



Activity 2.9

Vocabulary

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

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



Activity 2.10

Reading / Writing

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

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



Activity 2.11 Group work

Speaking / Writing

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

Decide on the qualities a hero / heroine should have.

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



Activity 2.12

Reading / Writing

Read the sentences in 'a' carefully.

a. Present participles as modifiers / adjectives

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

Mother feels happy to see the flowering trees.

Past participles as modifiers / adjectives

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

Father brought her a golden haired doll.

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

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

broken
interesting
leaking
well known
smiling



Activity 2.13 Pair work

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

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

Clues :

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



Activity 2.14

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



Activity 2.15 Role Play

Reading / Speaking

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

Role play the dialogue.

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



Activity 2.16

Reading / Writing

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

Track events	Field events	Games

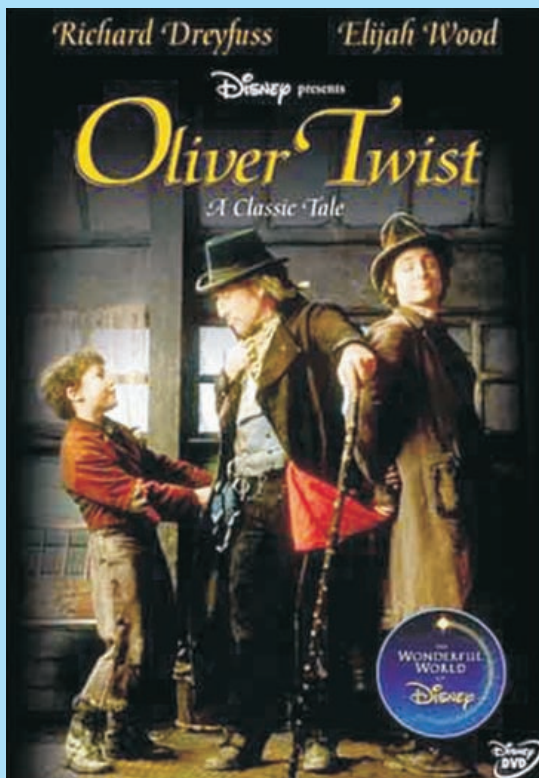
2. Write the names of five types of sports equipment in the writing book.
3. Why do you think that the teacher didn't allow the students to take the javelin ?

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

Reading / Writing

Oliver Twist

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



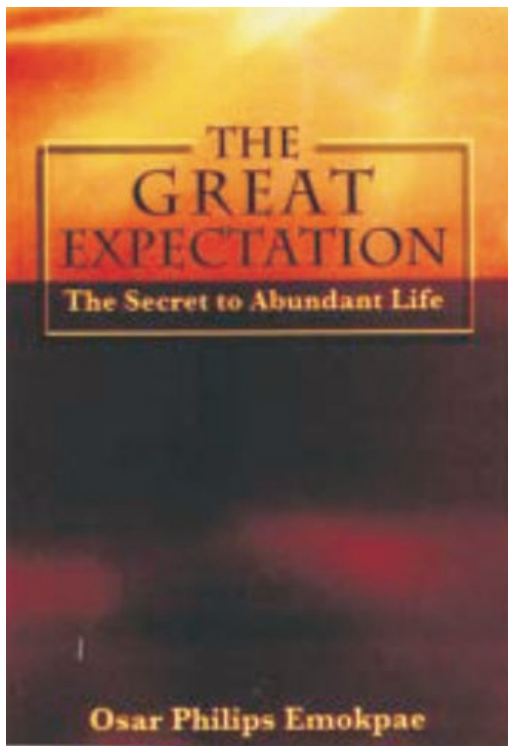
- born in a workhouse.
- mother died at his birth.
- father not known.
- put into a workhouse when nine years old.
- not paid for the work.
- not given enough food.
- punished for asking for more food.
- sold to a coffin seller.
- later became a successful man.

David Copperfield



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

Great Expectations Philip Piirip (Pip)



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

Enrichment

Enjoy reading this poem

The Swing

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

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

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



Robert Louis Stevenson



Activity 2.17

Listening / Reading

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

Lullaby

Reading

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

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



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

costumes of children of other lands

1



An Indian dancer

2



A Chinese girl

3



A Kashmir dancer

4



A Red Indian child

5



An English girl

6



A Japanese doll



Activity 2.18

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

I. Parts of the dress

II. Colours

eg: Picture no. 1

.....

.....

.....

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



Activity 2.19

Grammar

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

Pre modifier

eg: 1. childish
2. brave

Noun

song
boy

Noun

man
people

Post modifier

clad in red
in Holland

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

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