

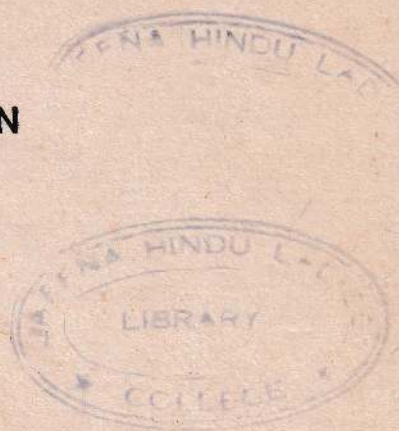


PUBLISHED BY  
THE  
MINISTRY OF EDUCATION

GRADE 6

ENGLISH

THIRD TERM







**1972 TEACHER'S HANDBOOK**

**GRADE 6**

**ENGLISH**

*Third Term.*

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PRINTED AT THE DEPARTMENT OF GOVERNMENT PRINTING, SRI LANKA (CEYLON)

1—X 13100 (5/72)





Please read very carefully the INTRODUCTION  
which appears on page one of the **Teacher's  
Handbook for the First Term.**







# TEACHER'S HANDBOOK

## GRADE 6

### THIRD TERM

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## LESSON UNIT EIGHTEEN

### Section A.

*Teaching Items.*—1. The use of the simple present tense form of the verb, for example, He *walks* to school every day. She *cooks* rice every day.

2. *after* e.g. Nimal sleeps *after* lunch. Ravi plays *after* school. Kamala reads *after* dinner.

3. *here/there* e.g. Come *here*, Chandra. Sit *here*, Kamala. Put the duster *here*. Go *there*, Chandra. Put the chair *there*.

Nimal bathes in the river. Ravi too bathes *there*.

Podi Singho goes to the Sunday fair. His family too goes *there*.

Loku Appu works in his chena. Piyal too works *there*.

4. *a lot of* e.g. A *lot of* people drink tea in the morning. A *lot of* children go to school by bus. There are a *lot of* books in that cupboard. There are a *lot of* mangoes on that tree.

*Presentation.*—The simple present tense form of the verb.

*Note.*—This form of the verb has many uses. The first introduction of this form is its use to denote actions that are regular or habitual. Start by making sure that the pupils know the difference between the present progressive form of the verb and the simple present form. This can be done by using the adverbials “now” and “every day” to contrast the two usages. Note that both “now” and “every day” can occur in either initial or final position in a sentence.

Introduce the simple present by speaking of activities you carry out every day. Use sequences like the following :

I am your English teacher.

I *am teaching* you English now.

I *taught* you English yesterday.

I *am going to teach* you English tomorrow.

I *teach* you English every day.



Write these spoken sentences on the blackboard and underline the verb forms. Use similar procedures with other activities, e.g.

I am writing on the blackboard now.

I wrote on the blackboard yesterday.

I am going to write on the blackboard tomorrow.

I write on the blackboard every day.

I ate rice yesterday.

I am going to eat rice tomorrow.

I eat rice every day.

Next proceed to present the simple present form of the verb with the second person. Using the all-inclusive gesture say to the class :

You are learning English now.

Show the class time-table and still using the all-inclusive gesture say :

You learnt English yesterday.

You are going to learn English tomorrow.

You learn English every day.

Point to the appropriate day or days as you say the above sentences so that the association between the verb form and the time expression gets reinforced. Write the last sentence on the blackboard and underline the verb, e.g.

You *learn* English every day.

Next use the simple present tense with such expressions as "on Mondays", "on Tuesdays" etc., e.g.

I teach you English on Mondays. You learn English on Mondays.

I teach you English on Tuesdays. You learn English on Tuesdays.

I teach you English every day. You learn English every day.

### Drill—

Get the pupils to read from the blackboard in chorus under your control and direction, substituting *you* for *I*, thus :

Teacher : I am teaching English now.

Pupils : You are teaching English now.

Teacher : I taught English yesterday.



Pupils : You taught English yesterday.

Teacher : I am going to teach English tomorrow.

Pupils : You are going to teach English tomorrow.

Teacher : I teach English every day.

Pupils : You teach English every day.

Vary this drill by calling out the time expression and the verb *only*, e.g

Teacher : now                      teach

Pupils : You are teaching us now.

Teacher : every day                      teach.

Pupils : You teach us every day.

Teacher : Now                      write.

Pupils : You are writing now.

Teacher : every day                      write.

Pupils : You write every day.

Continue this drill using a verb series with actions that are habitual and related to your daily routine, e. g.

Every day I wake up early.

Every day I bathe.

Every day I get dressed.

Every day I have breakfast.

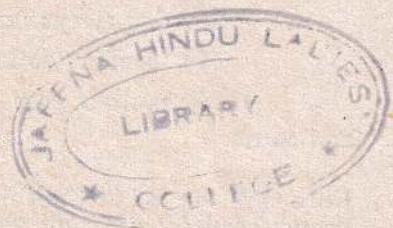
Every day I read the newspaper.

Every day I walk to the bus—stop.

Every day I take the school bus.

Every day I come to school.

Every day I teach English.



Build this series up on the blackboard and get the pupils to read in chorus using the pronouns "I" and "you". Then get half the class to read the series using "we" and let the other half repeat it using "they".

After you have presented and practised adequately the simple present form of the verb with the first and second person, proceed to *present* this verb form with the third person singular. You can do this by calling a pupil up to the front of the class and helping him to make statements about things he or she does every day. Then you repeat each statement after him/her using his/her name and the correct verb form, e. g.



Gamini : I wake up early every day.

Teacher : Gamini wakes up early every day.

Gamini : I bathe every day.

Teacher : Gamini bathes every day.

and so on. Write the relevant sentences on the blackboard and underline the third person singular simple present form "*wakes*", "*bathes*" etc. Get the pupils to read the series in chorus.

*Drill.*—Get individual pupils to give a sentence in the first person and the rest of the class to call out the same sentence using the pupil's name, e.g.

Nimal : I play after school.

Class : Nimal plays after school.

Next get similar statements using expressions like "every morning /evening", "every Monday", etc. Give a model sentence yourself and then provide the pupils with practice in making their own sentences.

If your class is a good class you can provide interesting practice by eliciting statements about other people, children's pets etc., e.g.

My father goes to his field/office/chena every morning.

My dog sleeps under my bed every night.

My teacher walks home from school every evening/afternoon.

My mother goes to the "Pola" every Sunday.

and so on.

Note that the 's' in the third person singular simple present verb form is pronounced /z/ after all vowel sounds and voiced consonants.



## Preliminary Reading Exercises

1. Mr. Gunapala is a poor man. He works on a rubber estate. He is a tapper. His wife works there too. They have a son. His name is Sarath. He went to Tissa Maha Vidyalaya in his village, and studied in Grade IX there. He doesn't go to school now. So what does he do? Did he get a job on the estate. No, he didn't. He did not like any work on the estate. He is a clever boy. So he started a small bicycle repair-shop near his house. He repairs bicycles there now. He puts patches on bicycle tubes and repairs bicycle tyres. Sometimes he repairs car tubes and car tyres too. He works hard and he earns a lot of money. But he wants to be a mechanic. So he goes to the town in the evenings. His uncle has a car repair-shop there. He works in it and learns about cars.

Sarath is a clever boy. He is learning fast. In five years he will start his own car repair-shop.

2. Mr. Somadasa is a farmer. He has a small farm. There are two cows and a lot of chickens in it. He works in the farm every day. He milks the cows and collects the eggs in the morning. Later in the day he feeds the animals and the birds in the farm.

Mr. Somadasa has a son. His name is Sena. He helps his father with his work.

There is a town near their village. Sena goes there every day. He takes the milk and the eggs there. He sells them and gets a lot of money. He comes home and gives the money to his father.

After lunch Sena goes to the farm again. He washes the cow-shed and cleans the chicken pen.

Sena is happy. He likes his job and often he says, "Father, let's have a bigger farm".



## SECTION B

### Introduction to Reading

**Vocabulary.**—Bus conductor, every morning, morning tea, bus depot, ticket machine, khaki coat, pockets, coins, buses, people, school children, men, women, shops, offices, passengers, fares, work, afternoon, home, farmer, mammoty, field, plate, rice and curry, tree, lunch, evening, river, house, gets up, collects, puts on, carries, works, travel, stops work, bathe, busy, interesting.

First introduce the vocabulary relating to the bus conductor. This can be done effectively with the help of a blackboard sketch or a wall picture. You may even be able to obtain a poster from the C. T. B. Discuss the daily routine of bus conductors and try to get information about them from the children most of whom will be familiar with bus travel.

Another way of making this introduction interesting is by playing a make-believe game of "bus conductor". Class control is essential if such a game is to be played effectively from a language point of view.

Draw the attention of the class to words that are likely to present spelling problems, e.g. conductor, machine, passengers, mammoty, fares.

As each new word is introduced write it on the blackboard and give the pupils practice in identifying them and reading them from the blackboard.

2. Let the pupils read the extract silently and find the answers to a few guiding questions of the true-false or yes-no type.

3. Use the comprehension questions in the exercises and some more of your own to check understanding of the text material.

4. Treat the extract about Podi Singho in the same way.

5. Further reading practice can be provided by dividing the class into two groups—one half to be bus conductors and the other half to be farmers. Let each "bus conductor" read one sentence about himself making the necessary alterations in the text, e.g.

X: I am a bus conductor.

Y: My life is very interesting.

Z: I get up early every morning.



## Preliminary Writing Exercises

1. Make 12 sentences from this table :

Piyadasa	reads the newspaper	in the evening. after tea.
Gamini	works in his garden	
He	does his homework	

2. Make 15 sentences from this table :

The girls	do their homework	after lunch.
They		in the evening.
Sena and Wimal	play in their garden	on Sundays.
Leela and her sister	work in their small farm	after tea.

3. Fill in the blanks with the following words.

(a) teaches, leaves, lives, gets, friends, teacher, teachers, school, bus, goes.

Mr. Silva is a \_\_\_\_\_. He \_\_\_\_\_ in Panadura. He \_\_\_\_\_  
in a \_\_\_\_\_ in Ratmalana. He \_\_\_\_\_ there by \_\_\_\_\_.  
He \_\_\_\_\_ home early and \_\_\_\_\_ there by 7 o'clock.

There are a lot of \_\_\_\_\_ in his \_\_\_\_\_. They are all his \_\_\_\_\_

(b) Now fill in the blanks above with the following words :

gets, works, leaves, lives, goes, train, friends, worker,  
factory, workers.



## SECTION C

1. Go through the language exercises orally first and write the answers on the blackboard clearly. Get the pupils to read out the correct answers from the blackboard. Note that the answers to the language exercises should be in complete sentences.

2. You may devise exercises of your own. For example, you can get the pupils to change sentences having the simple present verb form from the third person singular to the third person plural, e.g.

He goes to work by bus.

They go to work by bus.

3. Work out a few examples on the blackboard first.

4. You can work out on the blackboard a simple guided composition based on the lesson.

5. Arrange for a dialogue between an imaginary bus conductor and a farmer making use of the sentences in the text and have it dramatised.

6. Similarly dialogues between the bus conductor's son/daughter and the farmer's son / daughter can be worked out and dramatised or the dialogue can be between the bus conductor's wife and the farmer's wife.



## LESSON UNIT NINETEEN

### Section A

#### Teaching Items.—

- (1) Simple Present (Interrogative and Negative),

e.g. Does Punchi Singho *work* in a shop?

Do they *work* in a field?

Punchi Singho *doesn't work* in a shop.

They *don't work* in a field.

- (2) all All the girls are standing.

All the pencils are in a box.

- (3) till They played *till* five o'clock.

She worked *till* two o'clock.

- (4) about We heard *about* the accident.

We talked *about* the match.

**Presentation Item 1.—The Simple Present.** Link up with the previous lesson and ask a series of questions about what Ariyapala, the bus conductor, and Punchi Singho, the farmer, do every day. Answer these questions yourself and let the pupils follow your answers in the relevant sections of the reading text in Lesson Unit 18. Your questions and answers should contain the simple present interrogative forms and the simple present affirmative and negative forms respectively. Give short answers as well as long answers as indicated below.

- (1) What is Ariyapala?

He is a bus conductor.

- (2) Does he get up early every morning?

Yes, he does. He gets up early every morning.

- (3) Does Punchi Singho get up late every morning?

No, he doesn't. He doesn't get up late every morning.

- (4) Does Ariyapala go to the bus depot after his morning tea?

Yes, he does. He goes to the bus depot after his morning tea.



- (5) Does Punchi Singho go to the bus depot every morning ?  
No, he doesn't. He doesn't go to the bus depot every morning.
- (6) Does Punchi Singho go to his paddy-field every morning ?  
Yes, he does. He goes to his paddy-field every morning.
- (7) Does Ariyapala carry a lot of coins in his pocket ?  
Yes, he does. He carries a lot of coins in his pocket.
- (8) Does he carry books in his pocket ?  
No, he doesn't. He doesn't carry books in his pocket.
- (9) Does Ariyapala stop work at two o'clock.  
Yes, he does. He stops work at two o'clock.
- (10) Does Punchi Singho stop work at two o'clock ?  
No, he doesn't. He doesn't stop work at two o'clock.

As you proceed with the above questions and answers write one example of the Interrogative, Negative and Affirmative forms of the simple present on the blackboard and show the pupils the mechanics of the transformations.

Next present another situation by referring to animals, birds and their cries. It's best to draw sketches or show pictures of the animals and birds you talk about. Tell the pupils that.

Cocks crow.  
Ducks quack.  
Dogs bark.  
Lions roar.  
Cats mew, etc.

While doing so, make the meanings of the verbs clearer by imitating the sounds. Write these sentences on the blackboard.

Proceed to ask questions about these animals and birds and provide the answers yourself using negative and affirmative sentences, e.g.

Does a cock crow ? Yes, it does. A cock crows.  
Does a duck crow ? No, it doesn't. A duck doesn't crow.  
It quacks.  
Do dogs roar ? No, they don't. They don't roar.  
They bark.



Ask and answer similar questions relating to your habitual activities and those of your pupils in the classroom and/or school, e.g.

Do I teach you English. Yes, I do. I teach you English.

Do I teach you Mathematics. No, I don't. I don't teach you Mathematics.

Do you learn English/Sinhala? Yes, you do. You learn English/Sinhala.

Do you learn Pali/German? No, you don't. You don't learn Pali/German.

*Drill.*—Make statements about your habitual actions and ask the pupils questions based on them, e.g.

Teacher: I eat rice and curry for lunch.

X, what do you eat for lunch?

Pupil X: I eat rice and curry for lunch.

Teacher: X, do you take bread for lunch every day?

Pupil X: No, I don't. I don't take bread for lunch every day.

Teacher: I play volleyball in the evening.

Y, what do you play?

Pupil Y: I play football in the evening.

Teacher: Do you play tennis?

Pupil Y: No, I don't play tennis.

Teacher: I go to the market every day?

Z, what do you do every day?

Pupil Z: I learn my lessons every day.

Teacher: Y, do you go to the market every day?

Pupil Y: No, I don't. I don't go to the market every day?

Teacher: X, do you go to the cinema every day?

Pupil X: No, I don't. I don't go to the cinema every day.

You can get the pupils to answer in chorus by asking them about X, Y and Z, e.g.

What does X eat for lunch?

What does Y play in the evening?

What does Z do every day?



For individual practice get each pupil to make a statement about a habitual action and ask another pupil a question based on it, e.g.

Pupil X: I go for a walk every evening.

Teacher: What does X do every evening?

Class: He goes for a walk every evening.

Teacher: Does he swim every evening?

Class: No, he doesn't. He doesn't swim every evening.

To give more practice in the use of the simple present interrogative form, put a list of phrases on the blackboard, e.g.

play cricket

football

volleyball

netball

tennis

hockey

eat rice

bread

hoppers

string hoppers

plantains

meat

fish

learn English

Sinhala

General Science

Mathematics

Art

Get choral questions by giving pronoun call words and pointing to each game/food/subject written on the blackboard, e.g.

Teacher: (pointing to "cricket") .... you

Pupils: Do you play cricket?

Teacher: (pointing to "English") .... they

Pupils: Do they learn English?

Teacher: (pointing to "rice") .... you

Pupils: Do you eat rice?

For further practice of the question form with the third person singular simple present form put another list of suitable phrases on the blackboard. Use similar procedures and elicit choral questions, e.g.

sell vegetables

fish

cloth

books

newspapers

fruit



Teacher (pointing to "books") .....he

Pupils : Does he sell books ?

Teacher : (pointing to vegetables) ..... she

Pupils : Does she sell vegetables ?

For practice in the negative form use transformational drills.

*Example—*

Teacher :—We live in Kandy.

Pupils :—We don't live in Kandy.

Teacher :—I come to school by bus every day.

Pupils :—I don't come to school by bus every day.

Teacher :—She goes to the market every day.

Pupils :—She doesn't go to the market every day.

Teacher :—Punchi Singho works in his field every day.

Pupils :—Punchi Singho doesn't work in his field every day.

Teacher : My father eats bread for dinner every day.

Pupils :—My father doesn't eat bread for dinner every day.

and so on. Remember to give plenty of such practice in the use of the third person singular form as this presents considerable difficulty for our pupils who tend to drop the inflection and say, "Punchi Singho/he/she work/play/live etc. " instead of "works"|"plays"|"lives" etc.

*Presentation of Item 2 "All".*—If your class is a mixed one, get all the girls to stand up while the boys remain seated. Point to the girls and say to the class :—

All the girls are standing.

Point to the boys and say :

All the boys are sitting.

Reverse the roles and make appropriate statements for further demonstrations of the use of "all" in context.



*Drill.*—(a) Use the same situations as above and this time get the pupils to make the statement relevant to the situation, e.g.

Boys:—All the girls are standing.

Girls:—All the boys are sitting.

Boys:—All the girls are sitting.

Girls:—All the boys are standing. etc.

(b) Write out the following list of phrases on the blackboard:—

in the garden.

in the classroom.

at the gate.

in the school.

at the station/bus-stop.

Call out a noun e.g. “boys” and point to a phrase, e.g. “in the garden”.

Do this sentence yourself as an example:—

All the boys are in the garden.

Repeat with other nouns and phrases. Get the responses from the pupils this time:—

Teacher (pointing to “in the school”) ..... girls

Pupils:—‘All the girls are in the school.’ and so on

(c) Write the following substitution table on the blackboard and let the pupils have oral practice in all the possible sentences:—

All	the boys the girls the children	are	in the garden. in the school. in the classroom. at the gate. at the station.
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### *Presentation-Item 3—"till"*

- (i) Show your pupils the class time-table. Point to the English lesson period on the time-table each day and say :—

Look. On Monday our English lesson starts at 8.30. This lesson goes on till 9.10.

On Tuesday our English lesson starts at 10.30. This lesson goes on till 11.10.

and so on for the other days of the week. Repeat with other subjects

- (ii) Use other situations e.g.

Teacher :—I come to school at 7.30.

I work in school till 1.30.

*Drill.*—Provide practice by means of question and answer drills.

Teacher :—At what time do you start work in school ?

Pupil :—At 7.30.

Teacher :—Till what time do you work in school ?

Pupil/Pupils :—We work in school till 1.30.

Give sentences like the following as models :—

I slept till six o'clock.

She worked till two o'clock.

They played till five o'clock.

and get the pupils to substitute other pronouns, names of children and other time expressions.

### *..Presentation Item 4—"about"*

Refer to a particular lesson already done and ask the pupils what they read about in the lesson.

Example :—Look at lesson nine. What did we read about in lesson 9. We read about the school interval.

Give one answer yourself as an example. Then call for individual answers and let other pupils repeat each answer in chorus. You can also get one half of the class to ask the question in chorus and the other half to answer also in chorus.



Recall what you talked about the previous day. Ask and answer the question yourself, e.g.—

Teacher :—

What did I talk about yesterday ?

Teacher :—

I talked about Ariyapala.

I talked about Punchi Singho.

I talked about dogs.

I talked about cats. etc.

*Drill.*—Use a substitution table and get the pupils to construct as many oral sentences as possible, first chorally and then individually :—

We	talked		a match.
They	wrote	about	an accident.
Many			
My brother	heard		pets.

### Preliminary Reading Exercises

1. Nimal and Sena are schoolboys.

Nimal lives near Sena's house. So they are neighbours, and they are friends too.

One day Nimal's father brought a pup. He gave it to Nimal and said, "This pup is for you Nimal. Take him and feed him well, and look after him. He is your new pet".

Nimal was very happy. He called his pet 'Rex'.

One day Sena came to Nimal's house.

He saw Rex.

Sena : What's this, Nimal ?

Nimal : It's a pup. He is my new pet.

Sena : Oh ! It is lovely. Does he bark at people ?



Nimal : Yes he does. He barks at people. He barks at everyone.

Sena : Does he bite you ?

Nimal : No, he doesn't. He is my friend. He likes me.

Sena : What does he eat ? What does he drink ?

Nimal : Oh ! He eats rice and curry. He eats bread. He loves meat and fish. He drinks milk. But he doesn't like water.

Sena : Do you bathe him ?

Nimal : Yes I do. I bathe him every day.

Sena : You have two cats in your home, Nimal. Do they fight with him.

Nimal : No they don't. They like him.

Sena : Do they play with him.

Nimal : Yes, they do sometimes.

Sena : I like pups. Can't you get me one. Can't your father get one for me.

Nimal : All right Nimal, I can tell my father in the evening.  
Let us play with Rex now.

2. One day Nimal got up early. He got up about 5 o'clock in the morning. He called Rex. But Rex was not there. He searched in his room. Rex was not there. He searched everywhere. Rex was not in the house. Sena was sad. He cried. His father and mother came to him. They talked about Rex.

Father : Where does he sleep ?

Nimal : Here in this room. But he isn't here.

Mother : Was he here last night.

Nimal : Yes, he was here. He played with me till bedtime. I went to bed about 9 o'clock last night.

Then they searched everywhere and his mother found him in the kitchen.

Mother : Nimal come here. Look, the little rouge is there. He is sleeping there. He is sleeping near the cats.

Nimal : Oh ! You naughty little pup. Come here.

Rex said, " Bow Wow. "

Nimal was happy. He took Rex in his arms.



## Section B

*Vocabulary.*—tea-plucker, factory, kangany, roll-call, hillside, baskets, mist, tea-bushes, shoulders, pounds, note-book, vegetable-seller, market, housewives, price, cat, purse, chew of betel, wakes up, covering, pluck, weighs, to place, tender, light, heavy, empty..

Talk about a tea-estate and tea-pluckers introducing as much of the content vocabulary as possible. A wall picture or a poster of a tea-estate with tea-pluckers on it and a factory in the back-ground illustrating the details given in the reading unit will be very useful. (A Tea Propaganda Board poster on this subject will be excellent for this purpose.)

Write each new word on the blackboard as you introduce them. Number them and get the pupils to identify and read them. Let them refer to the sentences in the text where these new words occur.

If your class is a weak one read the lesson out to them. If it is a good class let them read the extract silently and find the answers to a few guiding questions.

Check comprehension by asking your pupils a number of Stage 1 (factual) questions. Use the questions found in Section C—1 and also some of your own. Let them read out aloud the sentence or sentences that provide the answer to each comprehension question.

For extension work on the extract the pupils can be asked to draw pictures illustrating the details given in the two extracts.

## Preliminary Writing Exercises

1. Answer the following questions as in the example.

*Example.*—

Does a cock crow ?  
Yes, it does.

Does a duck crow ?  
No, it does not.

(a) Does a dog bark ?  
Does a dog roar ?

(b) Do lions bark ?  
Do lions roar ?



- (c) Does a cat mew ?  
Does a duck mew ?
- (d) Do cats swim ?  
Do ducks swim ?

2. Make sentences from this table.

He	danced		5 o'clock.
John	sang		
They	played	till	6 o'clock.
She	worked		7 o'clock.

3. (a) Look at para 3 of the Reading passage.

Rasamma and Jane Nona—Page 102.

Change “vegetable/vegetables” to “fish” and re-write the passage.

(b) Now look at para 4 of the same Reading passage. Change “vegetable” to “fish” and “fish” to “vegetable” and re-write it.

4. Read the first paragraph of the Reading passage—Rasamma and Jane Nona. Now fill in the blanks with the following words:—

rubber - tapper      factory,      kangany,      children  
rubber - tappers      buckets,      tap      latex  
collect, hands, roll-call, hoppers

Podi Nona is a \_\_\_\_\_. Every morning she wakes up at five o'clock. First she makes \_\_\_\_\_ for her husband and two \_\_\_\_\_. Then she goes to the \_\_\_\_\_. At the factory there are many \_\_\_\_\_ waiting for the \_\_\_\_\_. After \_\_\_\_\_ the rubber-tappers go to the plantation carrying large \_\_\_\_\_ in their \_\_\_\_\_. The rubber-tappers \_\_\_\_\_ the trees. They \_\_\_\_\_ the \_\_\_\_\_ in their buckets. Then they bring it to the factory.



## SECTION C

1. Go through all the exercises orally first with your class. As you work out the solutions to each exercise write them on the blackboard and let your pupils read the answers silently before you ask them to do the exercises in writing.

2. Exercise 3 involves transformation from affirmative to negative and may prove difficult for your pupils. In items 1, 4 and 5 of this exercise the pupils may make the mistake of retaining the inflection 's' in the negative form of the 3rd. person singular simple present and say "does not lives" "does not stops" "does not works" instead of "does not live /stop/work".

3. Devise some exercise of your own, e.g. filling in the blanks type, to give more practice in the use of the 3rd. person singular simple present.

4. See that all written exercises are marked by you and that the pupils correct any mistakes made by them.



## LESSON UNIT TWENTY

### Section A.

*Teaching Item.*—Revision of the Simple Present.

*Presentation.*—To revise the affirmative, negative and interrogative forms of the Simple Present use the following substitution tables :—

Table 1

I We You They The children	play football every day.
--	--------------------------

Show the class how the above affirmative sentences can be transformed into interrogative form by the insertion of 'Do' in front and a question mark at the end, e.g.—

Table 2

Do	I we you they the children	play football every day.
----	--	--------------------------

Get the children to read the sentences from the above table and see that they do so with a rising intonation at the end of the sentence.

Next, convert the affirmative into the negative and draw the attention of the children to the change, by showing them examples on the blackboard.

Table 3

I They We You The children	don't	play football every day.
--	-------	--------------------------

Using these sentences on the blackboard give the children practice through choral reading.



Next use the Third Person Singular Simple Present Verb form and write a Substitution table on the blackboard, e.g.

Table 4

John He She My cat It	eats rice and curry	every day.
-----------------------------------	---------------------	------------

Next, convert these sentences in the Substitution table to the question form and show the children the change that takes place in the Verb—the omission of the inflection 's'.

Table—5

Does	John he she my cat it	eat rice and curry every day ?
------	-----------------------------------	--------------------------------

Next using table 4 show what happens when the affirmative sentence is converted into the negative form, again drawing attention to the omission of the inflection 's'.

Table—6

John He She My cat It	doesn't	eat rice and curry every day.
-----------------------------------	---------	-------------------------------

Get the children to read out the above sentences.

*Note*—In both the Negative and Interrogative forms it is very necessary that you show the class that the inflectional 's' of the third person verb of the affirmative sentence, is not retained when the auxiliary 'does' is used.



## Preliminary Reading Exercises

1. There is a low hedge around Sena's garden. There are purple flowers on it. Every morning Sena watches little birds flying from flower to flower. They suck honey from them.

These birds make little nests in the hedge. They lay eggs in them. The eggs hatch and little birds come out. The mother birds bring worms and berries and the baby birds feed on them. These little ones are ugly. They have no feathers on their bodies. The feathers grow fast and the birds become very beautiful. Their wings become strong and then they fly away from their nests.

2. There is a brick kiln behind Sena's house. Its owner is his father. Sena's father works there every day. He has employed several workers. They help him at work. Every evening Sena watches them working at the site.

Two people dig the ground and loosen the earth. They take the earth out, add water to it and mix it well. Then they knead it with their feet and make it into a fine clay.

One man takes the clay to a bench. There two people use moulds and make raw bricks. Two men put the raw bricks out in the sun and dry them for about two weeks. Later the workers put the dried bricks in the kiln. They fire these bricks for two days. They become red and hard. After about a week these bricks cool. Now the workers remove them from the kiln. Sena's father sells these bricks and gets a lot of money.

## SECTION P

*Vocabulary.*—hedge, honey, eggs, caterpillars, skin, gum, bead, chrysalis, wings, sunshine, watch, sucking, lay, hatch, splits, hangs, become, purple, low, bright, hard, shining, soft.

*Introduction to reading.*—1. The ideal introduction to this lesson would be to have a caterpillar in a perforated shoe box or a smaller cardboard box with the leaves of the plant on which it was found. This has to be done a few weeks before they come to this lesson. Discuss with the children, the various changes that take place. Get some children to bring caterpillars to the class.

2. Take the children into the garden, and show them butterflies flying from flower to flower. Talk about them while being in the garden and introduce some of the vocabulary items as you do so. It will be useful to find out from the General Science Teacher whether this has been studied in the General Science lessons. This will provide a useful integration with another subject.



3. Using pictures that illustrate the life cycle of a butterfly, show the children the various stages in the growth of a butterfly. Introduce the new vocabulary items while doing so. Write the new words on the blackboard.

4. Help the children to recognise and read these words from the blackboard.

5. Read the lesson to the class while the children follow your reading in their books.

6. Get the children to read the passage silently.

7. Ask the children as many questions as possible to check comprehension.

### Preliminary Writing Exercises

1. Read the first sentence in each group and then fill the blank in the second sentence with the correct form of the verb.

(i) Sena plays in their garden every day.

Sena and his sister ——— in their garden every day.

(ii) A little bird comes to our hedge every morning.

Many little birds ——— to our hedge every morning.

(iii) A butterfly lays eggs on leaves.

Butterflies ——— eggs on leaves.

(iv) Mr. Perera works in a school in Kandy.

Mr. Perera and his wife ——— in a school in Kandy.

(v) A carpenter makes tables and chairs.

Carpenters ——— tables and chairs.

2. Read the first paragraph of the Reading passage "Butterflies" page 106 and then fill in the following blanks with the words given: — house, bush, butterflies, flowers, berries, honey, watches, hopping, eating.

There is a low ——— behind Tilak's ———. There are little yellow ——— and tiny red ——— on it. Every evening Tilak ——— the bright ——— flying from flower to flower and sucking ———. He also sees the small birds ——— from branch to branch ——— berries.



3. Use the following and write a paragraph similar to the one above :—

- (i) a small grass patch.
- (ii) tiny green blades of grass.
- (iii) every night
- (iv) two rabbits
- (v) hop from place to place.

### SECTION C

Exercises.—Language work based on the exercises :

- (1) Work out all the exercises orally and write the answers on the blackboard.
- (2) Clean the blackboard and get the children to write out the answers in their exercise books. This is necessary since this is a revision lesson.



## LESSON UNIT TWENTY-ONE

### Section A

*Teaching Items.*—The simple future-Affirmative with “will.”

*Vocabulary.*—(a) the days of the week.

(b) today, yesterday, tomorrow, last, next week/month/year etc.

(c) verbs such as write, clean, mark, play, sew etc.

*Note.*—The first presentation is concerned with the use of “will” in situations that demonstrate *simple futurity only* and not those that indicate possibility, wish, promise or intention. This will help the pupils to see the difference between the “going to” form of the Future (taught earlier) and the future with “will” (the new teaching item).

*Presentation—1.*—Show a large calendar of the year to the class, point to the months of the year and ask :

What month is this month ?

and help the class to say :

This month/It is October.

Now, pointing to the calendar repeat the above statement :

This month/It is October.

Then ask the question :

What month was last month ?

and elicit the answer :

Last month was September.

Next point to November on the calendar and say :

Next month will be November.

Repeat the three sentences three or four times and write them on the blackboard :

This month is October.

Last month was September.

Next month *will be* November.

and underline “will be”.



Proceed to ask questions in relation to the year, days of the week etc.,  
e. g. :

What year is this year ?

and get the class to say :

This year is 1972.

Similarly get the class to say in answer to your question :

Last year was 1971.

After you have got these two responses, say :

Next year will be 1973.

and write all three sentences on the blackboard, thus :

This year is 1972.

Last year was 1971.

Next year *will be* 1973.

Underline "will be". Use similar sequences for days of the week and dates as well, e. g.

What day is today ?

Today is Monday.

Yesterday was Sunday.

Tomorrow *will be* Tuesday.

What date is today ?

Today is the 7th.

Yesterday was the 6th.

Tomorrow *will be* the 8th.

*Presentation—2.*—Next, present to the class the diary of some imaginary person and say :

This is a diary.

It is the diary of Mr. X

Explain in the mother tongue that Mr. X has made some entries in his diary and that you are going to copy them out on the blackboard.

5th. October 1972	Kandy—Meet Mr. Banda.
6th. October 1972	Anuradhapura—Meet Mr. Silva.
7th. October 1972	At home in Colombo.
8th. October 1972	Galle—Meet Mr. Pieris.
9th. October 1972	Matara—Meet Mr. Fernando.
10th. October 1972	Colombo—see a film.
11th. October 1972	Bandaranaike International Airport 10 a.m.— Meet Mr. Brown.



Change the month and dates to suit the days on which you take this lesson. Note that the first two entries should refer to past events, the third to the present, i.e. the date of the lesson and the rest to future events.

Tell the pupils in their mother tongue, if necessary, that Mr. X is a very busy man and that what you have written on the blackboard are some entries from his diary. Talk of this imaginary Mr. X in the following manner :

Mr. X is a very busy man.

He lives in Colombo.

Point to the entries made by you on the blackboard and ask :

Where was Mr. X on the 5th. ?

and help the class to answer :

He was in Kandy.

Similarly get answers to the following questions :

What did he do there ? He met Mr. Banda.

When did he meet Mr. Silva ? He met Mr. Silva on the 6th.

Where is Mr. X today ? He is in Colombo today.

What date is today ? Today is the 7th.

Now say :

Tomorrow will be the 8th.

Mr. X will go to Galle tomorrow.

He will meet Mr. Pieris tomorrow.

On the 9th. he will go to Matara. Then he will meet Mr. Fernando.

On the 10th. he will be in Colombo. He will see a film.

On the 11th. he will go to Katunayake. He will be at the Airport at 10 a.m.  
He will meet Mr. Brown. He will take Mr. Brown home.

Write the following on the blackboard :

*Tomorrow* he will be at Katunayake.

He will be at Katunayake *tomorrow*.

*Next month* he will be in Colombo.

He will be in Colombo *next month*.

*Later on* they will sing.

They will sing *later on*.

*In 1973* she will be eleven years old.

She will be eleven years old *in 1973*.

underline the time expressions.

Draw the attention of the pupils to the fact that the underlined time expressions can be used either at the beginning of the sentence or at the end. Get the class to read the above sentences off the blackboard.



**Drill—1** Elicit affirmative statements with “will” by giving your pupils affirmative statements using the present or the past of the verb “to be” and a time expression so that the pupils can do the transformations, thus :

Teacher :—Today is Monday. Tomorrow.

Pupils :—Tomorrow will be Tuesday.

Teacher :—Yesterday was the 10th. Tomorrow.

Pupils :—Tomorrow will be the 12th.

Teacher :—Nimal is in Grade 6 this year. Next year.

Pupils :—Next year Nimal will be in Grade 7.

Teacher :—Kamala is ten years old this year. Next year.

Pupils :—Kamala will be eleven years old next year. ..

2. Write a key sentence on the blackboard and then through call words provide opportunities for choral and individual practice.

Teacher :—Rupa will be in Galle tomorrow.

Pupils :—Rupa will be in Galle tomorrow.

Teacher :—Soma.

Pupils :—Soma will be in Galle tomorrow.

Teacher :—Next year.

Pupils :—Soma will be in Galle next year.

Teacher :—in Grade 7.

Pupils :—Soma will be in Grade 7 next year. etc.

3. This time give a key sentence with a full verb, e.g.

Teacher :—X will go to Galle next Monday.

Proceed to give call words for chorus drill.

Teacher :—Y.

Pupils :—Y will go to Galle next Monday.

Teacher :—Z.

Pupils :—Z will go to Galle next Monday.

Teacher :—Tomorrow.

Pupils :—Z will go to Galle tomorrow.

Teacher :—To the Zoo.

Pupils :—Z will go to the Zoo tomorrow.

Teacher :—To Kandy.

Pupils :—Z will go to Kandy tomorrow.



4. Get each pupil to ask his/her neighbour the question :

What will you do tomorrow evening ?

and get such answers as :

I will play football/netball/cricket, etc.

I will go for a walk.

I will study my lessons.

I will help my mother/father etc.

Such circular drill will ensure individual practice of the future with "will".

### **Preliminary Reading Exercises**

1. (i) Sena and Tilak are in Grade 6 now.

They will be in Grade 7 next year.

(ii) Kamala is 10 years now.

She will be 11 years next year.

(iii) To day is Sunday.

Mr. Silva is at home today.

He will go to his office tomorrow.

(iv) Mr. Perera was poor.

He won a sweep prize last week.

He is rich now.

He will buy a car very soon.

(v) Mr. Gunapala is a farmer.

He is going to harvest his field next week.

He will get a lot of paddy this season.

He will keep some of it and sell the balance.

2. Mr. Somapala is a clerk. He is from a village in Kurunegala. He works in Colombo. Last month he applied for a transfer to Kurunegala. He got the transfer orders yesterday. So he will go to Kurunegala and work there from next month.

Mr. Somapala's family will go to Kurunegala too. They will not live in the town. They will live in Mr. Somapala's village. He has a house there. Mr. Somapala's son Gamini will go to a school in Kurunegala. Gamini is a very nice boy. He will make a lot of friends in his new school. But Gamini is sad. He is going to miss all his friends in Colombo. His friends love him and they will miss him too.



3. October is a very dry month in Wellawaya. The sun is very hot during day and the air is very cool at night. There has been no rain this month. But there will be a lot of rain next month. So the farmers are busy now. They are clearing the jungle and preparing their chenas. Very soon they will set fire to the dry bushes and branches. Then they will make strong fences around their chenas. These fences will keep the wild animals away.

After the rains the farmers will sow kurakkan and gingelly in their chenas. They will grow pumpkin and indian corn too.

After about three months the kurakkan and gingelly will ripen. The farmers will gather their crops then. They will keep some kurakkan and gingelly in their homes. They will sell the balance and get a lot of money.

## Section B

*Vocabulary.*—clothes, dress, sarees, pot of curd, chickens, neighbours, trader, dreams, money, bangles, lovely, jealous, wore, thought, hatch, lay, toss.

- (a) Relate the story of "Dingiri Menike and the pots of curd" to the class in very simple language. If the class already knows this story, proceed to introduce the new content words in known contexts. If they don't, use mime, gesture and blackboard sketches to make the story meaningful. In narrating the story see that you stop at a point where you do not reveal the misfortune that befell Dingiri Menike. Some of the new words, e.g. neighbour, can be introduced through classroom situations.



Point to 3 or 4 pupils seated in a row and give their names, L, M, N, O. Now say M is L's neighbour, M is N's neighbour, L is M's neighbour, etc. Where classroom situation cannot be conveniently used you can give the nearest mother tongue equivalent of the content word. Write the new words on the blackboard and number them.

Give pupils practice in recognising and reading the words on the blackboard.

Now ask the pupils to read silently and find out what happened to Dingiri Menike.

Ask a number of factual (Stage 1) questions of the following type to check comprehension of the extract :

- (a) What was the girl's name ?
- (b) Was she rich or poor ?
- (c) What did her friends wear ?
- (d) Who gave her the pots of curd ?
- (e) What did she put on her head ? etc.

Refer also to the questions in Section C Item 1. Whenever a right answer is given ask the pupil to read aloud the sentence or sentences in the extract which provides the answer to that question.

As a further exercise in comprehension get a few pupils to mime the different stages of the movements and actions of Dingiri Menike as she day-dreams.

### Preliminary Writing Exercises

Make six sentences with the following sets of words.

*Example*—Siri/write/letter/tomorrow.

Siri will write a letter tomorrow.

Tomorrow will be a holiday.

(i) Tilak	do	homework tomorrow
(ii) Rohan	repair	bicycle tomorrow
(iii) Peter	paint	picture tomorrow
(iv) John	work	father's shop tomorrow
(v) Gamini	go	film tomorrow
(vi) Sena	visit	uncle tomorrow



2. Change "yesterday" to "tomorrow" and re-write this passage changing the form of the verbs in italics.

e.g.—was ——— will be  
went ——— will go.

Yesterday *was* Sunday. Tilak *went* to the fair. He *went* there with his father. They *took* two bags of vegetables there. There *were* many people at the fair. Tilak and his father *sold* all their vegetables. They *got* a lot of money. In the evening they *came* back home. They *were* tired. So Tilak's mother baked some 'roti' and *made* some tea for them. They *ate* the 'roti' and *drank* the tea. Then they *rested* for some time and *talked* about the fair.

### Section C

1. Go through the exercises orally first.

2. Divide the class into groups and get each group to do two of the given exercises as writing exercises. See that each group gets an exercise involving the simple future with "will" as this is the main teaching point in this lesson unit.

3. Devise some exercises of your own to give further practice in the use of "will" to indicate simple futurity. For example, you can give a series of time expressions such as next year/Thursday/week-end, etc. and later on "at five o'clock tomorrow", "after school" "in fifteen minutes" and ask the pupils to use them orally in sentences. Correct them when necessary and write the correct sentences on the blackboard.

4. Give a passage like the one below and ask the pupils to re-write it using other words in place of those in italics.

There will be an *exhibition* on Saturday afternoon. I will be there and Sita will be there too. We will have lunch early and catch a bus to the *exhibition* grounds. We will buy our tickets at the entrance and then we will go in. We will have a good time there. There will be a lot of people at the *exhibition*. In the *evening* we will go home.



*Speech practice.*—In normal everyday speech the word “will” is combined with other words to produce the following contracted forms :—

I will	I'll	It will	It'll
You will	You'll	We will	We'll
He will	He'll	They will	They'll
She will	She'll		

Get the class to practise the following sentences :—

I'll do the work.

You'll do the work.

She'll do the work.

We'll do the work.

They'll do the work.



## LESSON UNIT TWENTY-TWO

### Section A

*Teaching Items.—Future—Negative*

Tomorrow is Sunday.

Nimal will not come to school tomorrow.

*Future—Interrogative.*

Will he come to school on Monday ?

Yes, he will.

Will Nimal come to school tomorrow ?

No, he will not.

No, he won't.

*Vocabulary.*—rain, evening, tomorrow, cinema, lunch, tuckshop. (add more words of common use to this list).

*Presentation.*—(I)

Future—Negative.

Use a calendar and say.

(Pointing to Tuesday.)

Today is Tuesday.

(Then pointing to Wednesday say :)

Tomorrow will be Wednesday.

It will be Wednesday, tomorrow.

(Still pointing to Wednesday say.

Tomorrow will not be Thursday.

It will not be Thursday, tomorrow.

Say this a number of times and then write the sentence on the blackboard and underline *will not be*.

Now in reference to the month say :

This month is October.



Next month will be November.  
Next month *will not be* December.

Again, in reference to the year, say :

This year is 1972.  
Next year will be 1973.  
It *will not be* 1974.

Now get the class to read these sentences a number of times.

- (1) Tomorrow *will not be* Thursday.
- (2) Next month *will not be* December.
- (3) Next year *will not be* 1974.

*Note.*—Tell the class that the future negative could be expressed either with *will not be* or *won't be*. Write both forms on the blackboard thus :  
*will not be*—*won't be*.

and also the three sentences above, thus :

- (1) Tomorrow *won't be* Thursday.
- (2) Next month *won't be* December.
- (3) Next year *won't be* 1974.

*Presentation (II).*—

Show a map of Ceylon with the following towns clearly marked and named—Colombo, Galle, Kandy, Jaffna.

Now introduce an imaginary person such as Mr. Bond and say.

Today is the 9th.  
Mr. Bond is in Colombo today.  
He will be in Galle tomorrow.  
He will not be in Colombo tomorrow.  
He will be in Colombo on the 11th.  
On the 12th, he *won't be* in Colombo.  
He will be in Kandy on the 12th.  
He will not be in Jaffna on the 12th.  
He will be in Jaffna on the 15th.  
He *won't be* in Colombo on the 15th.  
Mr. Bond will be in Colombo on the 16th.



### Presentation. (III)

Now speak of yourself to the class and say.

I will go to the market tomorrow.

I will buy meat at the market.

I *will not* buy fish.

My daughter will go to the playground in the evening.

She will play rounders with her friends.

She *won't* play cricket.

My son will go to the beach tomorrow.

He will swim in the sea.

He *won't* catch fish in the sea.

**Drill.**—(a) Give a sentence in the Future Affirmative and get the whole class to transform it into the Negative.

*Example*—

Teacher .. Nimal will go to Kandy tomorrow.

Class .. Nimal will not go to Kandy tomorrow.

Teacher .. I will go to the cinema in the evening.

Class .. I *won't* go to the cinema in the evening.

(b) Get each child to give a sentence in the future affirmative stating what a friend of his will do. Then you give a call-word and get the class to repeat the sentence in the negative using the call-word.

*Example*—

Child .. Gamini will buy a shirt tomorrow.

Teacher .. a hat.

Class .. Gamini will not buy a hat tomorrow.

Child .. Soma will sing in the evening.

Teacher .. dance.

Class .. Soma will not dance in the evening, etc.

(c) Write a substitution table on the blackboard and practise all the possible sentences with the class. Give chorus as well as individual practice.

Gamini		buy	a tie.
Sarath	won't	get	a bat.
Asoka		make	a toy gun.



## Future-Interrogative

*Presentation.*—(I) Put up on the blackboard, the diary entries of Mr. X, that were used in Lesson Unit Twenty-one.

6th October, 1972	.. Anuradhapura—meet Mr. Silva.
7th October, 1972	.. At home in Colombo.
8th October, 1972	.. Galle—meet Mr. Pieris.
9th October, 1972	.. Matara—meet Mr. Fernando.
10th October, 1972	.. Colombo—see the film 'Nidahana'.
11th October, 1972	.. Bandaranaike International Airport at 10 a.m. to meet Mr. Brown.

Now pointing to the entries say :—

Today is the 7th.

Mr. X is at home today.

He is in Colombo, today.

Where was he on the 6th ?

Get the class to say :

He was in Anuradhapura on the 6th.

Now ask the question :

Will he be in Galle tomorrow ?

Answer it yourself.

Yes, he will.

Write the question and answer on the blackboard.

Repeat the question and the answer a number of times.

Now again pointing to the same date ask the question.

Will he be in Kandy tomorrow ?

Answer yourself :

No, he won't.

Now write these two sentences, too, on the blackboard.

Will he be in Kandy tomorrow ?

No, he won't.

Repeat the question and answer a number of times.



Now go on asking more questions and get the class to repeat the positive and the negative answers in chorus after the teacher.

Will he be in Matara on the 9th ?

Yes, he will. (the class repeats)

Will he be in Galle on the 9th ?

No, he won't. (the class repeats)

Will he see a film on the 10th ?

Yes, he will.

Will he see a film on the 11th ?

No, he won't., etc.

*Presentation.—(II)*

Speak of the class.

You are in Grade VI this year.

Your class-teacher is Miss/Mr./Mrs. X.

You will be in Grade VII next year.

(a) Who will be your class-teacher next year ? and answer yourself.

Mr./Mrs./Miss Y will be your class-teacher next year.

Soma is the monitor this term.

Who will be the monitor next term ?

Prema will be the monitor next term.

Again pointing to Mr. X's diary ask

Who will meet Mr. X in Galle ?

Answer :—Mr. Peiris will meet ———

Who will meet Mr. X in Matara/Katunayake ?

Mr. Fernando/Mr. Brown will meet ———

(b) Where will Mr. X and Mr. Peiris meet tomorrow ?

They will meet in Galle.

Where will Mr. X be on the 9th ?

He will be in Matara.



(c) When will Mr. X see a film ?

He will see it on the 10th.

When will Mr. Brown be at Katunayake ?

He will be at Katunayake on the 11th.

(d) What will Mr. X do on the 10th ?

He will see a film.

What will Mr. X do on the 11th ?

He will meet Mr. Brown.

*Drill.*—(a) Use the class time-table and elicit Yes/No answers from the class in chorus by asking questions with *will*.

*Example.*—

Teacher	.. Will you have English tomorrow ?
Class	.. Yes, we will.
Teacher	.. Will you have games on Wednesday ?
Class	.. No, we won't.

(b) Divide the class into three groups A, B & C. Get group A to ask the question, Group B to give the affirmative answer "Yes, he will" and Group C to give the negative answer "No, he won't."

*Example.*—

Teacher	.. John will go to Kandy tomorrow.
Group A	.. Will John go to Kandy tomorrow ?
Group B	.. Yes, he will.
Group C	.. No, he won't.
Teacher	.. (Gives only a call-word) ——— Jaffna.
Group A	.. Will John go to Jaffna tomorrow ?
Group B	.. Yes, he will.
Group C	.. No, he won't.

etc.

(c) Use the class time-table and/or other suitable situations and elicit chorus as well as individual answers from the class using questions beginning with What/When/Where/Who.

e.g., What will X (a pupil) do tomorrow ?

He will play *cricket* tomorrow.



(d) Transform the statements into questions. e.g. :

Teacher .. They will make a cake tomorrow.

Class .. Will they make a cake tomorrow ?

1. We will see a film next week.
2. They will come to work by bus tomorrow.
3. You will go to the shops on Saturday.
4. He will have a new bicycle next month.
5. She will wear a new dress tomorrow.

### Preliminary Reading Exercises

1. Gamini Maha Vidyalaya will have a concert this term.

(i) When will they have it ?

They will have it on the last day of the term.

(ii) Where will they have it ?

They will have it in the school hall.

(iii) Who will organize it ?

The music teacher will organize it.

(iv) Who will be the Chief Guest ?

The Director of Education will be the Chief Guest.

(v) Will it be a free show ?

No, they will charge money.

(vi) What will be the price of a ticket ?

The price of a ticket will be three rupees.

2. Once there was a very old man. He lived in a village. One day he was busy in his garden planting a mango seed. Then a young man came there.

The young man : Oh, you old man ! What are you doing there ?

The old man : I am planting a mango seed here.

The young man : Why do you plant it. Aren't you foolish.  
When will it bear fruit ?



The old man :  
The young man :

In about ten years.  
You will be dead then. You are very old now.  
Who will eat its fruit ?

The old man :

Never mind that. Somebody can eat its fruit.  
Look at those trees. They are full of fruit.  
Those trees are about a hundred years old. Who  
planted them ? I don't know. But I eat their  
fruit.

The young man did not speak any more. He walked away in shame.

## Section B

### READING COMPREHENSION.

#### A SPORTSMEET.

*Vocabulary.*—Sportsmeet, fourteenth, Chief Guest, Director of Education, prizes, lime and spoon race, sack race, winners, handkerchiefs, tie, trousers, cake, sandwiches, ice-cream, fun, win, buy, wear, know, new.

#### *Introduction to Reading.*—

- (a) Talk about school sportsmeets in general and then your school sportsmeet in particular. While doing so introduce the new vocabulary items and write them on the blackboard. Number the words.
- (b) Give the children practice in reading and recognizing the words listed on the blackboard.
- (c) Get the children to read through the passage silently and find the answers to guiding questions.  
e.g. Who will be the Chief Guest ?  
What will the girls get ?
- (d) Check comprehension by means of stage one questions such as :
  - (1) When will there be a sportsmeet at Bingama Vidyalaya ?
  - (2) Who will run in the lime and spoon race ?
  - (3) Who will buy Tissa a new shirt ?
  - (4) Who will get a new tie ?
  - (5) Where will the children's parents be on the fourteenth of November ?
  - (6) Who will be the Chief Guest ? etc.
- (e) Give practice in oral reading by asking each child a question and getting him|her to find the answer in the reading text and read it aloud to the class.



### Preliminary Writing Exercises

1. The Grade six pupils of Gamini Maha Vidyalaya are going to have a class party.

Make sentences from this table and find out what each child will do.

Sena	will	arrange the class-room.
Tilak		decorate the class-room.
Kamala and Leela		bring some orange juice.
Siri		invite the Principal and the staff.
Lalitha		serve the guests.
Peter		bring some patties and sandwiches.
Nimal and Perera		bring three tins of biscuits.

2. Read the first paragraph of the reading passage on page 116 carefully.

Then write a similar passage using the name of your school, the names of your houses and the names of your friends.

### Section C

Language work based on the Exercises.

- (1) Go through all the exercises orally with the children. Then let them work the exercises out in their exercise books.
- (2) The subject 'Our Sportsmeet' lends itself very well to a guided composition. Build up such a composition on the blackboard with the help of the children, stimulating them by means of carefully thought out questions based on the annual Sportsmeet of your own school. Get the children to read the finished composition once or twice before copying it in their exercise books.



## LESSON UNIT TWENTY-THREE

### Section—A

*Teaching Items.*—(1) The disjunctive possessives—mine, yours, his, hers, ours, theirs.

*e.g.*—This book is *mine*.

That book is *yours*.

(2) Questions with *which* and *whose*.

*e.g.*—Which book is yours ?

Whose book is this ?

*Vocabulary.*—(a) pen, book, bag, box, house, car, blackboard, classroom, desks.

(b) Any other vocabulary familiar to the class.

*Presentation—Teaching Item (I).*—Make use of the possessive pronouns my, your, his, her etc. which the children already know. Present the disjunctive possessives in contrast to them.

For example : Stand in front of the class. Hold up an object belonging to you such as your watch, handbag, pen etc. and using the appropriate gesture say :

This is my pen. It's mine.

Repeat—It's *mine*—two or three times. Then write it on the blackboard.

Next take other objects one by one and say :

This is my handbag. It's mine.

This is my watch. It's mine.

Now call up a few children, one by one, in front of the class. Get each child to hold up something that belongs to her/him such as a pen, pencil or an eraser. Turn towards him/her and pointing to the object in his/her hand say :

That's your pen. That's yours.

That's your pencil. That's yours.

That's your eraser. That's yours. etc.



Repeat 'That's yours.' several times and then write it on the blackboard.

Similarly introduce :

It's hers.

It's his.

Write them on the blackboard.

Get the class to repeat these statements after the teacher in appropriate situations.

Now present the plural forms of :

That's our class .. It's ours.

That's their class ... It's theirs.

That's your class ... It's yours.

The pronouns his, ours, yours and theirs must be clearly written on the blackboard, so that the children can see that there is no apostrophe involved in the disjunctive possessives.

*Drill.*—In pairs round the class, each child with his/her neighbour.

(a) A. This is my pen. It's mine.

B. That is your pen. That's yours.

(b) Teacher gives a sentence using a personal possessive pronoun and gets the class to use a disjunctive pronoun.

*e.g.*—Teacher :—This is my table.

Class :—It's mine.

Teacher :—That's their house.

Class :—It's theirs.

*Presentation II.*—(a) Whose ? Place on the table some objects belonging to the teacher and some belonging to the children.

Now take something that belongs to the teacher and holding it up ask the question.

Whose is this ?

Answer it yourself :—

It's mine.



Now hold up something that belongs to a child and ask the same question.

*Whose is this?* and elicit the response :

*It's mine.* from the owner of that object.

Similarly hold up other objects one by one and elicit the answers.

*It's mine.*

*It's his.*

*It's hers. etc.*

Also encourage answers such as :

*It's Leela's.*

*It's Padma's*

*It's Tissa's.*

Now draw the attention of the class to the apostrophe in the construction—*It's Leela's*.

*Presentation—(II).—(b) Which?*

Proceed as in the use of *whose* ? but this time hold up two objects of the same kind and first ask the owner of one :

*e.g.—Which pen is yours ? and get the response.*

*The red pen is mine.*

Again hold up two other objects of the same kind and ask the question pointing to the owners :—

*Which pen is hers/his ? and get the response.*

*The black pen is hers/his.*

*Drill—(I).—Get a child to hold up an object at a time and ask the question.*

*Whose——— is this ?*

Then the teacher gives a call—word to elicit the answer.

*e. g.—Child .. Whose ribbon is this ?*

*Teacher .. he*

*Class .. It's his.*

*Child .. Whose toy is this ?*

*Teacher .. they*

*Class .. It's theirs.*

*Child .. Whose bag is this ?*

*Teacher .. Leela*

*Class .. It's Leela's.*



(II) Prepare two substitution tables like the ones given below. Then divide the class into two groups A & B. Get a child in group A to frame a question from the 1st substitution table and require a child in group B to give the correct response making use of the 2nd substitution table. Reverse the rolls

*Substitution Table—I*

Which	book pen pencil bag	is	mine ? yours ? his ? hers ?
	papers brushes glasses	are	ours ? theirs ?

*Substitution Table—II*

That	book pen pencil bag	is	mine yours. his hers.
Those	papers brushes glasses	are	ours theirs

e. g.—Group A .. Which pen is mine ?

Group B .. That pen is yours.

### Preliminary Reading Exercises

Teacher : There is a pen behind the cupboard.  
Whose pen is that ?  
Is that yours, Sena ?

Sena : No. it is not mine,  
My pen is here. It is in my pocket.  
That is Tilak's  
He lost his yesterday.

Teacher : Tilak, is that your pen ?

Tilak : Let me see it, Sir,  
Yes Sir. It is mine.

Teacher : Please take it. Don't lose it again.  
Put it in your bag.



2. Jamis and Martin are two fishermen. They live in a fishing village near Dehiwala.

They row their boats out to sea and catch fish.

They come back in the evening and leave their boats on the beach.

One evening they had a small quarrel :

Jamis :                      Martin, why have you left your boat here ?  
I leave mine here. Take yours away.

Marin :                     Why do you say that ?  
You take yours away.

Jamis :                     This place is mine.  
I keep my boat here.

Marin :                     No, this place is mine.  
It is not yours.

There was an old fisherman there. He spoke to them :

The old man :           Look here boys.  
Don't quarrel there.  
This place is not yours. It is not yours, Martin.  
It is not mine.  
It is ours.  
So don't quarrel. You are not little boys.  
Leave both the boats there.  
There is a lot of space here.

So the two young fishermen stopped their quarrel and became friends.

## Section B

### Reading Comprehension

#### A Wise King

Vocabulary.—Once upon a time, river, baby, bank, witch, path, mother, people, King, my lord, half, soldier, sword, wicked, wise, please, bathe, left, stole, carrying, crying, running, stopped, told, took, ordered, pointed, went, running, kissed.



## Introduction to Reading

- (a) Talk about the ancient Kings of Ceylon. Get the class to say a few things they have read or heard about the ancient Kings of Ceylon.
- (b) Now relate the story about the wise King. Make it as interesting as possible and also help the children to appreciate the goodness and wisdom of the King.
- (c) Write all the new vocabulary on the blackboard as they are being introduced and number them.
- (d) Get the class to read the words on the blackboard and also to identify them.
- (e) Now get them to read the story silently.  
You may put on the blackboard two or three guide questions to make the reading purposeful.
- (f) Ask a few questions on the story to test comprehension.
  - (i) Who left the baby on the bank ?
  - (ii) Who stole that baby ?
  - (iii) Who ran after the witch ?
  - (iv) What did the woman say ? etc.
- (g) Dramatize the dialogue. Get the best reader to do the narration. Reverse the roles and get as many children as possible to take part in the dramatised reading.

## Preliminary Writing Exercises

1. Fill in the blanks with the correct form of the pronoun given in brackets.

- (1) Which car is \_\_\_\_\_ (they)
- (2) Which book is \_\_\_\_\_ (you)
- (3) Which bag is \_\_\_\_\_ (she)
- (4) Which pencil is \_\_\_\_\_ (I)
- (5) Which box is \_\_\_\_\_ (we)
- (6) Which tie is \_\_\_\_\_ (he)



2. Now write answers to the above questions.

*e.g.*—Which ribbon is hers ?

The red ribbon is hers.

3. Fill in the blanks with :—his, mine, yours.

The Policeman :           Why are you crying, my boy ?

The small boy :           That man is taking my bag away, Sir.

The Policeman :           Which man ?

The small boy :           That man, Sir—That one.

The Policeman :           Hey, You stop. Don't go away young man.  
Whose bag is that ?  
Is it ——— ?

The young man :           No Sir, It is not ———.

The Policeman :           Is that ——— ?

The young man :           I don't know, Sir.  
Then whose is it ?

The young man :           I don't know, Sir.  
I found it there.

The Policeman :           Don't lie !  
This bag is ———.  
Give it to him and go away.  
Come here little one.  
Take this bag.  
Isn't it ——— ?

The small boy :           Yes Sir, It's ———.  
Thank you, Sir.



## Section C

Language work based on the exercises.

- (1) Do all the exercises orally first.
- (2) Exercise one—select a few questions and get the children to write out the answers.
- (3) Exercise eight permits many different statements. Encourage the children to give as many statements as possible. This can be done by first getting them to do it as a dialogue.



## LESSON UNIT TWENTY-FOUR

This is a revision lesson and it does not aim at teaching any new grammatical items. Hence no pattern Practice has been provided in it. But the teacher can revise the following tenses by means of quick oral drills so that the pupils may be quite familiar with these items before they read the passage in the text book.

- the present progressive
- the future with 'going to'
- the present perfect
- the simple past
- the simple present
- the simple future

These tenses should be used in the positive, negative and interrogative forms of sentences.

The drills suggested in the preceding lessons will help the teacher in providing pupil practice. The teacher should use team games and other devices and make these oral drill sessions lively and interesting.

### Preliminary Reading Exercise

Once upon a time there was a poor merchant. He took his goods from place to place and sold them. He kept two animals. One was a donkey. It carried the merchant's goods. The other was a dog. It protected the goods at night.

One night some thieves broke into the merchant's house. It was a chilly night and the dog was asleep. The donkey saw the thieves. They were going to steal things from the house. So the donkey brayed loud and long. The thieves ran away. The merchant got up from his sleep. He was very angry. He said, "I can't sleep. This animal is disturbing me. It needs a good beating." He ran out of the house, took a big strong stick and gave the donkey a good beating.



The next morning the dog went to the donkey and said, "How are you, my friend ? You look very sad. What is the matter ? " "Look at my back", said the donkey. "It is still paining. I got a beating from my master last night." He then related the whole story to the dog. The dog shook his head, wagged his tail and said, "You have your own job, my friend, and I have mine. You do yours and let me do mine. So mind your own business in future. The donkey thought for a moment, shook his head, and said, "Thank you very much my friend. You are very wise, indeed."

## Section B

**Vocabulary.**—Once upon a time, one day, lion, forest, mouse, mice, tree, hide and seek, body, game, net, hunter, teeth, rope, life, fierce, big, shady, asleep, awake, angry, naughty, sharp, happy, lived, lay, play, ran, woke, wanted, kill, help, make, let-go, heard, roaring, stopped, found, struggling, caught, bite, saved.

Relate the story to the class in very simple English and make your narration interesting and meaningful by modulating your voice appropriately, and using gestures and mime where necessary. Bring in the new words incidentally as you narrate the story. Use the pupil's mother tongue, if necessary, to give the contextual meaning of some of the new words, e.g. fierce, shady, angry, naughty, let go, roaring, struggling. Write the new words on the blackboard, number them and give the pupils practice in recognising and reading them from the blackboard. Draw the attention of the pupils to the spelling of such words as : teeth, naughty, heard, stopped, struggling, and caught

Let the class read the extract silently. Make the silent reading purposeful by asking the pupils to find the answers to the following guiding questions :—

What did the lion want to do to the mouse ?

What happened to the lion ?

Who helped the lion to escape ?

Check comprehension further by asking questions given in Section—  
C—(1) Ask some more questions of your own.

As extension work, attempt a dramatisation of the story. Let one group of children act as narrators and read out the relevant section of the story chorally. Assign the parts of "Mouse" and "Lion" to two pupils for oral reading and let the rest of the class mime the story as it is being read.

If your class is a good one, you can attempt an oral composition. Get the pupils to build up the story sentence by sentence in simple English. Each pupil can make a sentence. Write each such sentence on the blackboard so that finally you will have the story in the words of your pupils.



## Preliminary Writing Exercises

1. Fill in the blanks with the following :—

here and there,	very hungry,
of grapes,	sat,
a village,	on the vine,
a fox,	any food,
there,	jumped,
high,	went away,
angry,	orchard.
sour,	orchard.

Once upon a time there was———. He was——— one day. So he went——— in the forest. But he did not find———. There was——— near the forest. There was an——— in it. So the fox went——— quietly. He saw a bunch———there. It was high up———. The fox——— under the bunch and looked at it. It was beautiful and it was ripe too. Then he——— up. But the grapes were too———. He tried again but he failed. He was tired and hungry now. He was——— too. So he said, "Those grapes are———. They are bad for me and then he———.

2. Fill in the blanks with the following :—

sons,	very ill,
treasure,	
season,	sold,
earth,	unhappy,
farmer,	found,
young and strong.	



Once upon a time there was a poor——. He had three——. They were——. But they were lazy. One day the old man was——. So he called his sons to his bed-side and said, " Sons, I am very ill. I will not live very long. But I have buried some—— in the vine-yard. Dig the —— there and then you can get it." Very soon the old man died. The very next day the three sons ran to the vine-yard and dug the earth there. They dug everywhere in the vine-yard. They dug deep, but they—— no treasure. So they were very—— and they were angry too. But the next—— they had a very large crop of grapes. They—— it and got a lot of money.

### Section C

#### *Exercises.—*

Do exercise 1 (a to f) orally first. Short answers should be followed by long answers, and the long answers should be written on the blackboard.

Write the columns in exercise 2 on the blackboard and let individual pupils fill in the blanks.

Play the "Word-stair" in exercise 3 on the blackboard. These are the rules :

- (a) all words used must have four letters.
- (b) no word can be repeated.
- (c) each new word starts with the final letter of the preceding word.

Exercise 5 lends itself to a competition between two teams.

Exercise 6—Help the children to do this guided composition orally. Then ask them to write the sentences in their exercise books.

Exercise 7 is an exercise in sequential arrangement of isolated sentences to form a story. Make sure first that the children know the meanings of all the content words in this exercise.

Exercise 8 is also a guided composition involving the use of the Simple Present Tense.



