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கல்வி அமைச்சு  
MINISTRY OF EDUCATION



**Caring for a Sustainable Future through Quality English Education.**

An initiative by the National Savings Bank & Ministry of Education

‘Learning is a treasure  
that will follow  
its owner everywhere’

- A Chinese proverb -





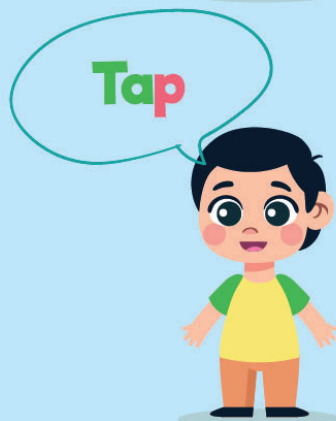
# First Letter Last Letter

Here's a fun game to play with your friends..

Say a word and tell your friend to say another word starting from the last letter of your word.

Remember, you only have 10 seconds to say the next word!

This is how you do it



## Preface

The Report of the World Commission on Environment and Development: 'Our Common Future' published in 1987, defines sustainable development as "the development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection. These elements are interconnected, and all are crucial for the well-being of individuals and societies.

As a global effort to address the indignity of poverty, the Member States of United Nations Organization unanimously adopted the Millennium Declaration at the Millennium Summit in September 2000 at UN Headquarters in New York. The Summit led to the elaboration of eight Millennium Development Goals (MDGs) to reduce extreme poverty by 2015. The MDGs established measurable, universally-agreed objectives for tackling extreme poverty and hunger, preventing deadly diseases, and expanding primary education to all children, among other development priorities.

In January 2015, the General Assembly began the negotiation process on the post-2015 development agenda. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development, with 17 Sustainability Development Goals (SDGs) at its core, at the UN Sustainable Development Summit in September 2015.

In the SDG priority list by the United Nations Development Program (UNDP), Quality Education ranks the fourth signifying the importance bestowed upon having a complete formal education for an individual. Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.

As per the guidelines provided by the Sri Lankan Sustainable Development Act No. 19 of 2017, National Savings Bank (NSB) has developed a Sustainable Development Policy incorporating four Sustainable Development Goals out of the 17 Goals declared by UNDP: 'Good Health and Well Being', 'Quality Education', 'Clean Water and Sanitation' and 'Affordable and Clean Energy'.

Accordingly, as an effort to address the Goal of Quality Education and recognizing the critical need for solid English language skills in an era of globalization, technological advancement, and a modernized labour markets NSB has implemented the project "English is Simple" with the cooperation of the Ministry of Education.



Lack of English proficiency is a key constraint affecting the employability, higher education opportunities and confidence in a globalized world. Although teaching English as a second language to all school children has been a key social policy of successive governments of Sri Lanka since the early 1950s while the Census of Population and Housing data indicate that English literacy is merely 22% among Sri Lankan population above 15 years of age. Further, the statistics of the Department of Education indicate that the English Language has the lowest pass rate in the G.C.E (O/L) examinations and as per the G.C.E. (O/L) Examination 2017 English Language results, 81 national schools out of 353 were having the pass rate below 50%.

Accordingly, under the project, measures will be taken to improve the English language proficiency of the students of Grade 8, 9, 10 & 11 in the above-mentioned 81 national schools. As the Government authority responsible for the education of school children, the English & Foreign Languages Branch of the Ministry collaborates with the Bank in designing a separate curriculum, training teachers and monitoring the performance.

With the financial support of NSB, the Ministry of Education will be conducting the student-based study sessions, teacher training sessions for English language teachers of the said 81 schools and inter school English language competitions. The subject knowledge & new teaching methodologies learnt will then be passed on to the students via after school sessions, English language competitions etc.

As an international language and a basic requirement for many professions the project will encourage the academics, parents and school children in the area to take up the subject with confidence.



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C.L-1.1

Pronounces English words properly.

Tips for the teacher

Identify short and long vowel sounds.

put /ʊ/

again /ə/


cut /ʌ/

shoot /u:/

burn /ɜ:/

calm /ɑ:/

A. Look at the list of body parts below. Read each word aloud. If a word has a long vowel sound write it on the line next to the word. You may use (ā , ē , ī , ō , ū ) and match the words with the picture. One is done for you.



arm	..... ā .....
foot	.....
knee	.....
cheek	.....
tooth	.....
chin	.....
knee	.....
palm	.....
tongue	.....
shin	.....
instep	.....
calf	.....



**Read the words aloud and write the names of the vegetables which have a short vowel sound.**

carrot  
beans  
radish  
cucumber  
onions  
leeks  
beetroot  
pumpkin  
potatoes  
drumsticks

**C.L-1.2**

**Reads aloud different types of texts accurately and meaningfully.**

**Tips for the teacher**

Get the children to listen to the samples of different types of texts. (either recoded or teacher's reading.) Emphasize the pauses, intonation and pace of reading.

You may use announcements, role plays, telephone conversations, storytelling, newscastings etc..

A. Write the following utterances in a chart and drill them as a whole class activity.

Hello! How are you?

I'm sorry. I didn't do it purposely.

Let's go and play.

Look! He's bringing us a birthday treat

I'm reading a book.

Congratulations! You're great!

By the way, what's our next plan?

Oh! Poor puppy, it has hurt itself.

Come on, you can run faster.

It's fine weather, isn't it?

Wow! It's wonderful.

Write enough flash cards with different types of utterances. Cut each of them into two.

Take the children outside or to a spacious place.

Scatter the flash cards on the ground.

Get all the children to find the matching flash cards.

When all have found them the teacher checks them.

Get each and every one to read the utterance.

### Extension work

Get the students into a circle and ask them to pass their flash cards to the person on their right.

Then let them read it. You may continue it for several times.

Ask them to group according to wish, request, opinion, surprise .....

### **B. Read the same sentence using different intonation on words marked in the sentences.**

#### **Tips for the teacher**

Read the following sentences with stress on different words and discuss the different meanings conveyed.

You can stress the underlined word.

1.
  - a. Can you pass your red pen?
  - b. Can you pass your red pen?
  - c. Can you pass your red pen?
  - d. Can you pass your red pen?
  - e. Can you pass your red pen?
2.
  - a. Your story is very interesting.
  - b. Your story is very interesting.
  - c. Your story is very interesting.
  - d. Your story is very interesting.
3.
  - a. Kamal, will you pass Pasindu's book ?
  - b. Kamal, will you pass Pasindu's book ?
  - c. Kamal, will you pass Pasindu's book ?
  - d. Kamal, will you pass Pasindu's book ?
  - e. Kamal, will you pass Pasindu's book ?
4.
  - a. I saw Suresh's pet dog knocked down by a lorry.
  - b. I saw Suresh's pet dog knocked down by a lorry.
  - c. I saw Suresh's pet dog knocked down by a lorry.
  - d. I saw Suresh's pet dog knocked down by a lorry.
  - e. I saw Suresh's pet dog knocked down by a lorry.
  - f. I saw Suresh's pet dog knocked down by a lorry.

C.L-1.3

Pronounces English words and phrases properly.

### Tips for the teacher

The following letter/s make the /f/ sound as in

Friend

Office

Coughh

Elephant



**A. Circle the letter/s that represent the /f/ sound in the following words. All words don't have the /f/ sound.**

enough	daughter	phrase	cuff
poultry	physical	fairy	pan
famous	fantastic	toothpaste	different
telephone	ghost	philately	pharmacy
doughnut	puff	identify	honest
fan	specific	photo	graph
ghee	pheasant	frame	grapes
fabulous	face	palm	pantry
tough	philosophy	knight	sigh
light	lift	stuff	wife

**B. Read the following sentences aloud and underline the places where you pronounce the /f/ sound.**

1. My father works at the Elephant Orphanage at Udawalawe.
2. He has been suffering from a cough for more than four days.
3. I forget your phone number, but I can remember that it ends with double four.
4. I was suffering from fever a fortnight ago, so I couldn't attend Pasan's father's funeral.
5. Enjoy fast food with a free plate of fried potato chips at 'Fool's Corner' every Friday from 6.00 p.m. onwards.



**/ʃ/ sound**

**Tips for the teacher**

/ʃ/ is created with different clusters of letters.

The following are some of the suffixes that produce the above sound.

<u>sh</u>	<u>-tion</u>	<u>-sion</u>	<u>-cial</u>	<u>- tial</u>	<u>-itious</u>	<u>others</u>
Shop	question	discussion	special	initial	cautious	sugar
Ship	situation	division	facial	partial	nutritious	tissue
Push	invitation	revision	crucial	essential	ambitious	sure
				potential		Asia

**A. Ask the students to go through their textbook and find words that have the sound /ʃ/ and write them under the correct column.**

sh	-tion	-sion	-cial	others

**B. Read the following sentences for practice.**

1. She showed Sheela her new shawl.
2. I wish she would not shout at us for what we've done.
3. Shani and Shane went shopping to buy a pair of shoes.
4. The chef introduces a sugar free passion fruit tart.
5. Be cautious when you do exercise since your tissues might get damaged if you overdo it.
6. Additions and subtractions are the basics in Mathematics.
7. Commercial advertisements on television sometimes deceive the veiwers.
8. A special discussion will be held for the Provincial Directors of Education.
9. There should be a national policy for the conservation of wildlife.
10. It is a crucial situation and it is difficult to take a decision.
11. A grand Auction Sale will be held at the Exhibition and Conventional hall in Colombo.
12. Sheron distributed all his wedding invitations to relations by hand.

Extension activities.

Get the students to write as many words as possible with the sound /j/.  
Ask them to make meaningful sentences using them.

**C.L-2.6**

**Comma ( , )**

**Tips for the teacher**

1. It is used to separate items in a sentence  
Eg : My mother bought fresh vegetables, fruits, green leaves and sweets from the market.
2. It is used to separate clauses.  
Eg. I ran fast, but I couldn't win.
3. When addressing people  
Eg. Kalana, have you got an extra pen?
4. In direct speech a comma comes before the first quotation mark.  
Eg. Kalana said, " I am taking part in the drill display".

**A. Use the comma in the correct place.**

1. Five friends came to my house. They are Aseli Lehan Sumudu Yasith and Suhain.
2. If it rains the match will be postponed.
3. The teacher said “Children we must start work now”
4. I bought exercise books an instrument box pens a bag and new uniforms for this year.
5. Dear principal sir my dear teachers parents and friends I am happy to make this speech at this great event.

**B. A grade 9 student has written this letter and forgotten to use commas. Put commas where necessary.**

No 18, Samagi Mawatha,  
Maharagama.  
01.01.2019

My dear friend

Vihagi how are you? Hope everything at your end is fine. My mother suggested going to the beach this coming Sunday but I said I'd feel bored going there alone. Then my mother asked to invite a few of my friends.

So I invited Piumi Wageesha Senal Radha Tharani and Razeena. They are coming. We can have fun. Tell your parents that they need not worry as my parents are going with us.

Give me a ring if you'd like to join us. We'll have a great time there.

Your loving friend

**Ishani**



C.L-3.3

**Listens to a simple text for specific information.****A. Listen and complete the Notice.****Tips for the teacher**

You may photocopy enough task sheets or get the students to copy the notice.

Lead a discussion about what they would do if they lost a pet. Explain the word 'breed' and special features before doing the task.

Follow the steps of handling a listening activity.

Lost	
Animal	: _____
Breed	: ___ Great Dane _____
Colour	: _____
Last seen	: _____
Special features	: _____
Contact number	: _____

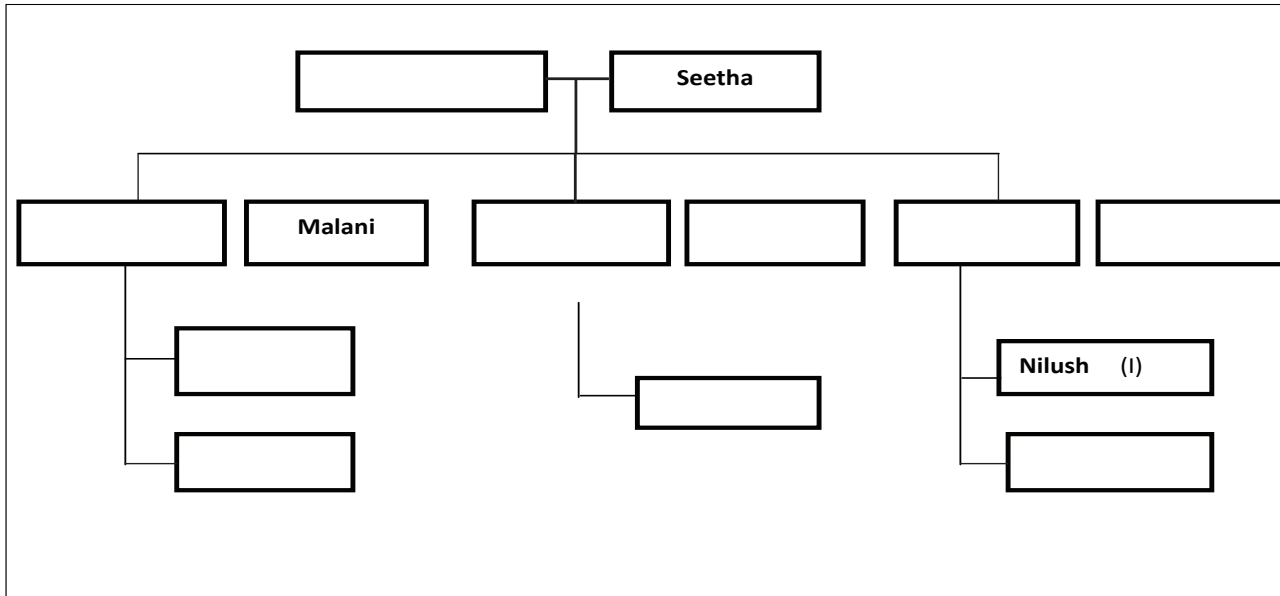
**Listening text**

My pet dog has been missing since the 12<sup>th</sup> of Tuesday. It is a black Great Dane. It has a brown spot on its head and a healing cut on its left ear. It is very easy to identify it since it has a brown leather belt around its neck with the letters 'C K' carved. It was last seen on Tuesday morning running down the First Lane towards the town. If found or have any information, contact Mr. Upul Perera on 071 4678910.

C.L-3.4

**Listens and transfer information into other forms.**

**A. Listen and complete the family tree.**



Listening text

I am Nilush. I'm the son of Anura and Samanthi. My mother is a nurse and works at Kandy Base Hospital. My father is an engineer and works at a construction firm in Kandy. My sister Virangi studies in grade 7. We usually visit our grandparents every weekend. Both of them are retired teachers. My grandfather is famous as Amarapala sir among the villagers. Everyone says that my mother now looks like Seetha miss, whom they fondly remember as their loving Maths teacher in the village school. My mother has two brothers, Nihal and Kamal. Uncle Nihal is an accountant and married to Malani, who is a housewife. They have two sons named Aruth and Miran. Aunty Ramya is a teacher and her daughter Sithuni goes to the same school. Uncle Kamal drops both of them to school daily.

C.I.-3.5

**Identifies different intonation patterns and uses of word stress.**

A. Listen to the teacher and use full stop or question mark.

1. You are not ready yet
2. I feel bored
3. We had a fantastic time
4. He is not well
5. You have finished the exercise
6. He is quite smart to give that answer
7. They have not come
8. They love to have fruit juice

B. Listen to the teacher and circle the stressed word.

1. I want the red pen.
2. Who is that man waiting there?
3. I like the smaller one
4. She is the monitor of our class.
5. Her saree is beautiful.
6. Which one do you like? This one or that one?
7. I have got two books as a present, but I like the one you gave me.
8. Can I have an extra pen?

***For the teacher-***

Listening text A

1. You are not ready yet?
2. I feel bored.
3. We had a fantastic time.
4. He is not well?
5. You have finished the exercise ?
6. He is quite smart to give that answer.
7. They have not come?
8. They love to have fruit juice?

Listening text B

1. I want the red pen.
2. Who is that man waiting there?
3. I like the smaller one
4. She is the monitor of our class.
5. Her saree is beautiful.
6. Which one do you like? This one or that one?
7. I have got two books as a present, but I like the one you gave me.
8. Can I have an extra pen?



**C.L-4.3**

**Finds synonyms and antonyms for the given words.**

**a) Match the adjectives with the synonyms.**

A

B

- |                  |              |
|------------------|--------------|
| i. miscellaneous | a. durable   |
| ii. obvious      | b. strange   |
| iii. permanent   | c. shy       |
| iv. queer        | d. unwilling |
| v. reluctant     | e. various   |
| vi. silly        | f. pressing  |
| vii. timid       | g. clear     |
| viii. urgent     | h. cruel     |
| ix. voluntary    | i. foolish   |
| x. wicked        | j. willing   |

**b. Circle the odd word.**

1. come, arrive, move, reach
2. make, construct, build, pick
3. table, help, aid, support
4. show, close, display, exhibit
5. begin, finish, start, commence
6. finish, end, initiate, stop
7. huge, tiny, enormous, gigantic
8. new, modern, novel, ancient
9. none, all, full, total
10. strange, similar, odd, peculiar

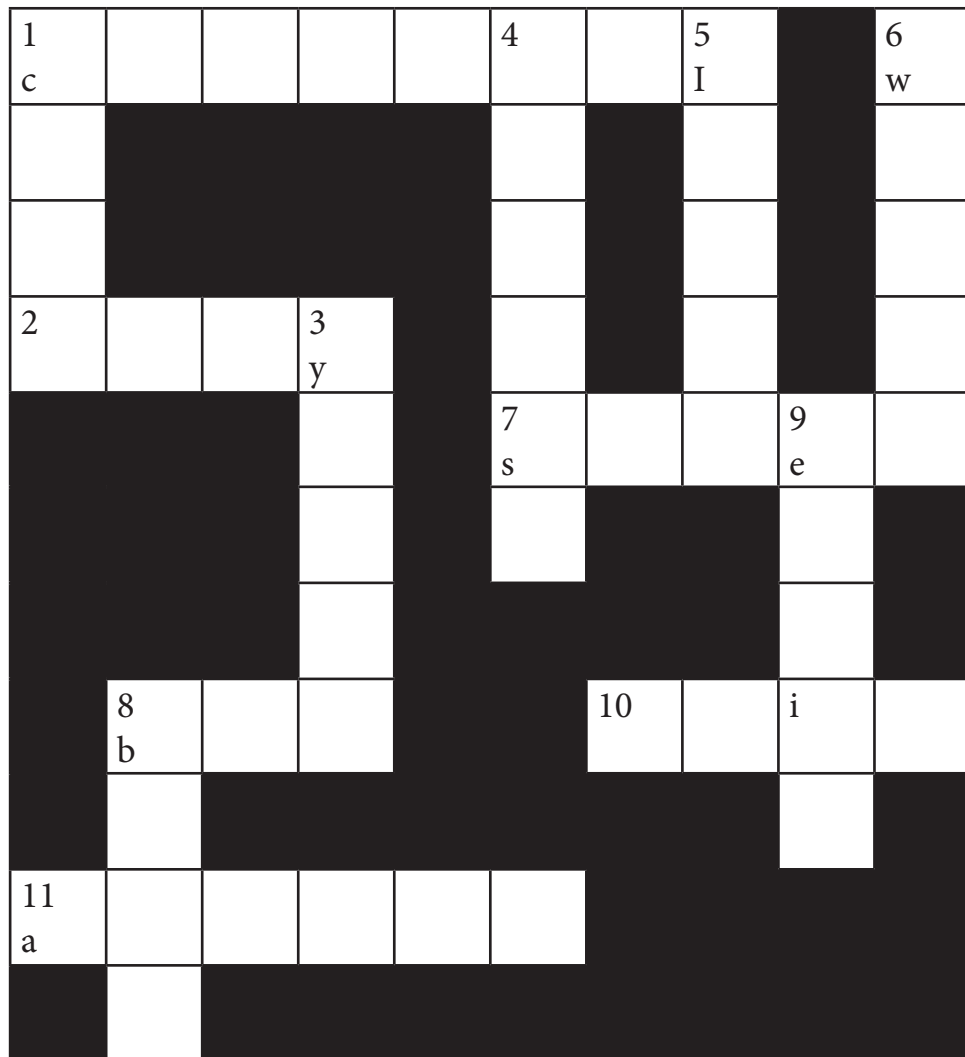
c) Complete the crossword puzzle with antonyms

Across →

Down ↓

1. sad
2. active
7. bitter
8. little
10. beautiful
11. awake

1. hot
3. old
4. start
5. arrive
6. best
8. relaxed
9. late



C.L-44

Uses affixes to change the word class and the meaning of words.

**A prefix is added to the beginning of a word. It can change the meaning to opposite or to a different meaning.**

**Prefixes that make opposites**

un	- happy	- unhappy
im	- possible	- impossible
in	- correct	- incorrect
il	- legal	- illegal
ir	- relevant	- irrelevant
non	- stop	- nonstop
dis	- like	- dislike
mis	- lead	- mislead
mal	- practice	- malpractice
anti	- war	- antiwar

**Prefixes that make different meaning**

re	- do	- redo
ex	- president	- ex-president
pre	- paid	- prepaid
post	- paid	- postpaid
co	-secretary	- co-secretary
extra	- curricular	- extra curricular
inter	- national	- international
multi	- national	- multinational
bi	- cycle	- bicycle
by	- pass	- bypass
mono	- rail	- monorail
super	- market	- supermarket

**A. Add a suitable prefix to make the opposites.**

1. .... visible
2. .... regular
3. ....common
4. ....sincere
5. ....function
6. ....stuck
7. ....popular
8. ....legible
9. ....understand
10. ....respective
11. ....qualify
12. .... social
13. ....patient
14. ....smoking
15. ....advantage
16. ....discipline
17. ....violent
18. ....behave
19. ....human
20. ....clear

**B. Fill in the blanks with suitable words formed from A and B.**

**A**

re	co	pre	extra	post
----	----	-----	-------	------

**B**

school	colonial	open	large	signatory
--------	----------	------	-------	-----------

1. My younger sister is going to a nearby .....
2. They decided to ..... the shop by next week.
3. We can still see some ..... Mansions in Colombo city.
4. My eldest brother needs to find an ..... T-shirt as he is plump.
5. Before I hand over the document I need to get it signed by the .....

**A suffix is added to the end of a word. It can change the word class of the word and form a new word.**

<b>Adjective</b>	<b>noun</b>	<b>verb</b>	→	<b>adjective</b>
kind	kindness	help		helpful
responsible	responsibility	act		active
relevant	relevance	read		readable
		quarrel		quarrelsome
<b>adjective</b>	<b>adverb</b>			
beautiful	beautifully			

**A) Fill in the blanks with the correct form of the words given in brackets.**

- \_\_\_\_\_ (beautiful) is only skin deep.
- \_\_\_\_\_ (meditate) leads to a healthier mental life.
- You should not use \_\_\_\_\_ (free) to hurt others.
- \_\_\_\_\_ (honest) is the best policy.
- Sri Pada \_\_\_\_\_ (pilgrim) season is from December to May.
- The \_\_\_\_\_ (Independent) Square in Colombo is a famous monument.
- Sri Lanka has been an \_\_\_\_\_ (agriculture) country for countries.
- He is a man of great \_\_\_\_\_ (strong).
- Renuka danced \_\_\_\_\_ (beauty) and everyone praised her talent.
- Mr. Sameera is a highly \_\_\_\_\_ (qualify) engineer.

**C.L-4.5.**

**Forms the plurals of nouns.**

a) One noun in each sentence is misspelled. Underline it and write each misspelled word correctly within the brackets provided.

- b)
- The children filled the buckets with dried leafs and twigs. (\_\_\_\_\_)
  - All her sister-in-laws work in factories or offices. (\_\_\_\_\_)
  - The antlers of grown spotted deers are quite large. (\_\_\_\_\_)
  - There are five sheeps in the picture. (\_\_\_\_\_)
  - The mouses make their nests in hollows in the ground. (\_\_\_\_\_)
  - They stapled the two halves of paper together. (\_\_\_\_\_)
  - Ancient people used oxes and donkeys to transport goods. (\_\_\_\_\_)
  - Scientists examined the fins, jaws and tooths of the whales. (\_\_\_\_\_)
  - You must take care of yourselfs always. (\_\_\_\_\_)
  - There is a meeting for all the teacher-in-charges at the main hall. (\_\_\_\_\_)

**C.L- 4.7****Uses nouns, verbs, adjectives, and adverbs appropriately.****Tips for the teacher**

It is not possible to decide the word class of some words without a context, i.e unless they are used in a sentence.

Eg. 'book'- what is the word class? Is it a noun?/ verb?/adjective?/ adverb?

We cannot exactly say it, but look at the following sentences

I bought a new story book. ( noun)

You can book hotels online now. ( verb)

I went to the book exhibition with my father (adjective)

**A. Write the word class ( noun/ verb/ adjective/ adverb ) of the underlined words in the following sentences.**

1. i. A sand filter is used in water purification. (..... )  
 ii. The carpenter will sand the door before painting it. (..... )  
 iii. I decorated the wall hanging with coloured sand (..... )
2. i. This plant seems to be delicate. It won't last long. (..... )  
 ii. Dinuka has eaten the last of the ice-cream. (..... )  
 iii. I last met him two weeks ago. (..... )  
 iv. Who was the last to leave the classroom? ( ..... )  
 v. We went on an exciting trip last week. ( ..... )
3. i. Nileesh fell and broke his left hand. (..... )  
 ii. Mother bought a new bottle of hand wash ( ..... )  
 iii. I need to hand over the documents by next week. ( ..... )
4. i. My father had to fast ten hours before the blood test. (..... )  
 ii. They break their fast by eating a date. ( ..... )  
 iii. The young driver drove the bus fast . (..... )  
 iv. There are no hard and fast rules in this institution. ( ..... )

**B. Use the following words in meaningful sentences. Use them in the word class mentioned in brackets.**

a.

i. back ( noun)-

.....

ii. back (verb)-

.....



- iii. back ( adjective)  
.....
- iv. back ( adverb )  
.....

- b.
  - i. love (noun) –  
.....
  - ii. love (verb) \_  
.....
  - iii. love ( adjective) \_  
.....

- c.
  - i. face (noun) \_  
.....
  - ii. face (verb) \_  
.....
  - iii. face (adjective)\_  
.....



**Uses collective nouns and compound nouns properly.**

**Tips for the teacher**

A collective noun is a word that can be used for a group of people, animals or things. These nouns can take a singular verb when we think of the group as one entity.  
e.g. – the crowd was tired of standing.

These nouns also can take a plural verb when we think of members acting individually.  
e.g. – The crowd were cheering the speaker.

Possible collective nouns that can be used as singular and plural.

army	crowd	crew
audience	council	society
band	family	staff
board	majority	team
committee	minority	group
company	party	troupe
crew		

**Underline the correct verb.**

1. The staff ..... ( is /are ) discussing how they can help the flood victims
2. A volleyball team ..... (consist/consists ) of six players.
3. The audience ..... ( was/ were ) asked to express their view on the issue.
4. There ..... (was/ were ) a small crowd waiting near the gate.
5. The majority of the girls at the party ..... ( was/ were )wearing frocks.

**C.L- 5.1**

**Uses visual clues to derive the meaning of texts.**

**a) Match the signs with the explanations.**



No entry. Authorised persons only.



Keep this door locked.



Road is slippery. Be careful.



Children are crossing ahead. Drive slowly.



Assembly place in an emergency.



Extracts specific information from various types of simple texts.

A. Read the following story and answer the questions

**The Ant and the Dove**

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safety to dry ground. Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.

Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to safety.

1. Who were the animals in the story?
2. What was the ant searching for?
3. Why did she have to climb up a blade of grass?
4. What happened to the ant?
5. Where was the dove?
6. What did the dove do?
7. Why did the hunter throw out his net towards the dove?
8. How did the ant help the dove in return?

**B. Read the notice below and answer the questions.**

**NOTICE**

There will be a meeting for the prize winners of the school Prize Giving at 10.30 a.m. on Monday the 25<sup>th</sup> of November in the school main hall to make them aware of the prize giving procedures and to give them some special advice.

Mrs. S. Perera  
Teacher-in-charge  
Prize Giving

1) For whom is the notice?

.....

2) What time will the meeting start?

.....

3) When will it be?

.....

4) Why is it held?

.....

5) What is Mrs. Perera?

.....

C.L-5.4

**Reads and responds to simple poems.**

A. Read the poem and answer the questions below it.

The Snail

At sunset when the night dews fall  
Out of the ivy on the wall  
With horns outstretched and pointed tail  
Comes the grey and noiseless snail

From the walls she clambers down  
Carrying her house of grey and brown.  
Safe in the dark, no greedy eye  
Can her slender body spy

While she herself a hungry thief  
Steals and eats the freshest leaf  
She travels on as best she can  
Like a toppling caravan

James Reeves

- (1) What time of the day does the snail come out?  
.....
- (2) What does the snail carry along with her?  
.....
- (3) How does she find her food?  
.....
- (4) What sort of leaf doe she eat?  
.....
- (5) Find words from the poem that are similar in meaning to the following
- i. thin \_ .....
- ii. silent \_ .....

B) Read the poem and answer the questions.

**The Little Doll – by Charles Kingsley**

I once had a sweet little doll, dears,  
The prettiest doll in the world;  
Her cheeks were so red and so white, dears,  
And her hair was so charmingly curled.  
But I lost my poor little doll, dears,  
As I played in the heath one day;  
And I cried for more than a week, dears,  
But I never could find where she lay.

I found my poor little doll, dears,  
As I played in the heath one day:  
Folks say she is terribly changed, dears,  
For her paint is all washed away,  
And her arms trodden off by the cows, dears  
And her hair not the least bit curled:  
Yet for old sakes' sake she is still, dears,  
The prettiest doll in the world.

1. Read the poem and mark 'true' or 'false'

- |   |         |
|---|---------|
| a. The poet owned a little doll.                        | (_____) |
| b. Her doll had white charmingly curled hair.           | (_____) |
| c. The poet lost her doll in her garden.                | (_____) |
| d. The doll was found in the beach.                     | (_____) |
| e. The doll was terribly changed according to the poet. | (_____) |

2. Find similar words from the poem for the following

- |            |         |
|------------|---------|
| a. people  | - _____ |
| b. stepped | - _____ |

3. How long did she cry for the lost doll?

4. What happened to the doll's paint/colour?

5. Has the poet's liking towards her doll changed?

C) Read the poem and answer the questions.

**Locket**

- by Amy Ludwig VanDerwater

My oak tree wears a birdhouse  
like a locket on a limb.  
He loves to hold the birds.  
They always sing to him.

He sways in time to songs of sky  
imagines travels over land.  
But he is rooted to the earth.  
An oak tree must forever stand.

Birds sing worldly melodies  
as round his leaves they dainty-dart.  
Oak will never leave this place.  
He holds his locket near his heart.

1. How many stanzas are there in the poem?

---

2. Write down three pairs of rhyming words.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

3. What do the birds always do?

---

4. Identify and write down the simile in the poem.

---

---

5. What is the theme or the message that the poet tries to give?

---

---



B. Read the poem and answer the questions.

**Letter from a Mother to a Daughter**

My dear girl, the day you see I'm getting old,  
I ask you to please be patient, but most of all,  
try to understand what I'm going through.  
If when we talk, I repeat the same thing a thousand times,  
don't interrupt to say: 'You said the same thing a minute ago'... Just listen, please.

Try to remember the times when you were little and  
I would read the same story night after night until you would fall asleep.  
When I don't want to take a bath, don't be mad and don't embarrass me.  
Remember when I had to run after you making excuses and trying  
to get you to take a shower when you were just a girl?  
When you see how ignorant I am when it comes to new technology,  
give me the time to learn and don't look at me that way...  
Remember, honey, I patiently taught you how to do  
many things like eating appropriately, getting dressed,  
combing your hair and dealing with life's issues every day

The day you see I'm getting old, I ask you to please be  
patient, but most of all, try to understand what I'm going through.  
If I occasionally lose track of what we're talking about,  
give me the time to remember, and if I can't, don't be nervous,  
impatient or arrogant. Just know in your heart that the  
most important thing for me is to be with you.  
And when my old, tired legs don't let me move as quickly as before,  
give me your hand the same way that I offered mine  
to you when you first walked.

When those days come, don't feel sad... just be with me,  
and understand me while I get to the end of my life with love.  
I'll cherish and thank you for the gift of time and joy we shared.  
With a big smile and the huge love I've always had for you,  
I just want to say, I love you... my darling daughter.

1. Who is the speaker of this poem?  
a) mother                      b) daughter                      c) sister
2. Why does the speaker ask the daughter to be patient?  
a) because she is not well  
b) because she is getting old and cannot perform what she did earlier.  
c) because her daughter is angry with her

3. When does the daughter see her as ignorant?  
.....

4. What are the things the speaker has taught her daughter?  
.....  
.....  
.....

5. What does the old mother say is the most important thing for her?  
.....

6. Write 4 adjectives that you can find in the poem.

- i. ....  
ii. ....  
iii. ....  
iv ....

7. Write 4 adverbs from the poem.

- i. ....  
ii. ....  
iii. ....  
iv.....



## Reads and responds to simple folk tales.

### THE TALE OF PETER RABBIT

Once upon a time there were four little rabbits and their names were Flopsy, Mopsy, Cotton-tall and Peter. They lived with their mother underneath the root of a very big fir-tree. “ Now my dears, “ said Mrs. Rabbit “ You may go into fields, but don’t go into Mr. McGregor’s garden. Flopsy, Mopsy and Cotton-tall , who were good little bunnies, went down the lane to gather blackberries, but Peter, who was naughty, ran to Mr. McGregor’s garden. First he ate some lettuces and some French beans and then whom should he meet, but Mr. McGregor, who jumped up and ran after Peter and calling out “Stop!’. Peter lost his shoes among the cabbages and potatoes. Peter sat down to rest; after a time he began to wander about. He began to cry. Then he tried to find the gate. Peter never stopped running till he got home to the big fir-tree. Peter was not very well in the evening. His mother put him to bed, and made some tea; and gave a dose of it to Peter.

1) What were the names of four little rabbits?

.....

2) Who was the naughty little rabbit?

.....

3) What did Peter eat in Mr, McGregor’s garden?

.....

4) What did Mr. McGregor do when he saw the Peter?

.....

5) Did Peter reach home safely?

.....

**Read the folk story and answer the questions**

**The elephant and the beetle**

Once upon a time there lived an elephant in a dense forest. A beetle also lived in a heap of dung under a shady tree. He used to roll around the dung and eat some insects that got stuck in the dung. Once, the elephant happened to pass that way. The elephant was very hungry.

So he started to break out some branches from the tree. The beetle got annoyed and started to hum. The mighty elephant did not take heed of this tiny noise. But the smell of the old dung was so foul that the elephant could not bear it any more.

The elephant was about to leave that place. But the beetle flew near and said “Hey Mighty! I think you are afraid of my loud humming. That is why you are leaving , aren’t you? See, I have really frightened you.”

Now the elephant got really wild. He blew some air right at the beetle and the beetle flew far away out of the elephant’s sight. The elephant went away happily.

Say whether following sentences are true or false. Write T or F within the brackets provided

1. An elephant lived in a thick forest . (     )
2. One day he happened to pass a beetle . (     )
3. The beetle got angry seeing the elephant breaking some branches. (     )
4. The beetle’s hum was a tiny noise for the elephant. (     )
5. The elephant left the place because the smell of the dung was unbearable. (     )
6. The beetle understood the reason why elephant started to leave. (     )
7. The beetle had frightened the elephant (     )
8. The elephant blew air to send the beetle away. (     )



**Extracts the general idea of a text.**

A. Match the paragraphs with the headings. Write the letters of the paragraphs against the headings

**The Eiffel Tower**

- a. The Eiffel Tower is a 19<sup>th</sup> century iron lattice tower located on the Champ de Mars in Paris that has become both a global icon of France and one of the most recognizable structures in the world.
- b. The Eiffel Tower, which is the tallest building in Paris, is the most visited monument in the world. Named after its designer, engineer, Gustave Eiffel, the tower was built as the entrance arch for the 1889 World's Fair.
- c. The tower stands at 324m (1,063 ft) tall, about the same height as an 81-m storied building. It was the tallest structure in the world from its completion until 1930, when it was eclipsed by the Chrysler Building in New York City. Not including broadcast antennas, it is the second tallest structure in France, after the Milliau Viaduct, completed in 2004. While the Eiffel Tower is an iron structure, and weighs approximately 10,000 tons, it actually has a relatively low density, weighing less than a cylinder of air occupying the same dimensions as the tower.
- d. The tower has three levels for visitors. Millions of people ascend it every year. Many tourists visit this place daily as it is a famous UNESCO heritage site. It's a very spectacular site at night when it is lit up. One should visit this man made marvel and go up to its top to get a breathtaking panoramic view of the city below.

1. Structural features. ( )
2. Where it is situated ( )
3. How it got its name ( )
4. A tourist attraction ( )

B. Write the sub headings of the following paragraphs.

**‘ Sri Pada’- Mount Samanala**

.....  
The mountain peak with a height of 2,243m from sea level is situated in close proximity to Hatton in the central hills of the Samanala range. It is surrounded by forested hills and the area has been declared as a wildlife reserve that is home to many endemic fauna and flora.

.....  
There are many paths to access Adam’s Peak. Most popular are the trails via Hatton- Nallathanni and Ratnapura- Palabaddha. A hike through Nallathanni takes less time than one through Pallabedda since the latter route is a few kilo meters longer but it is worth of trekking through villages, enjoying picturesque views.

.....  
Devotees of all main religions; Buddhism, Hinduism, Christianity and Islam consider the footprint at the summit is connected with their religion. Buddhists believe that it is Lord Buddha’s left footprint. According to Hindus’ tradition that is of God Shiva and followers of Islam and Christianity believe that it is Adam’s foot print.

.....  
As reported in the ‘Mahavamsa it is said that Lord Buddha visited this summit at the request of the deity Sumana Saman. Hindus also believe that the mountain is the legendary mountain of Thrikuta, the capital of Ravana. Christians and followers of Islam believe that Adam set the first step there after he was exiled from the Garden of Eden.

Sub headings

- 1. Trails
- 2. Religious Significance
- 3. History
- 4. Geograghy

### 5.7: Infers elipted information

### 5.8: Infers implied meaning

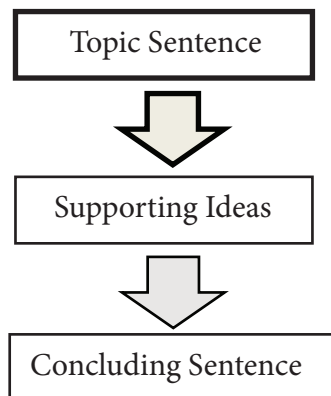
Read the following dialogue and answer the questions.

- <sup>1</sup>Kavitha : Where is Seneli?  
Fazmina : She said she had to complete a science assignment.  
Kavitha : I need to discuss the same with her.  
Fazmina : Me too.  
<sup>5</sup>Kavitha : Do you know where she is now?  
Fazmina : She must be in the science lab.  
Kavitha : Then, shall we go there now?  
Fazmina : I have to return these books to the library.

1. Who is Kavitha looking for?
2. What does Kavitha mean by “the same” in line 3?
3. What is meant by “me too” in line 4?
4. Can Fazmina join Kavitha to go to the science lab?
5. How does Fazmina indicate her ability/ inability to join Kavitha?

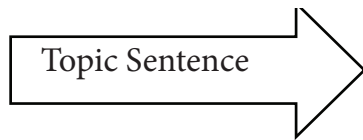
### 5.9 Recognizes the organization of a text

Text types: - paragraphs, stories, letters





We write the topic sentence at the beginning. It gives the key idea the writer needs to convey. Then we build up the idea further with the supporting details. Finally, with the summing- up of all the ideas finish the paragraph with a concluding sentence



The wheel was one of the central technologies which boosted the industrial revolution.



The invention of the wheel has contributed immensely to the development of technology. The most significant of them are the water wheel and the spinning wheel. Some of the latest developments of the wheel include the propeller ,the jet engine and flywheel and the turbine



As a result of the advances thus made, life of man has become easier and more comfortable today

❖ Letter Writing

Personal letters

- A personal letter usually follows the format given below.

	<div>Address</div>
	<div>Date</div>
<div>Salutation</div>	
<div></div>	
<div></div>	
<div></div>	
	<div>Complimentary close</div>
	<div>name</div>

Complete the letter by rearranging the sentences.

Rearrange the following sentences to make a meaningful letter.

- With love,
- How are you keeping on?
- 99, Kandy Road, Kegalle.
- Hope to hear from you soon.
- 17/11/2018
- We had many delicacies that were unique to Jaffna.
- It was a really enjoyable tour.
- We went on a trip to Jaffna last week.
- I will share the photos with you very soon.
- Hope uncle, aunty and your sister are doing well.
- Asha.
- Dear Kinithi,

C.L- 6.1

### 1. Future perfect tense.

In this tense we refer to actions that will be completed before a specific time in the future.  
**e.g.** *He will have completed his project by the end of next week.*

Verb formation.

Will have + past participle

A. Write five things you hope to have achieved by the time you reach your 20<sup>th</sup> birthday.  
Use the Future Perfect Tense.

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

B. You have been selected to participate in the National Level English Day Competitions. Imagine on that day you get late to go there and the competition has already started. Write five sentences using the future perfect tense describing what will have happened by the time you get there. You may complete the following sentences.

1. My English teacher .....
2. My friends who arrived there earlier .....for me.
3. The examiner ..... my name and the number.
4. My parents ..... my teacher.
5. I ..... fearing that I will miss the chance.

C. The world is changing rapidly. There can be many changes in the future. Write five predictions for the following fields.

- i. Science -
- ii. Medicine -
- iii. Communication -
- iv. Education -
- v. Lifestyle -

## 2. Passive Voice

### a. Past tense

- e.g. i. The classroom was swept by the girls.  
ii. The desks and chairs were arranged by the boys.

### Past simple passive verb formation

was /were + past participle
-----------------------------

A. The following are the steps that my mother followed to make a butter cake. Write the process in the simple past passive voice.

1. My mother gathered all the ingredients.
2. She beat the butter and sugar together.
3. She added one egg at a time.
4. Next she sifted the flour and baking powder together.
5. Then she added the flour to the mixture
6. Mother carefully lined the baking tray.
7. After that she poured the batter into the tray.
8. Finally she baked the cake.

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

B. Fill in blanks with the simple past passive voice.

The grade nine students went on their annual trip last month to Polonnaruwa. It (1) .....**was organized**..... ( organize) by the Grade Head and the class teachers. About 250 students participated and it was an awesome experience. On the previous day the students (2) ..... (group) and (3) ..... (give) instructions. Their parents also helped them. On the day of the trip they left the school early in the morning. A packet of food (4) ..... (provide) on the way to Polonnaruwa. They sang songs, danced and enjoyed themselves. First they visited the museum and they (5) ..... (guide) by a tour guide. Then they (6) ..... (take) to see the ruins of the Polonnaruwa Kingdom. They saw many ruins of monuments that (7) ..... (build) by the ancient kings. After having lunch they rested near the dam of Parakrama Samudra. The famous Gal Viharaya (8) ..... (visit) in the evening. Small ornaments (9)..... (buy) by the children and the journey back to the school (10) ..... (start) at about 4.00 p.m. On the way back , a cup of tea (11) ..... (serve) to them. They really had a great time.

**Passive Voice - Simple future**

- e.g. i. The place will be decided by the students.  
ii. A bus will be reserved .

Formation of the Simple future passive verb

will + be + past participle

A. The following things will happen at a school function. Rewrite the sentences beginning with the words underlined.

1. Grade nine boys will decorate the hall.
2. The Principal will welcome the Chief Guest.
3. The chief guest will hoist the flag.
4. The Head Prefect will make the welcome speech.
5. The Chief Guest will address the audience.



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

B. Fill in the blanks with the passive voice or active voice of the verb given in brackets.

A New library for Sumaga Vidyalaya.

The new library of Sumaga Vidyalaya (1) ..... (declare) open by the Minister of Education next week.

This library (2) ..... (provide ) many opportunities for the young children. They (3) ..... (have ) access to the world of knowledge.

The work in the library (4) ..... (carry) out by newly trained staff. Issuing books and data entry (5) ..... (do) by a computer system.

**C.L- 6.2**

**Uses pronouns appropriately.**

**Relative Pronouns.**

Relative pronouns are used at the beginning of a relative clause. They help to connect ideas.  
***Commonly used relative pronouns.***

	<b>Subject</b>	<b>Object</b>	<b>Possessive</b>
Persons	who / that	whom / that	whose
Things	which / that	which / that	whose/ of which

A. Fill in blanks with an appropriate relative pronoun given in brackets.

1. Hashini, \_\_\_\_\_ ( who, whom, whose ) goes to school with my sister, is a good athlete.
2. April is the time of the year \_\_\_\_\_ ( whom, that, in which ) is best to visit Nuwara-Eliya.
3. The gentleman \_\_\_\_\_ (who, whom, whose) ID has been left on the counter is my neighbour.
4. The person \_\_\_\_\_ (who, whom, whose) we met yesterday is a famous journalist.
5. Mr. Perera , \_\_\_\_\_ ( whose / whom/ who) was a very good Maths teacher, passed away last week.
6. The lorry , \_\_\_\_\_ ( who / in which /which ) was travelling fast, knocked down an old lady.
7. He was wearing a T- shirt \_\_\_\_\_ ( whose/ who/ that ) sleeves were too short.
8. Mrs. Perera, \_\_\_\_\_ ( who / whose/ whom ) children are abroad , lives alone in the big house.
9. The bus \_\_\_\_\_ ( in which /that /whose ) was over-crowded was stopped by the police.
10. I lost my new pencil case \_\_\_\_\_ ( which/ who/ whom ) I bought three days ago.

B. Combine the following pairs of sentences using relative pronouns.

1. a ) Mr. Silva retired last month .  
b) He taught us Mathematics.

.....  
.....

2. a) I helped a blind man across the road.  
b) He had a flute in his hand.

.....  
.....

3. a) I bought a story book.  
b) It was about a little girl named Amy.

.....  
.....

4. a) I have a friend.  
b) He can speak four languages.

.....  
.....

5. a ) My aunty Saroja is a happy woman.  
b) Her son and daughter are doctors

.....  
.....

C.L.6.6

**Uses adjectives properly.**

**Tips for the teacher**

An adjective is a word that modifies a noun. In a sentence there can be more than one adjective. However there is a general order in which they occur.

Order of Adjectives.

1. Number - two, ten
2. Opinion - lovely, smart
3. Size - big, small
4. Age - new, old
5. Shape - round, oval
6. Colour - red, black
7. Origin - Chinese, Sri Lankan
8. Material - wooden, plastic
9. Purpose - written, running

A. Circle the two correct options of adjectives to fill in the blank meaningfully.

1. He looked very ..... in his new suit at the function.  
i) beautiful                      ii) smart                      iii) handsome
2. This tree bears ..... fruit throughout the year.  
i) fleshy                      ii) juicy                      iii) processed
3. The instructions given are ..... enough to understand the questions.  
i) clear                      ii) brief                      iii) simple
4. It was an ..... task that we completed with the help of all.  
i) enormous                      ii) large                      iii) arduous
5. The book I bought has many ..... pictures in it.  
i) colourful                      ii) attractive                      iii) legible
6. The newspapers consist of very ..... articles.  
i) heavy                      ii) informative                      iii) factual
7. The view from Lipton's Seat in Haputale is absolutely .....  
i) spectacular                      ii) breathtaking                      iii) good

8. The story book I am reading at the moment is absolutely .....  
i) bored                      ii) terrifying                      iii) hilarious
9. My father does a very ..... job in a bank.  
i) responsible                      ii) hard                      iii) bored
10. The company's ..... owner , Mr. Sanath Saranapala inherited it from his father.  
i) alive                      ii) late                      iv) present

B. Fill in the blanks with the adjectives given below. The meanings of each relevant adjective is given within brackets.

awesome, incredible, interesting, over-crowded, peaceful,  
sky- scraping, large, noisy, terrifying, famous,

### Beijing

Beijing is a really 1) .....( cannot be believed) city. It is extremely 2) ..... ( not silent) and 3).....  
(with too many people) with cyclists everywhere. Crossing the road can be utterly 4)..... ( very frightening). There are many 5) ..... ( known by many people) tourist attractions. Among them, the Summer Palace is very 6) ..... (not dull). It's an 7) .....( very good) Royal park with lots of palaces and 8)..... (very tall) towers as well as 9)..... (big in size) ornamental gardens and a 10) .....( quiet and calm) blue boating lake.

C. Select the correct order of the adjectives to fill in the blank to make a meaningful sentence.

1. The old man lives in the ..... house down the hill.

- a) big old
- b) white old
- c) old big

2. This shop offers all kinds of ..... toys.

- a) interesting new plastic
- b) new plastic interesting
- c) new interesting plastic

3. Every evening we go for a walk on a ..... track.

- a) old long gravel
- b) long old gravel
- c) gravel long old

4. They bought a ..... dinning table.

- a) round teak big
- b) teak round big
- c) big round teak

5. My mother is looking for a ..... saree to buy.

- a) Indian light-blue silk
- b) light-blue Indian silk
- c) silk light-blue Indian

C.L- 6.7

Uses prepositions appropriately.

A. Fill in the blanks with the prepositions given below. You may use the prepositions more than once.

from , of , over , of , among , beside , beneath , underneath



This is a picture \_\_\_\_\_ a park. It seems to be the flowering season as the trees are full \_\_\_\_\_ flowers. A few leaves are falling \_\_\_\_\_ the tree. A bird is flying \_\_\_\_\_ the tree.

There is a wooden bench \_\_\_\_\_ the tree and a dog is lying \_\_\_\_\_ the bench. The trash bin is placed \_\_\_\_\_ the bench. A fountain can be seen \_\_\_\_\_ the bushes.

B.Fill in the blanks in the e- mail with the given prepositions.

to , from, for, for, of, on, among, beside, beneath, for

New Message

Recipients

All the members

Subject

Next meeting

Dear Members,

Let's get together 1) ..... the committee meeting  
2) .....The Environment Society 3) ..... the month of May.  
The meeting will be held 4) ..... Tuesday the 30<sup>th</sup> 5) ..... 9.00 a,m, 6) .....12p.m.  
7)..... the Tamarind tree 8 )  
..... the sportsroom. Don't forget to circulate the application forms 9) ..... your friends 10)..... new enrolments.

With regards,

Secretary.

Send

A

Saving



**C.L- 6.8**

**Uses conjunctions appropriately.**

A. Fill in the blanks with the conjunctions given in the box.

although, and, because, not only.....but also, neither.....  
nor

A jester is a person who keeps people entertained with his jokes 1) ..... humour. Andare was one such jester who lived in Sri Lanka. He was known 2) ..... by the old ..... by the young. He was appointed as the palace jester 3) .....of his superb skill of making others laugh. He made the king happy 4) ..... he sometimes played some hilarious tricks on him. 5) ..... his jokes .....his tricks ever got anyone into trouble.

B. The conjunction used in each of the following sentences is incorrect. Rewrite each sentence with a suitable conjunction.

1. Please switch off the light while you are leaving the room.

.....

2. Do not use polythene lunch sheets and they can be harmful.

.....

3. Wait for me before I come back.

.....

4. I have been learning English because I was in grade 3.

.....

5. The postman came but I was working in the garden.

.....

**C.L.6.9**

**Uses adverbs appropriately.**

Tips for the teacher

An adverb is a word that modifies or describes a verb.

Adverbs are of different kinds

Adverbs of time	Adverbs of place	Adverbs of manner	Adverbs of frequency	Adverbs of degree
now early soon then	here there outside back inside	happily carefully angrily heavily joyfully lazily fast easily	always usually frequently often sometimes occasionally rarely seldom never	very quite pretty extremely hardly a bit a little

We can form most of the adverbs by adding the suffix 'ly' to the adjectives

A. Fill in the blanks with an adverb formed from the following adjectives.

( beautiful, bright, happy, slow, careless )

- 1). She finished the exercise ..... because she was in a hurry to go home.
- 2). I spent the holiday ..... with my cousins.
- 3). The small boy painted the picture ..... with watercolours.
- 4). She cannot catch up with us as she walks .....
- 5). The sun shines ..... today after a few gloomy days.

B. Replace the underlined adverbs with a different adverb that has a similar meaning

**slightly, terribly, nearly, hardly, rarely**

1. She seldom goes to sports practices now. ( ..... )
2. I can barely remember the grade one class teacher. ( ..... )
3. There were almost fifty people there. ( ..... )
4. I thought it was a bit disappointing. ( ..... )
5. I'm afraid, I'm extremely busy next week. ( ..... )



**Uses the conditional clauses appropriately**

A. Match the sentence parts A and B to make meaningful sentences.

- | A   | B  |
|---|--|
| 1. If I were a millionaire                        | a. I will have to apply for leave            |
| 2. If the doctor asks me to rest                  | b. she would win the first place             |
| 3. If I had seen him                              | c. I can get good marks                      |
| 4. If she participated in the dancing competition | d. I would help the poor to overcome poverty |
| 5. If I work hard                                 | e. I would have talked to him                |

B. Complete the blanks with the correct form of the verb given within brackets.

Amith : Why didn't you come to see the drama? We thought you would come.

Nihindu : If I had known that you were coming, I .... definitely ..... (come)

Amith : Didn't you buy a ticket?

Nihindu : No, I was not interested. But, if I ..... (want) to, I could have bought one from my uncle. He had a book of tickets.

Amith : You would have enjoyed the drama with us if we .....(not forget) to call you.

Nihindu : That's OK. We'll try the next time.

Amith : By the way , have you finished reading my story book?

Nihindu : Yes, I have. It's interesting. I ..... (bring) it tommorow if you want it.

Amith : No, there's no hurry. I can give you more books if you ..... (want)

C.I-6.11

### Uses Reported Speech accurately.

#### Reporting Statements

When the reporting verb is in the past tense ( eg. said, told, stated ) the following changes should be made.

- Change the verb into its relevant past  
Eg: simple present tense into simple past
- Change the pronouns according to the speaker and the listener.
- Change the words denoting time and place appropriately.

#### Reporting Questions

When reporting questions the following changes should be made.

##### Wh Questions

Use 'wh' word instead of 'that' and change the word order into that of a normal sentence order, (subject+ verb + object )

- Change the verb into its relevant past  
Eg: simple past tense into past perfect
- Change the pronouns according to the speaker and the listener.
- Change the words denoting time and place appropriately.

Eg: She asked " what did you do yesterday? "

*She asked what I had done the day before.*

##### Yes/ No Questions

Use 'whether' or 'if' before the question and change the word order into that of a normal sentence order, (subject+ verb + object )

- Change the verb into its relevant past  
Eg: simple past tense into past perfect
- Change the pronouns according to the speaker and the listener.
- Change the words denoting time and place appropriately.

Eg. He asked " Have you got an extra pen?"

*He asked whether I had got an extra pen.*

The class teacher asked the question, How are you feeling today? The following are the answers given by some of the students.

I am bored.

Suheli

I am very tired and sleepy

Ramath

I am quite happy.

Kusal

I am worried because my mother was not well this morning

Samanali

I am disappointed as I have got less marks for the test.

Seya

**Later she reported to the class.**

1. Suheli said the she.....
2. Ramath said that .....
3. Kusal said .....
4. Samanali .....
5. ....



1. Writes descriptions of people, animals, places and things

A. Complete the blanks with one of the words in each box so that you may get different paragraphs .

A place I visited recently

I went to 1)..... recently. It is situated in 2) the .....  
Province. It can be reached by 3)..... It is a 4)..... place. Many  
5) ..... visit this place. When you go there you can  
see a lot of 6) ..... things. There are 7).....  
, ..... and .....  
These things make us aware of the glorious history of our country. It is our duty to  
8)..... the places like this for our next generation

(1) Sigiriya Anuradhapura Polonnaruwa	(2) Central North Central	(3) bus train	(4) historical ancient religious
(5) people local tourists local and foreign tourists	(6) marvelous interesting amazing	(7) frescoes sculptures monuments ramparts ponds lakes dagobas	(8) save protect conserve gift

### Our Class Monitor

Re- arrange the following sentences to get a meaningful paragraph about your class monitor.

Pasindu / our / is / class monitor.  
was appointed / the teacher/ He / objected to it./by / and no one  
boy /a friendly / and /He / is / cooperative  
and / is / his studies / good at sports/ He/ clever in/  
is / either/ the first or/ the second /in every term test/ always / He  
Pasindu/ the captain/ is/ Badminton team/of the under fifteen/  
He / a good / is/ helps others / and /to do /their work / team player  
many good / has /qualities / a good leader./ Pasindu / of /  
communicator / is /and /good /listener/ He / an /excellent /a  
us / and lends us /we need /it / He /always reminds / a helping hand /whenever/ about our  
duties /

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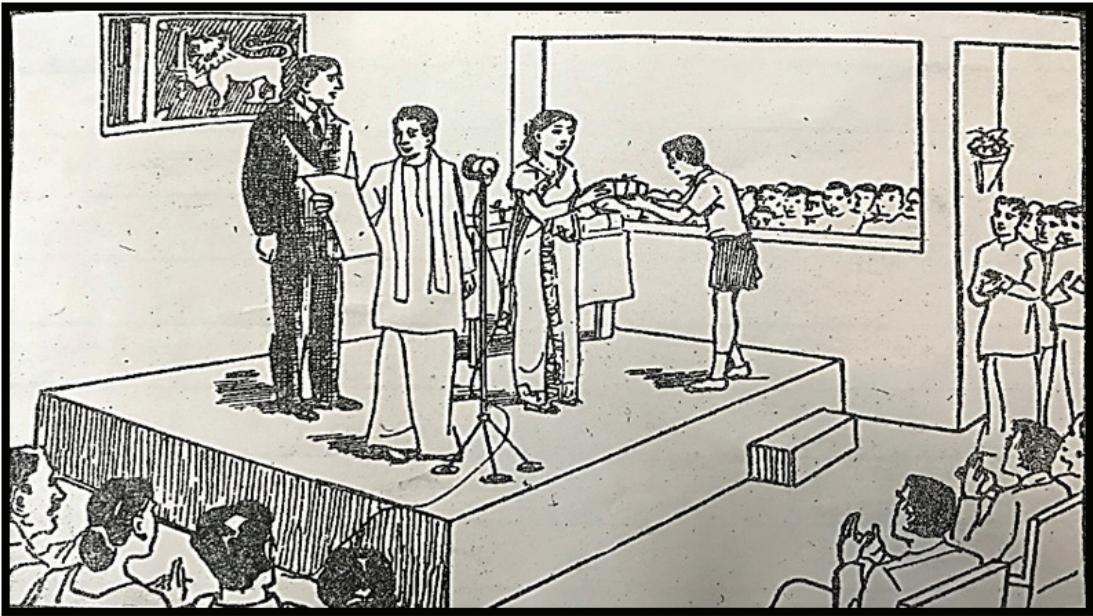
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C.L-7.2

Describes pictures

A) Study the picture and write a description of “A village School Prize Giving”. The following words may help you.

stage, chief guest, announcing, prize-list, audience, prize winner, microphone, awarding



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**Continue the picture description**

This is a picture of a park. Some boys are playing basketball. There is a family at the ice cream seller buying ice cream. ....

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C.I-7.3

**Writes for Personal Purposes.**

A. Read the following note and fill in the blanks in the reply with the given words.

Dear Melani,

I've organized a small party to celebrate my birthday. Please do come on 25<sup>th</sup> August at 4.30 p.m. to my place. Some of our friends will also come. Let's have fun.

Sureni

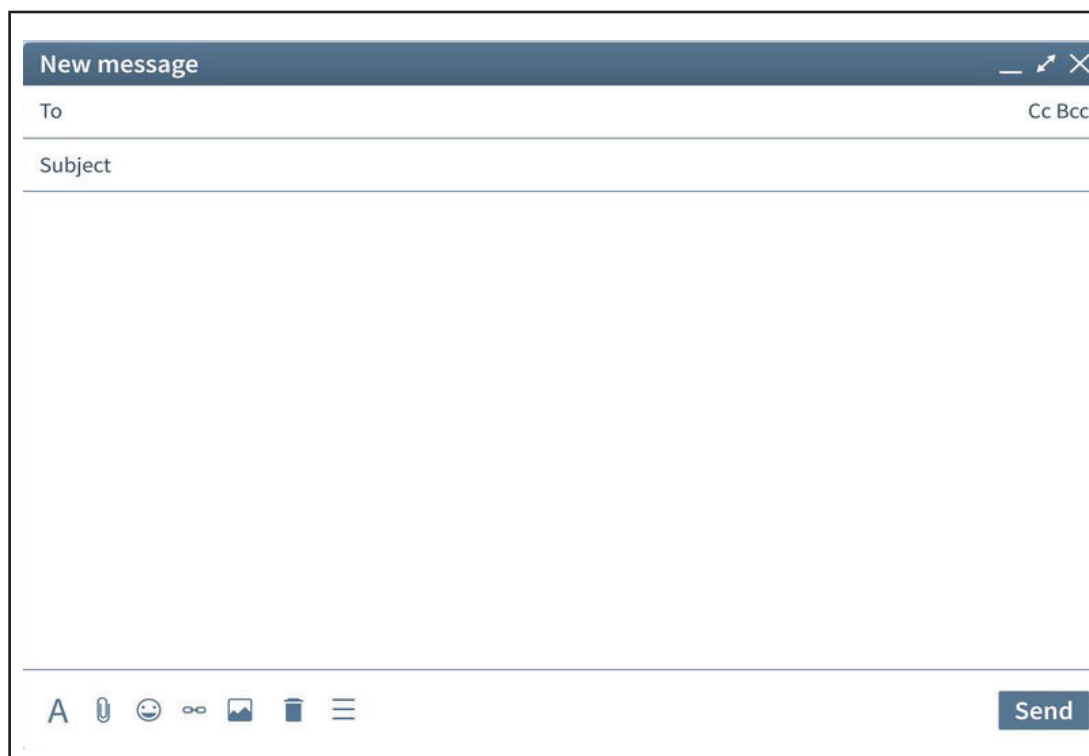
( **studied, able, have, invitation, music,** )

Dear Sureni,

Thanks for your ..... I'm sorry I won't be ..... to come. I have my ..... exam the following day. Since I haven't ..... much ,I need to practise. I'll visit you later. Wish you a happy birthday and ..... fun!

Melani

B. Write an email to the President of your Environmental Society saying that you are unable to attend the annual meeting due to an unavoidable reason.



C.L.7.4

### **Writes Instructions.**

A) Complete these notices and warnings in a meaningful way.

- |                         |                     |
|-------------------------|---------------------|
| a. Please wait _____.   | f. Beware of _____. |
| b. Mind the _____.      | g. Sold _____.      |
| c. Please do not _____. | h. Out of _____.    |
| d. No _____.            | i. Keep _____.      |
| e. Please do not _____. | j. Handle _____.    |

B) What notices or warnings are used in each of these places? Write about five for each situation.

- a. At a zoo.
- b. At a waiting area in a busy place.
- c. In front of gates.
- d. Inside a theatre.
- e. A door going into a room with a low roof.
- f. A place where people work on top.
- g. On a packing of a glass tea set.
- h. Inside a bank.
- i. Near a public telephone booth.
- j. On the door of a hospital room.

Eg: At a zoo

1) Don't feed animals.

2) Stay away from the cages.

3) .....

4) .....

5) .....

C.L-7.5

**Writes for personal purposes.**

A) Complete the following letter with one of the options. Try this with different options so as to get different letters.

Dear 1).....,

I hope you are 2)..... Everything at my end is  
3)..... Last week we went 4) ..... It is a/an  
5) ..... place.

We stayed there for 6)..... and enjoyed our trip well.  
The climate was 7)..... . Every morning my friends and I  
sat 8)..... and enjoyed the chirping of birds. We had  
plenty of time to be with 9)..... then we  
started our day's plan , either to 10)..... or play a match.  
In the evening we went to the 11)..... and had a bath, At night  
we 12).....down on the 13)..... and  
watched the starry sky.

It was a 14)..... time. I felt sorry that you couldn't  
join.

See you 15).....

with love,

.....

1. Friend/ cousin/ aunty/uncle
2. Fine/well/ having good time/ feeling better
3. Fine/ perfect/ as usual
4. on a trip/ to Nuwara Eliya/ to Yala
5. amazing/ wonderful/ interesting/ quiet
6. a week /three days/ a few days
7. cool/ sunny/very nice/perfectly good for a vacation
8. On the grass / outside / under the trees
9. nature/ the environment/ the surroundings
10. stroll/ hike/ walk
11. river/ lake/ stream/ natural spring
12. lay/ sat
13. grass/ ground/ verandah
14. marvelous/ fun-filled/ enjoyable
15. later/next Monday/

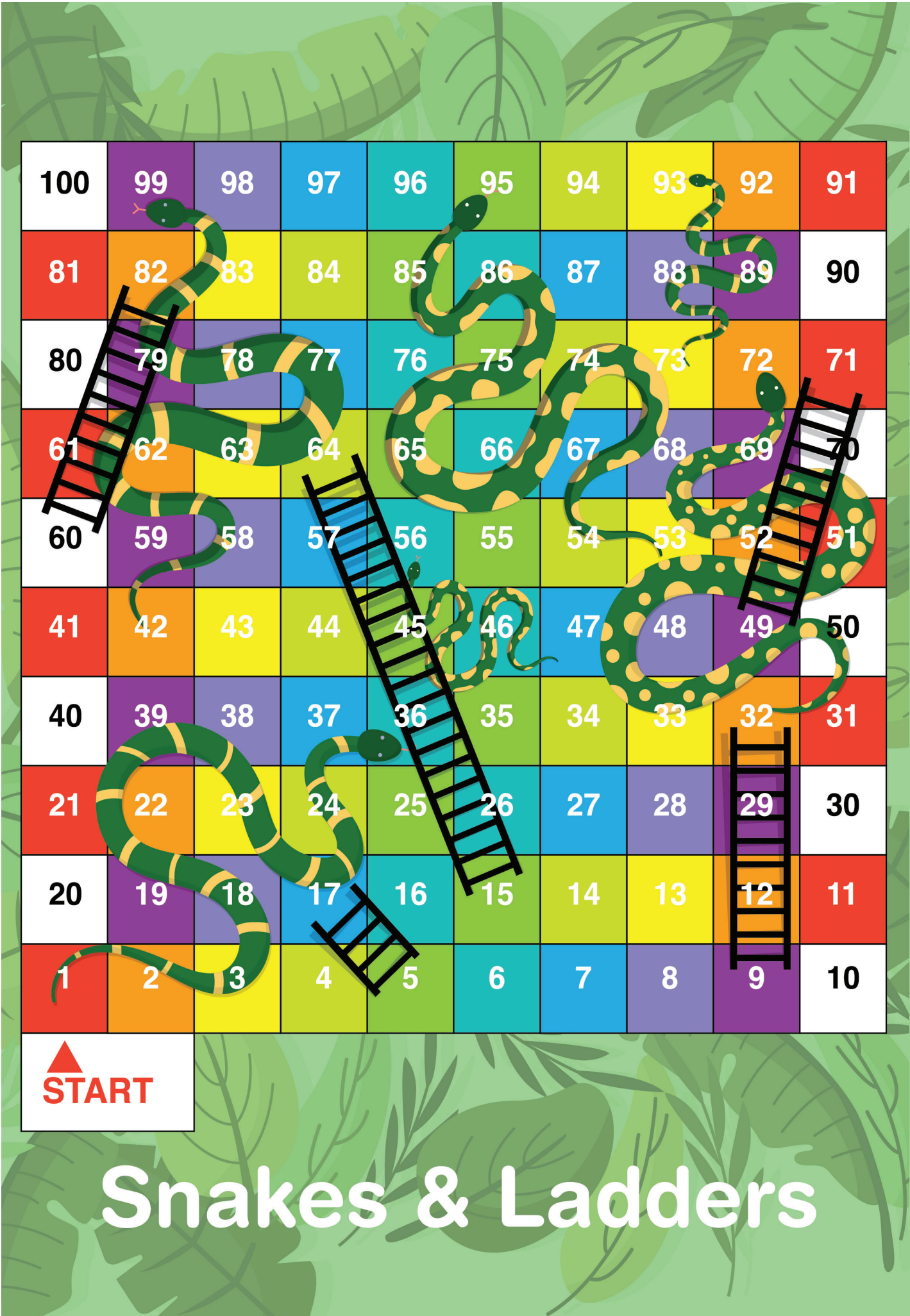
# Scattergories



Letters	Animals	Foods	Places	People	Verbs
<b>B</b>	<b>B</b> ear	<b>B</b> read	<b>B</b> adulla	<b>B</b> andula	<b>B</b> ite
<b>D</b>					
<b>T</b>					
<b>K</b>					
<b>N</b>					
<b>F</b>					
<b>M</b>					
<b>R</b>					
<b>C</b>					
<b>W</b>					
<b>S</b>					

You have one minute to fill in the blank cages for each letter.  
Get together with 5 friends to do this game..







## **“English is Simple”**

As the premiere Savings Bank of Sri Lanka, the National Savings Bank (NSB) strongly believes that the education is the passport to the future. Apart from its contribution to the Sri Lankan economy NSB plays a major role as a leading socially responsible corporate citizen.

As a CSR initiative, the Bank pledged to support the Sustainability Development Goals (SDGs) which were introduced by the United Nations Development Program (UNDP). UNDP adopted 17 global goals to provide a shared blueprint for peace and prosperity for people and the planet by 2030.

In order to address the Goal number 4 of UNSDGs, “Quality Education”, NSB is partnering with the English & Foreign Languages Branch (EFLB) of Ministry of Education to launch the SDG project “English is Simple” with the objective of uplifting the English education of the school children.

We hope that this book will guide you to enrich your English knowledge skills which will help you to win the world tomorrow.

