year with a blue dot, and five towns where the weather is hot, during most months of the year with a red dot, and name them.

Activity 3. j

- Writing

Take any two pictures on two seasons and compare and contrast them. Refer to the pictures on pages 38 and 39 in the Pupil's Book.

Activity 3. k

● Reading / Writing

Five phrases are given below. Write down the phrases that give the same meaning from the story, *'Get up and close the door'*,

1. not doing anything useful
2. spoke loudly
3. heard someone coming
4. knocking went on
5. did not talk at all

Activity 3. l

● Reading / Writing

Say in your own words, what the leaves say ;

eg. In spring buds grew and became flowers.

In summer

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.....

In autumn

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In winter

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Activity 3. m

● Writing

use the following phrases in sentences.

*in the rain / after the rain / for years
/ in the dry season / on the grass / in
full bloom / in open places / under the
trees / on the table*

eg. in the rain

Little children like to play in the rain.

1
2
3
4
5
6
7
8

Activity 3. n

● Writing

Read the following dialogue while completing the blank spaces with *can* or *can't*.

- Vathma - Can I have some ice-cream *Amma* ?
Mother - Sorry, you _____. You've got a cough and a cold.
Vathma - Can I eat a banana, then ?
Mother - Sorry, you _____. It's bad for the cough and the cold.
Vathma - _____ I go out to play somewhere ?
Mother - Sorry, you _____. It's cold outside.
Vathma - Can you go out *Amma* ?
Mother - Of course I _____. I haven't a cough or a cold.
Vathma - Can you do me a favour *Amma* ?
Mother - What's it ?
Vathma - You _____ go now, *Amma*. Then I _____ have my ice-cream.

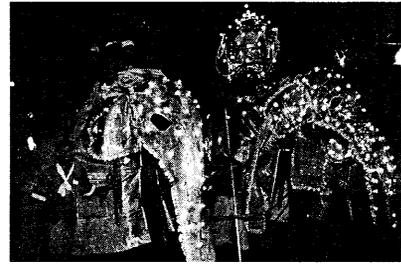
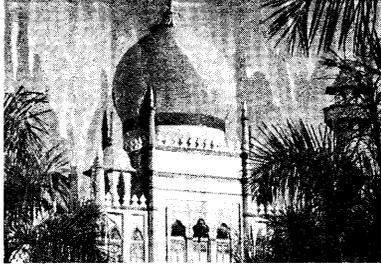
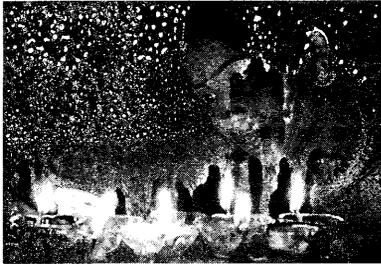


Unit 4

Festivals

Activity 4. a

● Writing



Look at the pictures of the festivals.
Describe ANY ONE of those festivals. Write five sentences.

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Activity 4. b

● Speaking

Ask these questions from your partner and write his/her reply.

You - What is the festival you described ?

Reply -

You - Oh it's the same. I also wrote about it. / Good. Yours is different. Can I copy it please ?

Reply -

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Activity 4. c

- **Listening / Writing**

Ask your partner to read out his/her description, which is different from yours. Write it down. (Read yours for him/her to copy) Check each others.

Activity 4. d

- **Writing**

Have you heard of a different kind of festival ?

Have you read of different types of festivals?

Fill in the grid.

	a Museum	a Cinema festival	a Carnival	an Exhibition
1. What can you see in?	many old things			
2. Who would go there?	students, tourists			
3. How would you get in ? (ticket/pass/invitation)	tickets			

Activity 4. e

- **Writing**

Describe a festival / carnival / exhibition you have been to.

Activity 4. f

● Speaking / Writing

Ask your elders for the recipe for a Sri Lankan traditional dish / sweet.

a. Write the ingredients as a list.

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b. Write how to prepare it. You may need to use the words given in the box.

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<i>first</i>
<i>second</i>
<i>then</i>
<i>after that</i>
<i>last of all</i>

c. Describe your own favourite dish / sweet / fruit.

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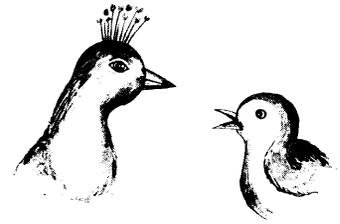
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Activity 4. g

● Reading / Speaking



Form groups of five taking the roles of Story Teller, Peacock and Peahen, Avichchiya and wife.

Story Teller - “Once upon a time the animals had a festival. It was a wedding festival. Everybody was invited. The Peacock had nothing to wear for the festival. He thought hard. Then he remembered that Avichchiya was sick. The Peacock thought, “Surely Avichchiya will not go. He is too sick. I will borrow his dress.” So he went to Avichchiya’s house. Avichchiya was very sick. His wife was there. First the Peacock talked about Avichchiya’s illness. Then he spoke about his business.”

What did the Peacock say to Avichchiya, and what did the Avichchiya say to the Peacock ?

Peacock to Avichchiya

Avichchiya to Peacock

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Story Teller - Avichchiya’s wife was not very happy. She did not want to lend her husband’s best suit to the Peacock, but Avichchiya did not mind. He was happy that the Peacock had come to see him. So he lent the Peacock his dress.

What did Avichchiya’s wife say to Avichchiya, and Avichchiya to his wife ?

Avichchiya’s wife to Avichchiya

Avichchiya to his wife

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Story Teller - The Peacock went away happily. First he went home. He told the story to his wife.

What did Peacock’s wife, say to the Peacock, and the Peacock to his wife ?

Peacock’s wife to Peacock

Peacock to his wife

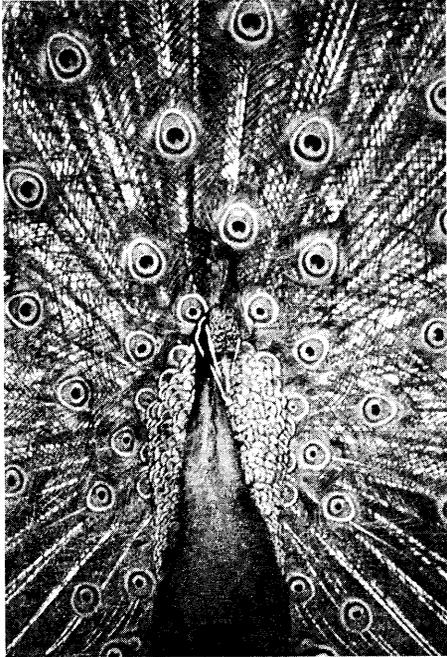
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Activity 4. h

● Reading / Writing

Story Teller - The Peacock wore the dress. He looked grand. He turned this way and that way. He liked the dress very much. So the wife and husband went to the wedding feast. Everybody said that the dress was beautiful.

Describe the Peacock's dress, You can see the picture.



Language Focus

feathers
beautiful
colourful
spots, eyes
like eyes
fan like tail
spreading, arching
in the sun
dancing

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Activity 4. i

● Reading / Speaking

Story Teller - Avichchiya is a smaller bird than the Peacock. The dress did not show off on Avichchiya. But when the Peacock wore it, it fitted him. He could shake it and show it off. The couple was very happy. Everybody said that the Peacock looked beautiful.

They returned home.'

Role play the dialogue ; 'Are you going to return the dress now?' asked the Peahen.

'O no, it's too late', said the Peacock,

Morning came. 'Are you going to return the dress?' asked the Peahen.

'Oh no', said the Peacock, 'It's too early', said the Peacock.

The afternoon was too hot. The evening was too cool. The night was too dark. So the Peacock did not return the dress to Avichchiya.

Repeat the dialogue between the Peacock and his wife, in the afternoon / evening / night.

Story Teller - When Avichchiya got better he came to the Peacock to get back his dress.

But the Peacock did not give it. He pretended that it was his dress.

Avichchiya was sad. He went home and told his wife.

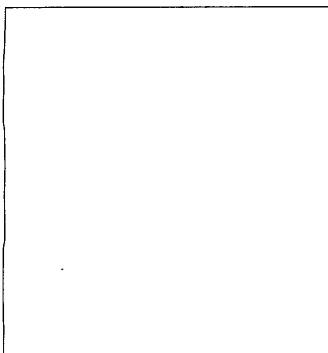
What do you think Avichchiya said to his wife and she to him ?

Activity 4. j

● Writing

The story says that Avichchiya is waiting to make his complaint. He keeps crying, 'ayithkiyan', which means 'I'll tell it again'. Poor Avichchiya!. Don't you feel sorry for him?

Write what you feel about Avichchiya. Draw or paste a picture of the bird.



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Activity 4. k

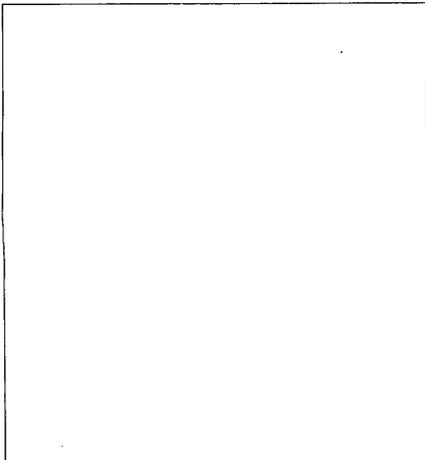
● Reading



Edinburgh is a city in the United Kingdom. It is in Scotland. The Edinburgh Festival is very famous. We can see a lot of traditional arts and crafts at the festival. We can also see modern arts and crafts at this festival. The festival goes on for about two weeks.

The Scots are very proud of their culture. They have special dresses. They are called kilts. These clothes have designs and colours especial to a clan. A kilt is the traditional dress of a Highlander. You must have seen pictures of Prince Philip, Queen Elizabeth's husband, wearing the kilt. A Highlander is one who lives in the Highlands. It is like our hill country.

b. Describe the traditional dresses of a Kandyan bride and bridegroom / a Tamil bride and bridegroom / a Muslim bride and bridegroom. Paste the pictures.



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Unit 5

People and Places

Activity 5. a

● Reading / Writing

Read this letter and write a reply to it.



7800 South Rainbow,
Blvd,
Las Vegas,
U.S.A.
30-11-2006.

My dear,

I read in a tourist magazine about the Pinnawala Elephant Orphanage. They had only given a picture of the place. I like to know more about this place. Could you please send me some details. My hobby is collecting pictures of elephants. The elephant is my favourite animal.

With love.

Yours affectionately,

Lana

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Activity 5. b

● Reading / Writing

Nouns show possession or ownership by adding an apostrophe and s ('s).

eg : **Singular**

Gimhana's mother, cat's paw

Plural :

Children's books, People's Bank

To nouns having a plural that ends in *s*. add only the apostrophe (')

eg: cats' paws, ladies' bags, boys' school.

Look at the words in bold type. Mark the apostrophe.

1. **Malis** son is Gimhana.
2. **Gimhanas** sister is Thushari.
3. **Thusharis brothers** school is in the village.
4. Thushari attends a **girls** school.
5. Some of her **brothers** friends are her friends.
6. Their school celebrated the National **Heroes** Day.
7. They gave a greeting card to their mother on the **Mothers** Day.

Activity 5. c

● Writing

Complete these sentences with the phrases in the box.

1. Rajan came to see me _____ home.
2. Aunt Reeni was _____ Gimhana as she had not seen him for a long time.
3. Lewis Carrol _____ a good story writer.
4. Take the third _____. The post office is there.
5. This road _____ the station.
6. Dunhinda falls is a _____
7. The water is carried _____
8. The child's crying _____

turn off
on his way
leads to
goes on non-stop
is known as
nature's gift
keen to see
through the rock

Activity 5. d

⊕ Reading / Writing

Read about this interesting person.

The acolyte in our temple is an interesting person. He is of fair complexion and medium height. He walks with a stoop. We call him *Seba mama*. Whenever we meet him we ask him, the time. Then his eyes begin to twinkle. He looks at the sun and his shadow. The time he tells tallies with the time on the clock.



Now write about an interesting person.

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Activity 5. e

⊕ Reading / Writing

This note was written by Aziz to Sansith. Read it and write a reply.

Dear Sansith,

My father is going to Ratnapura tomorrow. He asked me to join him, and also to invite a friend. I like you to join us. We will be back in the evening. Please let me know whether you could come.

Aziz

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Activity 5. g

● Reading / Writing

Select items from the blocks and write eight sentences.

I He She You They	<i>is / are / am</i>	<i>my sister / my brother his sister / his brother</i>
	<i>like / likes</i>	<i>chocolates / sweets / adventure stories fairy-tales / folk tales / story books / poems</i>

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Activity 5. h

● Writing

Read the stanza, taken from the poem, 'The Walrus and the Carpenter' on page 57 of the pupil's book.

a. Write two sentences using the phrases '*wet as wet*' and '*dry as dry*'

.....

.....

.....

b. 1. Why couldn't he see a cloud ?

.....

2. Why couldn't he see birds ?

.....

Activity 5. i

• Writing

You have been asked to fill in this form, about another student in your class. Prepare a set of questions to get this information. Fill in the form with the information you gathered.

1.	Full Name
2.	Name with initials
3.	Grade
4.	Subjects
5.	Number of periods for English
6.	Name of the class teacher (<i>Mr/Mrs/Miss</i>)
7.	Name of the English Teacher (<i>Mr/Mrs/Miss</i>)
8.	The favourite subject

eg : 1. What is your name?

2. What are your initials?

3.

4.

5.

6.

7.

8.

Activity 5. j

• Reading / Writing

Read '*Pinnawala Elephant Orphanage*' again and do this activity. Find out words and phrases in the description that are similar in meaning.

made safe from danger

frighten them

looking for

less than one year

hay, leaves and branches

Unit 6

The World of the Child

Activity 6. a

● Reading

Nadeeka made this check list. Then she wrote about herself.

I am Nadeeka

I live at home with my mother and grandmother. I have two brothers. One is older to me, the other is younger to me. I am in the middle. I have no sisters.

My aunt comes to see us often. Actually she is my *lokuamma*, my mother's elder sister. She brings us tasty fruit. She lives in Kandy. She brings avocados and durian when she comes.

We enjoy her visits. My mother goes marketing with her.

Mother	✓		
Father	×	Older	Younger
Brother	2	1	1
Sister	×		
Grandmother	✓		
Grandfather	×		
Pets - dog	×		
cat	3		
bird	×	often	sometimes
visitors	✓	✓	✓

Activity 6. b

● Writing

Now do the check list for yourself, add anything else you want.

Then write about yourself.

Mother			
Father		Older	Younger
Brother			
Sister			
Grandmother			
Grandfather			
Pets - dog			
cat			
bird		often	sometimes
visitors			

.....

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Activity 6. c

● Writing

I love to go marketing with my mother and my *lokuamma*. We go to the fair. I make a list of things to buy. Then my mother or my *lokuamma* puts the amounts.

Match the amounts with the things they wanted to buy.

eg. one tin of fish

These are the amounts,	Complete Nadeeka's list	Write your own list
roll	beans	
gram	eggs	
dozen	sugar	
comb	chocolate	
kilo	oil	
bottle	papadam	
bag	potatoes	
packet	sprats	
bar	bananas	

Activity 6. d

● Speaking / Writing

Times have changed. Learn about the past from your parents and grandparents. Ask the following questions in Sinhala or Tamil if necessary from your parents / grandparents and write the answers in English.

1. Who was your best friend when you were my age?

.....

2.. Is he / she living ? / Where is he/she?

.....

3.. Do you meet your friend often / sometimes / rarely?

.....

4. Can you remember anything interesting that you did/or happened to you?

.....

Activity 6. e

● Writing

Pictures of Flats and Houses.

Flats: Flats are housing schemes in towns. Lots of people live in these flats. They look the same. They are made to solve the housing problem. They have concrete roofs, and often the floors are cemented.

Apartments: Apartments are also in towns. They have different 'houses' in apartments. They do not look alike, they are luxury houses. They have swimming pools, gymnasiums and other facilities. The rents are very high.



Now paste/or draw a picture of (1) A house in the village (2) A hut (3) A tent and name the parts. Then write a few sentences about your picture.

You may need these words; roof, compound, garden, portico, thatched roof, rough floor, rooms, small window, cloth, pegs, cook outside, flaps,

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Activity 6. f

● Writing

Write about your school. The first two sentences show you what to write and how to write.

-Name : My school is

-Where : It is in

-Name of the class teacher :

-Grade/Class :

-Name of the best friend :

-Name of the school captain/school prefect :

-English teacher's name :

-Principal's name:

-How you go to school

-I love my school.

Now draw a sketch of your school. Give directions to come to your school.

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Activity 6. g

● Reading / Writing

Read the passage given below and make questions to get the underlined words as answers. The questions are begun for you.

There are three botanical gardens in the country. They are in Haggala, Gampaha, and Peradeniya. Haggala and Peradeniya botanical gardens are in the Hill Country. Peradeniya is the most popular one of the three. The first rubber tree was planted at the Gampaha Gardens. Rare plants and flowers can be seen in these gardens.

1. How many.....?
2. What are
3. Where are.....?
4. Which is.....?
5. What do you

Activity 6. h

● Writing

Write a description of a visit to a botanical garden. Make use of the following points.

- The name of the botanical garden. ● The month in which you made the visit.
- The grade you were in when you made the visit. ● The people with whom you went there
- What you remember about the visit. ● The places that were photographed.

Activity 6. i

● Writing

Write four things you can buy at each of these places. Look at the example.

e.g. At the confectioner's

I can buy some cakes, buns, a packet of sweets and a bar of chocolate.

At the grocer's

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At the cycle shop

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At the toy shop

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At the stationer's

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.....

At the fair

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.....

At the baker's

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.....

At the book shop

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.....

Activity 6. j

● Writing

The dog wags the tail. He is happy.

Why does the dog wag his tail? Because he is happy. He has a reason

We can write- The dog wags his tail because he is happy.

a. Now read the following pairs and join them with 'because', to make one sentence. Make sure the reason(because) comes after.

1. The baby cried. She had lost her doll.

.....

2. We felt comfortable. We were sitting on stones .

.....

3. Teacher looked for a calendar. She wanted to know the date.

.....

4. The prefect was popular. She was very helpful.

.....

5. The boys were very happy. They had won the match.

.....

b. Now think of 4 things you did with a reason. First write the things you did in two sentences .Then join the two sentences with 'because'.

1.

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2.

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3.

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4.

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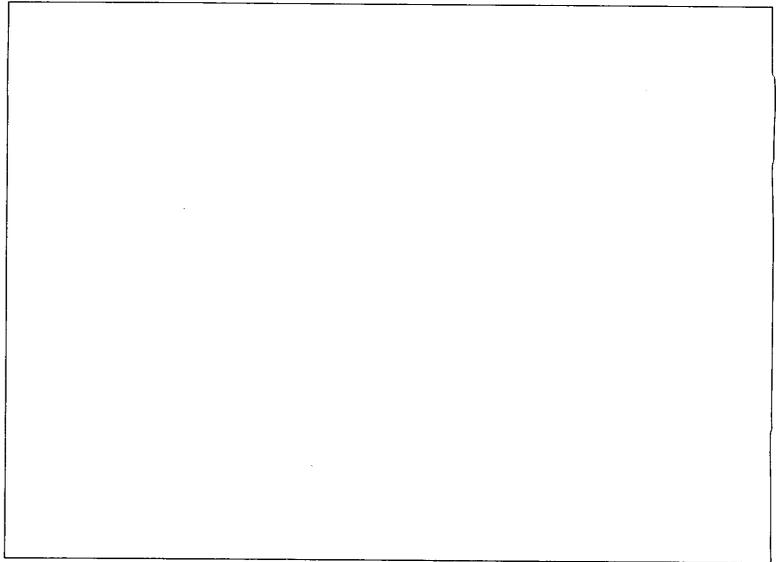
Activity 6. k

● Writing

Draw a picture of a temple, church or mosque that you like.

Give the following information in sentences.

1. The name
2. The place / address
3. Days on which people go there specially.
4. How you dress to go there
5. With whom you go there



b. Write 5 sentences about what you must not do there.

Unit 7

Animals

Activity 7. a

● Writing

Look at the pictures on page 75 of Pupil's Book. Copy the words that describe them under the picture. Make one sentence with the description given.

Write 2 more sentences about the animal.

eg. The Dinosaur

The dinosaur is an extinct animal. That means it is not living. We cannot see a live dinosaur. The dinosaur was a herbivorous animal. That means it did not eat any flesh. Animals who do not eat meat get very big. The elephant is a good example.



The Koala

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The Lion

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The Deer

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The Hippopotamus.

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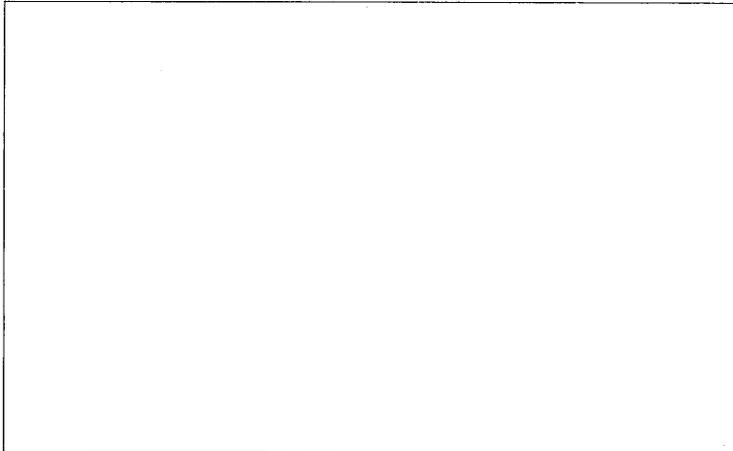
Activity 7. b

● Writing

My pet

Write a short description of your pet or a friend's pet.

What is your pet ? Write its name. When did you get it ? Who gives it food? Is there a special place for it to sleep ? Do you play with your pet ? When do you play with it ?



This is a _____ of my pet

My pet

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Activity 7. c

● Writing

Did you know?

No animal will hurt you, if you let it be. Animals harm others/human beings when they are frightened.

Write a list of rules about handling dogs. The words in the box will give you some ideas. Write the rules using the word, 'not'.

eg, Do not tease your dog.

touch / hit / kick / disturb / his meals / outside dogs / your dog

Activity 7. d

● Speaking

Do you know a story about an animal. Plan the story to relate it to the class.

The name of the animal / The owner / What happened to the animal / What the owner said or did / What you feel about it ?

Activity 7. g

☉ Reading

- a. Read the passage. There are 10 blanks.
Fill in the blanks with the words from the box.
Look at the pattern of the first sentence.

are given / because / can be / for life / must be / Little babies /
polio / These three / protected against / very important

We can prevent children getting diseases.

There are some diseases we must not get. We must protect the children, and stop them getting those diseases. This can be done. _____ must be made immune. That will protect them _____. This can be done easily. Babies _____ protected against measles. They _____ protection against whooping cough. They _____ given protection against diphtheria. _____ diseases are deadly. Therefore protection against them is _____. They are called 'the triple,' _____ there are three. They must also be _____ another deadly disease. Do you know what it is? It is _____.

b. Now answer the following questions.

1. What are the three deadly?

- i. _____
- ii. _____
- iii. _____

2. How old were you, when you got the tripple injection?

.....

.....

Activity 7. i

● Writing

a. There are words to describe the sounds made by animals. Select the right word from the brackets and fill in the blanks. Try making the noise like the animal. It is fun.

Bulls	_____	Cows	_____	(<i>bellow / low</i>)
Bears	_____	Wolves	_____	(<i>howl / growl</i>)
Cats	_____	Lions	_____	(<i>roar / purr</i>)
Cocks	_____	Crows	_____	(<i>crow / caw</i>)
Hens	_____	Turkeys	_____	(<i>cackle / gobble</i>)
Owls	_____	Lambs	_____	(<i>hoot / bleat</i>)
Bees	_____	Beetles	_____	(<i>buzz / drone</i>)
Ducks	_____	Sparrows	_____	(<i>quack / chirp</i>)

b. Similarly you get words that describe movements of animals, of machines and even of lifeless things.

Match A with B. Copy the words you did not know and write the meaning.

A	B
Serpents	whirr
Engines	glide
Horses	wind
The river	soar
The roads	swoop
Eagles	waddle
Larks	flows
Ducks	rustle
Aeroplanes	slither
Papers	gallop

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Activity 7. j

⊕ Reading / Writing

Write the answers to the following questions.

- | | |
|---|-------|
| 1. Have you been to the zoo ? | _____ |
| 2. With whom did you go to the zoo ? | _____ |
| 3. When did you go to the zoo ? | _____ |
| 4. Did you see the elephant circus ? | _____ |
| 5. What are the animals you liked to see ? | _____ |
| 6. What are the special shows you can see at the zoo? | _____ |
| 7. Which animal did you like best ? | _____ |

The zoo

The zoo is not the natural home of the animals. Some animals are like in a prison.

Do you think the animals are happy ?

Which animal would be happy to be out of the zoo ?

Begin - I felt sorry for ...

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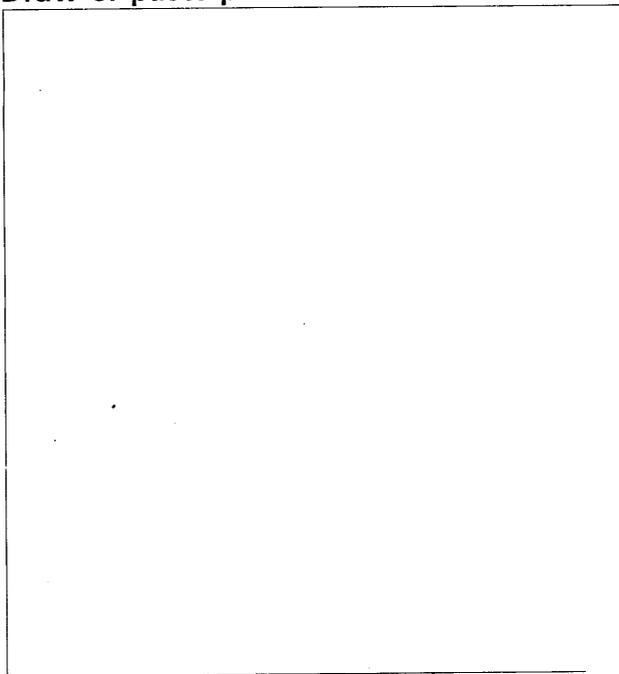
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Draw or paste picture





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