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MINISTRY OF EDUCATION

NSB 



English
is
Simple

8

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 -



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► A plan for your dream



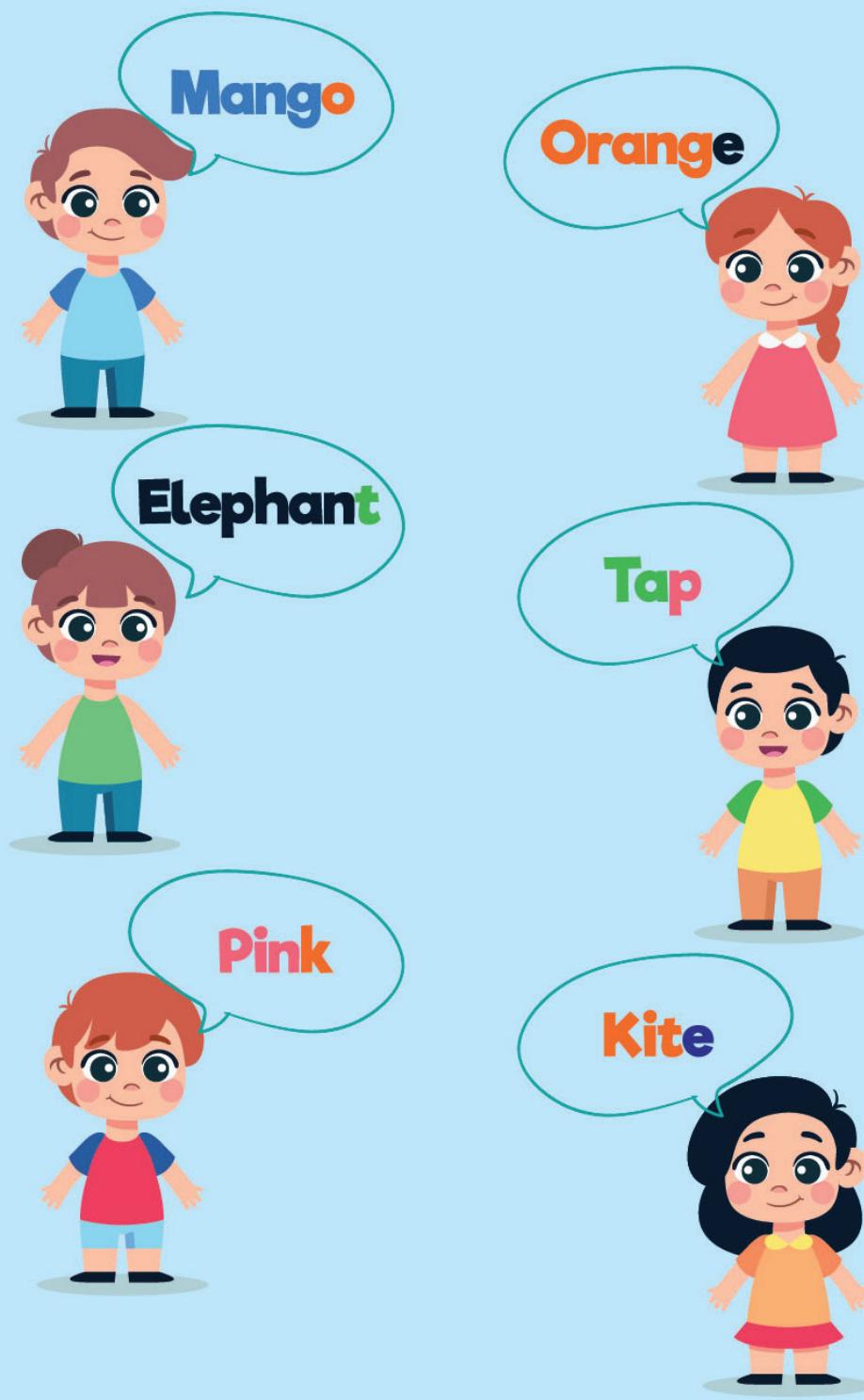
FirsT LetteR LasT LetteR

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 andas 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.

For the teacher :

Silent Letters

There are some letters in particular words that we do not pronounce. They make the spelling of words different from their pronunciation. Here are some examples. Some silent letters in English

- l - talk, calf, palm
- k - knife, knock, know
- h - hour, honour, heir

Prepare flash cards with silent letters written in a different colour.
Practice pronunciation.

• Circle the silent letters.

ghost knot chalk knee half honest

knit walk salmon whether yolk

what writer

C.L-3.3

Listens and responds to different types of simple texts.

Listen to the announcement and fill the blank cages.

Platform	Time of Departure	Destination	The train will stop at
			Ragama, Weyangoda, Polgahawela, Kadugannawa and

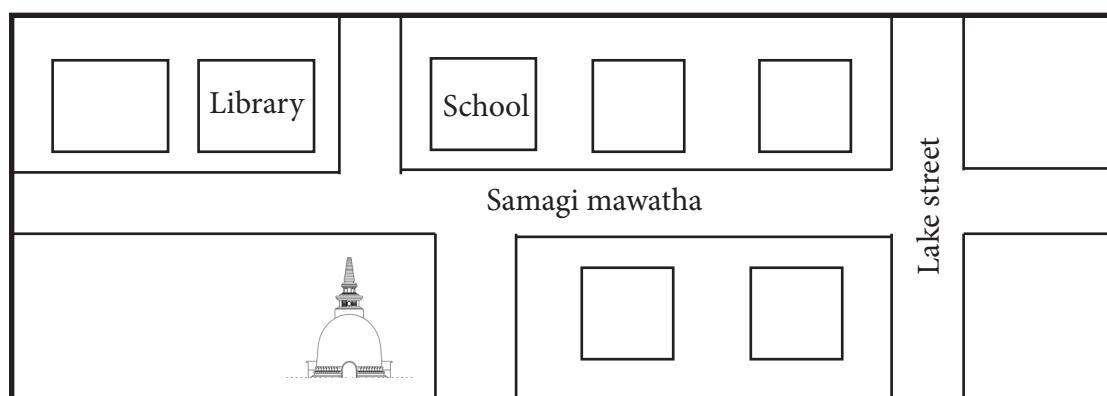
Listening text

The train on No. 1 platform will leave for Kandy at 5.55 a.m. It will stop at Ragama, Gampaha, Weyangoda, Polgahawela, Kadugannawa and Peradeniya.

C.L-3.4

Listens and transfers information to other form.

Listen to the following description and match the buildings.



1. Menaka's home
2. Grocery
3. Play ground
4. Post office
5. Hospital

Listening test

Menaka lives down Samagi Mawatha. There is a post office very close to her home. The post office is between Menaka's home and the school. There is a playground just opposite the post office. The village hospital is on Lake street. The grocery is situated close to the library. Children love to play in the playground which is situated in front of the village temple. Menaka walks to the playground every week day with her brother.

C.L- 4.3

Finds synonyms and antonyms for given words.

1. Read the following passage and match the underlined words with their antonyms.

Sahas is in grade eight. He is a student of Athiliwela Maha Vidyalaya. Every evening he plays with his friends. The playground is a huge bare land surrounded by paddy fields. There is an ancient temple at the far end of the paddyfield. The area has a rural setting with minimum environmental pollution. The majority of the people in this village are farmers. They have a very simple lifestyle. Sahas and his friends play elle, volleyball or cricket every day. They do not play for victory but for enjoyment. It gives them a sense of togetherness.

huge	near
ancient	defeat
far	tiny
rural	complex
minimum	modern
majority	minority
simple	urban
victory	maximum

2. Underline the word which has a similar meaning to the word in bold letters.

I. Our meals should contain **sufficient** amount of iron every day.

- a) little
- b) correct
- c) enough

II. The owner of the tea estate has a **huge** bungalow.

- a) big
- b) small
- c) spacious

III. When writing essays, you have to use **accurate** spellings.

- a) neat
- b) correct
- c) wrong

IV. The puppy we found yesterday looks quite **feeble**.

- a) strong
- b) weak
- c) hungry

V. The chief minister was very **loyal** to the king.

- a) friendly
- b) close
- c) faithful

3. Construct sentences using these words.

- ♦ ancient
- ♦ rural
- ♦ huge
- ♦ victory
- ♦ far

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

Affixes			
Prefix		Suffix	
un	unfair	ful	colourful (Adj)
dis	disadvantage	less	careless (Adj)
im	impolite	ily	noisily (Adj)
		ess	kindness (N)
		fully	carefully (Adj)
		er	driver (N)
		est	highest (Adj)
		tion	pollution (N)
		ment	development (N)

- Opposites are formed by adding prefixes – un, dis, im, ir, il

Adjective	→	Adjective
patient		impatient
regular		irregular
cooked		uncooked
legal		illegal
polite		impolite
fortunate		unfortunate
possible		impossible

Verb	→	verb
load		unload
do		undo
treat		illtreat

- Comparative and superlative adjectives

	comparative form	superlative form
clever	cleverer	cleverest
high	higher	highest

- The word class of a word can be changed by adding a prefix or a suffix to a word .

Verb	→	Adjective
help		helpful
help		helpless
Verb	→	Noun
drive		driver
pollute		pollution
develop		development
Noun	→	Adjective /Adverb
leisure		leisurely
day		daily
hour		hourly
week		weekly
fortnight		fortnightly
month		monthly
year		yearly
quarter		quarterly
Adjective	→	Adverb
noisy		noisily
careful		carefully

1. Select the correct form of the word given.

1. My sister can sing.....(beautiful, beauty, beautifully).
2. My elder brother is than my younger brother.
(clever, cleverer, cleverest)
3. Our family visits our grandparents.....(cleverly, monthly, evenly).
4. My father helps to keep pollution to a minimum.
(environmentalist, environmental, environmentally)
5. My mother is the of her family of four .(elder, eldest, elderly)

2. Fill in each blank by adding a suitable prefix or suffix to the word given in brackets.

The room was (tidy) So, we had to clean it. All of the students joined (willing) to clean it. One student swept the room (quick) while another student arranged the furniture (neat). My friend took the (wanted) things out of the room. The books were arranged in an order. Some books that were (tall) than other books were kept in the corner of the bookcase and the (heavy) books were kept on the bottom shelf. I hung the charts (careful). All of us were happy to see our class turned into a (beauty) room. We were sure that our (teach) would be overjoyed to see the transformation .

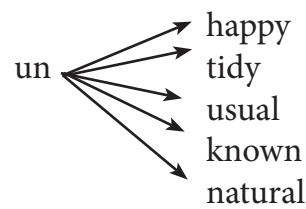
3. Fill the blanks with the correct word.

Noun	Adjective	Verb	Adverb
1. joy		enjoy	joyfully
2.	attractive		
3. beauty		beautify	
4. addition			
5. colour			colourfully

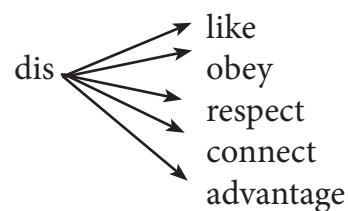
C.L- 4.4

Uses of prefixes to form opposites.

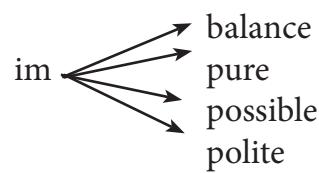
Write the opposites



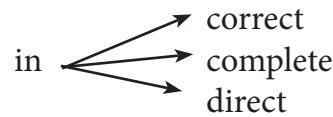
e.g. happy - unhappy



e.g. like- dislike



e.g. balance- imbalance



e.g. correct -incorrect

C.L- 4.5

Forms the plurals of the nouns.

For the teacher :

Count Nouns

A count noun or a countable noun has a singular and a plural form. Count nouns are used for things that can be counted in number. They can be used with numerals, with words such as 'many' or 'few' or with the indefinite article **a** or **an**.

Some count nouns are made plural by adding **s** or **es** to the end of the word.

e.g. **singular** **plural**

book	books
flower	flowers
mango	mangoes

1. Write the plural forms of the following nouns.

ant -.....	cat -.....	kitten -
friend -.....	glass -.....	bus -
egg -.....	pond -	dish -
school -.....	hospital -	fox -
house -.....	museum -	potato -

2. Make use of the given picture clues and fill in the blanks, using plurals nouns.

- Our mango tree is full of ripe 

- There are thousands of in that anthill. 

- We have two in our house. 

- Butterflies lay on leaves.



- Many were damaged during the floods.



For the teacher :

Uncountable Nouns (Non-count Nouns)

Non-count or uncountable nouns are used for something that cannot be counted in number. Non-count nouns have no plural form. We use quantifiers with non-count nouns.

e.g.	non-count noun	singular	plural
	sugar	a kilo / bag of sugar	two kilos / bags of sugar
	water	a glass of water	three glasses of water

1. Arrange the words in order and write the plural form.

e.g. milk/a/of/bottle	- a bottle of milk	- bottles of milk
1. of/loaf/a/bread	- -	-
2. slice/a cake/of	- -	-
3. packet/a /of /flour	- -	-
4. jug/a / orange juice/of	- -	-
5. soup/a/of/ bowl	- -	-
6. of/a/water/glass	- -	-

2. Fill in the blanks using the correct words.

(crumbs, kilos, glasses, cartons, sheets)

- I was very thirsty. I drank three of water.
- I need to write a letter. Can I have two of paper?
- Those pigeons are looking for food. Can you give them some of bread?
- I'm going to the grocery. I have to buy three of rice and two of milk.

C.L- 4.7

Uses collective nouns and compound nouns.

For the teacher :

Collective Noun

A common noun that refers to a group of people, animals and things. A singular collective noun is generally followed by 'a'.

Singular	- a team of players a group of people	Plural -	teams of players groups of people
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● List of common collective nouns

Collective nouns of people	Collective nouns of animals	Collective nouns of things
1. An army of soldiers 2. A board of directors 3. A band of musicians 4. A bench of judges 5. A board of directors 6. A bevy of beauties 7. A cast of actors 8. A company of actors 9. A class of pupils 10. A choir of singers 11. A clan of people 12. A crew of sailors 13. A dynasty of kings 14. A faculty of professors 15. A gang of thieves 16. A group of singers 17. A jury of judges 18. A mob of rioters 19. A nation of people 20. An orchestra of musicians 21. A parliament of ministers 22. A staff of officers/ employees 23. A team of players 24. A troop of soldiers 25. A troupe of dancers	1. An army of ants 2. A band of gorillas 3. A brood of chickens 4. A cloud of flies 5. A culture of bacteria 6. A flock of sheep 7. A flock of birds 8. A gaggle of geese 9. A litter of puppies/ kittens 10. A herd of elephants 11. A kennel of dogs 12. A pack of wolves 13. A parliament of owls 14. A school of fish 15. A sloth of bears 16. A swarm of bees 17. A shoal of fish 18. A troop of monkeys	1. An album of photos 2. A bar of chocolates/ soap 3. A ball of wool 4. A block of flats/ apartments 5. A box of matches 6. A bunch of flowers/ keys 7. A comb of bananas 8. A chest of drawers 9. A deck of cards 10. A flight of steps 11. A fleet of ships/ vehicles 12. A galaxy of stars 13. A grove of trees 14. A heap of stones 15. A line of clothes 16. A library of books 17. A pile of newspapers 18. A row of trees 19. A string of beads/ pearls 20. A set of tools/ instructions

1. Underline the collective nouns.

Yesterday I saw a beautiful painting. It was a painting of a forest. There was a pride of lions resting under a cluster of trees. A herd of deer were grazing in a meadow. A troop of monkeys were chattering and playing on trees. A school of tiny fish were swimming in a stream. It was a lovely painting.

2. Make collective nouns.

a	pile team bunch packet string comb school fleet crowd flock bar	of	sheep flowers tea ships players people clothes beads fish chocolate bananas
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e.g. a pile of clothes

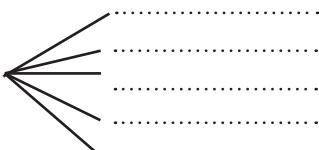
3. Fill in the blanks with a suitable collective noun.

1. A of elephants
2. A of flowers
3. A of graphs
4. A of fish
5. A of judges
6. A of photographs
7. A of plantains
8. A of trees
9. A of books
10. A of dancers
11. A of employees
12. A of geese
13. A of directors
14. A of paper

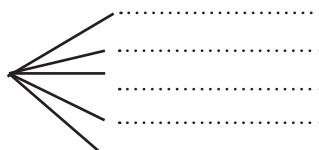
15. A of mathematical instruments
16. A of islands
17. A of scouts
18. A of deer
19. A of actors
20. A of keys
21. A of puppies
22. A of committee members
23. A of thieves
24. A of flies
25. A of sailors
26. A of fish
27. A of teachers
28. A of cars
29. A of doctors
30. A of matches

4. Add as many nouns as you can that go with the following collective nouns.

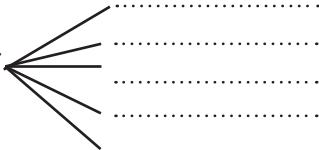
A herd of



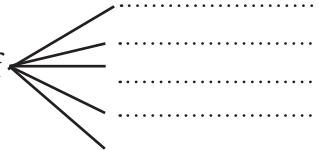
A pack of



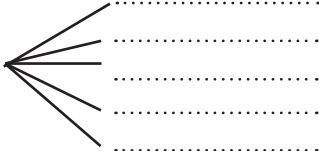
A group of



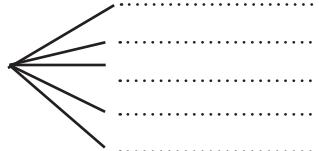
A board of



A gang of



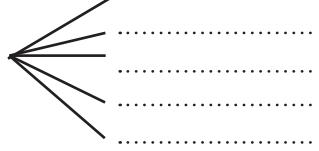
A panel of



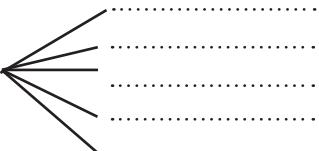
A staff of



A mob of



A choir of



5. Fill in the blanks with a suitable collective noun.

the flight of steps	a comb of plantains
row of houses	album of stamps
bundles of firewood	a pack of cards
a bouquet of flowers	a wad of notes
pile of newspapers	a box of matches

1. I gave my mother on her birthday. She loved it very much.

2. The small boy climbs up to his class. Then he rests for a few minutes.

3. Sunil's house is the third one on the left on Temple Road. It is easy to spot.

4. He tied the with a piece of rope and carried it away.

5. My mother bought from the market for a cheap price.

6. He performs amazing tricks with He is quite skillful at that.

7. When I was travelling in the rural areas I saw by the roadside.

8. The small girl is holding a tray with a candle and and standing near the traditional lamp .

9. Would you like to see my ?

10. The cashier is counting before he puts it to the locker.

6. Fill in the blanks with the correct collective nouns.

herd, flock, packet, bar, comb, pack, bouquet, fleet

1. I bought a of bananas, a of tea and a of chocolate. When I went to the supermarket yesterday.
2. I gave my mother a of wild flowers for her birthday.
3. We saw a of wild elephants and a of wolves at the wild life park.
4. A of birds flew over our house.
5. We saw a of ships sailing towards the harbour.

For the teacher:

Compound Nouns

Compound nouns are words for people, animals, places, things, or ideas, made up of two or more words

Compound nouns can be

- one word – haircut, bedroom, keyboard, teapot, timetable, toothpaste
- Connected with a hyphen – passer-by, son-in-law, daughter-in-law
- Two words – bus stop, full moon

When making plural forms

- If it is one word or two words, form the plural in the regular manner
- In hyphenated words make the head noun plural

Compound nouns are formed as follows,

Noun + noun	toothpaste
Adjective + noun	whiteboard
Verb + noun	swimming pool
Preposition + noun	underground
Noun + verb	haircut
Noun + Preposition	Passer - by
Adjective + verb	dry cleaning
Preposition + verb	output

A). 1. Add another noun to the following to make compound nouns .

1. lady.....
2. sky
3. text
4. foot.....
5. tooth.....
6. sun.....
7. eye
8. bride
9. house
10. sea.....
11. cat.....
12. moon
13. lawn
14. fire
15. file

2. Add a noun to each of the adjectives to make a compound noun.

- I. first.....
- II. high.....
- III. full.....
- IV. sick.....
- V. good.....
- VI. black.....
- VII. green.....
- VIII. wild.....
- IX. silk.....
- X. wet.....

3. Add a verb to each noun to form a compound noun. The words in the box may help you.

- I.shoes
- II.table
- III.room
- IV.cart
- V.machine

living	dining
go	running
washing	show

B. 1. Select a word from the box and form a compound noun that matches the explanation.

fly, lid , washer, bag , post, work , time, port , break , day

1. day..... _ The time in the morning , when light first appears
2. dish..... _ A machine for washing dishes
3. home..... _ School work done out of lessons especially at home
4. eye..... _ A fold of skin over the eye
5. bed..... _ The time at which one goes to bed
6. hand..... _ A women's purse
7. lamp..... _ A tall post that supports a light over a street or public area
8. birth..... _ The day someone was born on
9. butter..... _ An insect with colourful wings
10. air..... _ A place where aeroplanes land and take off

2. Write the plural form of these compound nouns.

bedroom - bedrooms

teapot -

haircut -

timetable -

keyboard -

blackboard -

son- in-law – sons-in-law -

daughter-in-law -

passer-by -

sister-in-law -

3. Match words to form compound nouns. Then write the compound noun in the given space. Then write their plural forms.

• exercise	room	bathroom	bathrooms
• washing	chair	.....	.....
• pencil	machine	.....	.....
• wheel	case	.....	.....
• bath	shelf	.....	.....
• book	book	.....	.....

C.L-5.2

Extracts specific information from various types of simple texts.

1. Read this passage and answer the questions that follow.

Wild elephants like company. They live in herds. Sometimes there are about a hundred of them in the herd. Elephants don't eat meat. They eat grass, fruit and the inner bark of some trees. They use their trunk for picking grass and fruits or stripping leaves from trees. An elephant can eat up to 250 kilograms of hay, and drink sixty gallons of water in a day.

The elephant is a very intelligent animal. Its sense of smell is good, but it cannot see or hear very well. Elephants are normally timid. They can be dangerous if we tease them or make them angry.

1. Why do elephants like to live in herds?

because they like

2. What do elephants eat?

a.

b.

c.

3. What do they use their trunk for?

a.

b.

4. Mark whether the following statements are True or False.

a. Elephants can drink sixty gallons of water in a day.

b. It can hear and see well.

c. Elephants are timid animals.

d. It can eat up to 150 kilograms of hay.

5. Find opposite words from the passage.

outer -

bold -

2. Read this dictionary page and find answers.

JP • abbrev. Justice of the Peace.

jubilant • adj. happy and triumphant. ■ DERIVATIVES **jubilantly** adv.

jubilation /joo-bi-lay-sh'n/ • n. a feeling of great happiness and triumph. ■ ORIGIN Latin *jubilare* 'shout for joy'.

jubilee • n. a special anniversary. ■ ORIGIN from Latin *jubilaeus annus* 'year of jubilee'.

Judaic /joo-day-ik/ • adj. having to do with Judaism or the ancient Jews.

Judaism /joo-day-i-z'm/ • n. 1 the religion of the Jews, based on the Old Testament and the Talmud. 2 Jews as a group. ■ ORIGIN Greek *Judaismos*.

Judas /joo-duhss/ • n. a person who betrays a friend. ■ ORIGIN from *Judas* Iscariot, the disciple who betrayed Christ.

udder • v. (**udders**, **uddering**, **uddered**) esp Brit shake rapidly and forcefully. ■ DERIVATIVES **uddery** adj.

Judge • n. 1 a public officer who decides cases in a law court. 2 a person who decides the results of a competition. 3 a person with the necessary knowledge or skill to give an opinion. • v. (**judges**, **judging**, **judged**) 1 form an opinion about. 2 give a verdict on (a case or person) in a law court. 3 decide the results of (a competition). ■ ORIGIN Old French *juge*.

judgement (also **judgment**) • n. 1 the ability to make sound decisions or form sensible opinions. 2 an opinion or conclusion. 3 a decision of a law court or judge.

judgemental (also **judgmental**) • adj. 1 having to do with the use of judgement. 2 excessively critical of others.

Judgement Day • n. the time of the Last Judgement.

judicature /joo-dik-uh-cher/ • n. 1 the organization and administration of justice. 2 (**the judicature**) judges as a group. ■ ORIGIN Latin *judicare* 'to judge'.

judicial /joo-di-sh'l/ • adj. having to do with a law court or judge. ■ DERIVATIVES **judicially** adv. ■ ORIGIN Latin *judicium* 'judgement'.

judiciary /joo-di-shuh-ri/ • n. (pl. **judiciaries**) (**the judiciary**) judges as a group.

judicious /joo-di-shuhss/ • adj. having or done with good judgement. ■ DERIVATIVES **judiciously** adv.

judo • n. a sport of unarmed combat, using holds and leverage to unbalance one's opponent. ■ ORIGIN Japanese, 'gentle way'.

Jug • n. 1 Brit a cylindrical container with a handle and a lip, for holding and pouring liquids. 2 N. Amer. a large container for liquids, with a narrow mouth. ■ ORIGIN perh. from *Jug*, informal form of the woman's names *Joan*, *Joanna*, and *Jenny*.

Jugged • adj. (of a hare) stewed in a covered

container.

juggernaut /jug-ger-nawt/ • n. Brit a large heavy vehicle. ■ ORIGIN Sanskrit 'Lord of the world', referring to an image of the Hindu god Krishna carried on a heavy chariot.

juggle • v. (**juggles**, **juggling**, **juggled**) 1 continuously toss and catch a number of objects so as to keep at least one in the air at any time. 2 manage to do (several activities) at the same time. • n. an act of juggling. ■ DERIVATIVES **juggler** n. ■ ORIGIN Old French *jogler*.

jugular /jug-yuu-ler/ • adj. having to do with the neck or throat. • n. (also **jugular vein**) any of several large veins in the neck, carrying blood from the head. ■ ORIGIN Latin *jugulum* 'throat'.

juice • n. 1 the liquid present in fruit or vegetables, often made into a drink. 2 (**juices**) fluid produced by the stomach. 3 (**juices**) liquid coming from food during cooking. 4 informal electrical energy. 5 informal petrol. 6 (**juices**) informal one's creative abilities. • v. (**juices**, **juicing**, **juiced**) extract the juice from. ■ ORIGIN Latin *jus* 'broth, juice'.

juicer • n. an appliance for extracting juice from fruit and vegetables.

juicy • adj. (**juicier**, **juiciest**) 1 full of juice. 2 informal interestingly scandalous: *juicy gossip*.

ju-jitsu /joo jit-soo/ (also **jiu-jitsu**) • n. a Japanese system of unarmed combat and physical training. ■ ORIGIN Japanese, 'gentle skill'.

jukebox • n. a machine that plays a selected musical recording when a coin is inserted. ■ ORIGIN *juke* is from word in a Creole language meaning 'disorderly'.

Jul. • abbrev. July.

julep /joo-lep/ • n. a sweet drink made from sugar syrup. ■ ORIGIN Latin *Julapium*.

julienne /joo-li-en/ • n. a portion of food cut into short, thin strips. ■ ORIGIN French.

July • n. (pl. **Julys**) the seventh month of the year. ■ ORIGIN from Latin *Julius mensis* 'month of July', named after the Roman general Julius Caesar.

jumble • n. 1 an untidy collection of things. 2 Brit articles collected for a jumble sale. • v. (**jumbles**, **jumbling**, **jumbled**) mix up in a confused way.

jumble sale • n. Brit a sale of various second-

2. Read this dictionary page and find answers.

 1. Find a word which describes a special anniversary.
 2. A public officer who decides cases in a law court is called a
 3. Name a sport mentioned here.
 4. Find a word with its origin in Sanskrit which refers to a heavy vehicle
 5. What is the abbreviation for July?
 6. Who is the famous Roman general mentioned on this page?

 7. Fill in the following blanks with suitable words from the dictionary page.

 - a. The clown the balls always keeping one in the air. (tossed and caught)
 - b. A is a container which is cylindrical in shape.

 8. Find the adjective and adverb related to “jubilation.”

1. Read the following extract and select the most appropriate answer for the questions.

Father wolf got up and listened. Far below in the valley he heard the dry, angry snarling of a hungry tiger. It was Shere Khan, the lame tiger.

“The fool!” said Father wolf. “He is making so much noise that he will scare away all the animals. Then we will not find any animals when we are hunting.”

“He is not hunting animals. He is hunting man,” said Mother Wolf.

There was a sudden howl. “Whatever Shere Khan was hunting, he has missed it,” said Father Wolf. ‘He cannot even hunt, that lame one!’

Mother Wolf was inside the cave with her four cubs. Suddenly she heard a noise. “Get ready! Something is coming up the hill,” she said to Father Wolf, for she was always worried that something would attack her cubs.

Father Wolf was about to spring towards the noise when he suddenly stopped. There in the clearing, by a low branch, stood a naked baby. A soft brown baby who looked into the wolf’s face and laughed.

“It is a man’s cub!” snarled father wolf.

“Is it a man’s cub? Bring it to me. I have never seen one,” said Mother Wolf.

Although a wolf has very sharp teeth, he can pick up an egg without breaking it if he wants to. Father Wolf gently picked up the little baby and brought it to Mother Wolf. Mother Wolf saw the little one and loved it.

“How little, how soft and how brave,” said Mother Wolf. “I shall call it Mowgli- the little Frog.” Suddenly the mouth of the cave became dark. Shere Khan was looking into the cave. The cave

was too small for Shere Khan to get inside. He stood outside and growled, " I want my man cub."

"The wolves are a free people. We only take orders from our Pack Leader. The Man's cub is ours. We will keep it or kill it. It is nothing to do with you," said Father Wolf, angrily.

Shere Khan roared with all his might, "The man's cub is mine! Do you dare refuse to give him to me? It is I, Shere Khan, who speaks!"

1. Father wolf heard a cry of

- a) a lion
- b) a jackal
- c) a tiger
- d) another wolf

2. The tiger's name was

- a) Shahrukh Khan
- b) Salman Khan
- c) Sher Khan
- d) Shereen Khan

3. Under a tree in the clearing, the father wolf found a

- a) lion cub
- b) tiger cub
- c) man's cub
- d) piglet

4. The father wolf and mother wolf called the Man's cub

- a) Ugly
- b) Mowgly
- c) Jungly
- d) Pugly

5. The wolves take orders only from the

- a) Lion king
- b) Pack leader
- c) Man
- d) Tiger

6. Find words with similar meaning for the following phrases from the text.

- a. Growling with bared teeth
- b. Group of dogs or wolves
- c. Smoothly

2. Read the following text.

Holland is a flat country with no hills. In some places the land is lower than the sea, and so the Dutch people have made high walls all round Holland's coast. These walls stop the sea from coming over the land, and they are called dykes. Sometimes there are big storms and rough seas and the dykes are broken. Then the sea comes over the land and many animals and people are drowned. The Dutch have to look after their dykes all the time, and mend the holes to stop the sea from coming in.

Hans was a Dutch boy, and he lived in a village on the coast. It was a very small village with no school, so Hans had to walk two miles every day to go to school in the next village. In the cold winter months, the sun goes down very early in Holland, and it was nearly dark when Hans walked home from school in the evenings.

One winter evening Hans was walking home on the road beside the dyke. It was cold and windy, and he heard the noise of the sea on the other side of the dyke wall. 'The sea is very rough tonight,' Hans thought. 'I think there will be a storm. I hope the dyke is strong.'

Macmillan -BRAVE CHILDREN OF OTHER LANDS -E.F. DODD

Underline the correct answer.

1. The country mentioned in the story is ...
 - a. Norway
 - b. Holland
 - c. Switzerland

2. In some places in the country the land is the sea.
 - a. higher than
 - b. lower than
 - c. at the same level as

3. Dutch people built round the coast.
 - a. low fences
 - b. iron gates
 - c. high walls

4. The walls prevent ...
 - a. enemies coming to invade the country.
 - b. rough winds and storms.
 - c. the sea from coming over the land.

5. The dykes are broken during
 - a. big storms and rough seas.
 - b. enemy attacks.
 - c. tsunamis.

Write short answers.

6. Who was Hans?
7. Where did he live?
8. How many miles did Hans have to walk to school?
9. What was the weather like when Hans was walking home from school in the evening?
10. Match the words with opposite meanings.

high	weak
cold	calm
rough	low
strong	hot

C.L- 5.1

Uses visual and contextual clues to derive the meanings of a text.

1. Read the following poem and find the meanings of the underlined words.

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head:
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow-
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Robert Louis Stevenson

1. What is the meaning of 'from heel up to the head'?
a. two parts of the body b. completely c. from side to side

2. What is the meaning of 'notion'?
a. idea b. nurses c. book

3. What is the meaning of 'make a fool'?
a. look like an animal b. make someone look stupid c. make someone look odd

4. What is the meaning of 'coward'?
a. an intelligent person b. a cornered person c. someone who is not brave

5. What is the meaning of 'sleepy-head'?
a. inactive person b. active person c. silent person

2. Study the picture and say whether the following statements are true or false.



1. This picture shows an incident that is happening on an escalator in a shopping complex. ()

2. There is a woman with her two daughters. ()

3. Some children are running up the escalator. ()

4. A woman has lost her balance and is falling. ()

5. No one is paying attention to her. ()

6. A boy is trying to help the woman. ()

7. The security guard has ignored the scene. ()

C.L-5.2

Extracts specific information from various types of simple texts.

Complete the story using the given words and phrases.

A Wise Old Owl

what , her, stories, happening helping, never, saying,
less, carry, elephant, purposely, lies, unicorn

There was an old owl that lived in an oak tree. Every day he saw incidents 1) around him. One day he saw a boy 2) an old man to 3) a heavy basket. On another day he saw a girl shouting at 4) mother. The more he saw the less he spoke.

As he spoke 5) , he heard more. He heard people talking and telling 6) He heard a woman 7) that an 8) jumped over a fence. He also heard a man saying that he had 9) made a mistake.

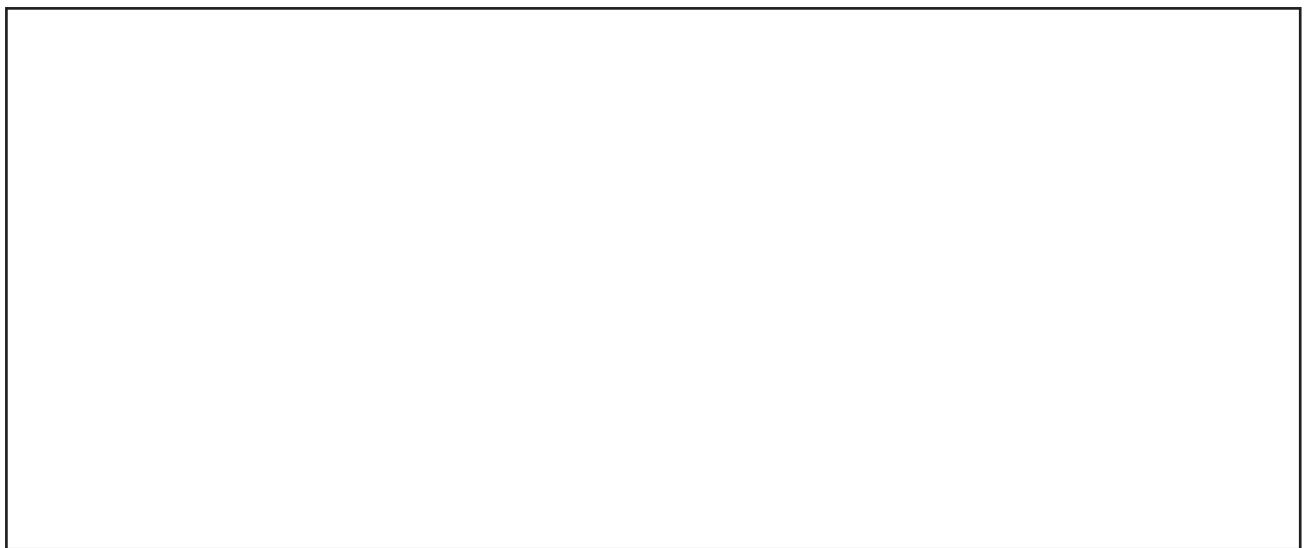
The old owl had seen and heard about 10) happened to people. Some people became better and some became worse. But the old owl had become wiser each and every day.

C.L-5.3

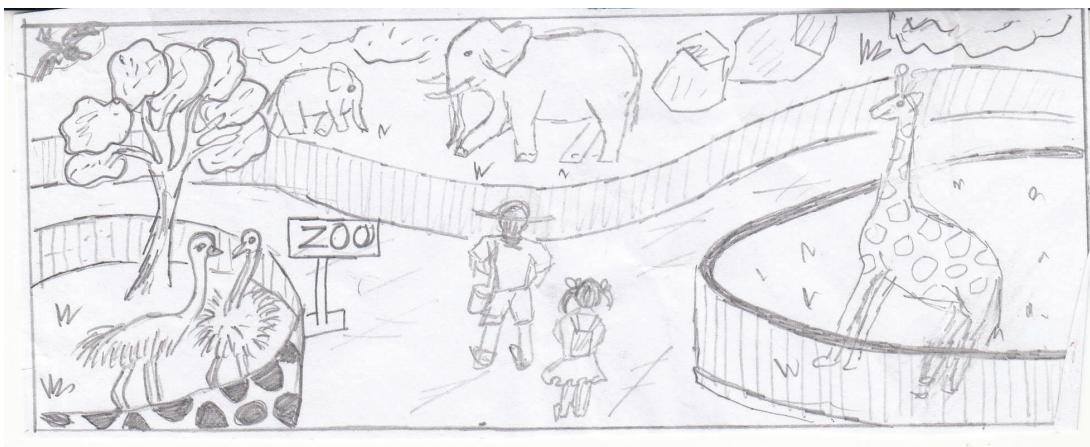
Transfers information into other forms.

1. Read the text and draw a picture.

This is a picture of a classroom. The teacher is standing near the blackboard. She is cleaning the blackboard. There are two students in the classroom. One girl is sweeping the classroom. The other girl is arranging flowers in a vase. There is a clock on the wall.



2. Write 5 sentences about the picture.



1.
2.
3.
4.
5.

3. Read the given facts about butterflies and write a short paragraph.

Name of the Insect	Physical description	food	Life cycle
butterfly	Six legs	Feed on nectar from flowers	Includes 4 stages – eggs, caterpillar, chrysalis, butterfly
	Two pairs of wings colourful		
	Body divided into 3 parts - head, thorax and abdomen		

C.L- 5.4

Reads and responds to simple poems.

Tips for the teacher :

- Teacher can use poems written in simple language about topics familiar to young learners to create interest.
- After explaining the poem or getting the students to read it on their own, let them respond to the poems, by expressing their ideas freely. Ask questions to make them think.
- Teacher can familiarize students with the title, number of stanzas, rhyming words etc.
- Help the students understand poetic language and techniques without emphasizing the technical terms.
- Teacher can use these poems to practise pronunciation.

1. Read the poem and answer the questions.

Boats Sail on the Rivers

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.
There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

Christina Georgina Rossetti

1. What sails on the rivers?
2. Where do ships sail?
3. What is prettier than boats and ships?.....
4. What do you think is the bow that builds a road from earth to sky?.....
5. Find 3 rhyming words from the poem for the following word.
seas -

2. Read the poem and answer the questions.

Strange Talk

A little green frog lived under a log,
And every time he spoke,
Instead of saying, "Good morning,"
He only said, "Croak-croak."

A duck lived by the waterside,
And little did he lack,
But when we asked, "How do you do?"
He only said, "Quack-quack."

A little pig lived in a sty,
As fat as he could be,
And when he asked for dinner
He cried aloud, "Wee-wee."

Three pups lived in a kennel,
And loved to make a row,
And when they meant, "May we go out?"
They said, "Bow-wow! Bow-wow!"

If all these animals talked as much
As little girls and boys,
And all of them tried to speak at once,
Wouldn't it make a noise?

L.E. Yates

1. Who lived under a log?
2. Where did the pig live?
3. What did the puppies want to do when they said, "Bow-wow'?
4. How did the little pig ask for dinner?
5. Find words from the poem that rhyme with the following words.
 - croak -
 - quack -

C.L - 5.5

Reads and responds to simple folk stories / stories.

A. Read the story and answer the questions.

Helping Others

Once there was a boy named Shankar. One day, while he was walking through the forest carrying some wood, he saw an old man looking for food. Shankar felt sorry for him but he did not have any food to give him. Then he saw a deer searching for water. He wanted to give the deer some water but he did not have any. After some time, he met another man who wanted to build a cabin but did not have any wood. Shankar gave him some wood. In return the man gave him some food and water. Shankar went back to the forest and gave some food to the old man and some water to the deer. Then he went away happily.

One day, while Shankar was collecting firewood, he fell down a hill. He was in pain but couldn't

move. He lay there helplessly. Then the old man to whom he had given food saw him and came to help him. Shankar's legs were scratched and bleeding. Then the deer that Shankar had given water to saw him and brought some herbs from the forest. The old man applied them to Shankar's wounds.

All were happy that they were able to help one another.

Adapted from playstore - Ten thousand English stories

1. What was the name of the boy?
2. Where was Shankar when he saw the old man?
3. Who was searching for water?
4. Why did the man need wood?
5. Why did Shankar go back to find the old man and the deer?.....
6. What happened to Shankar while he was collecting firewood?
7. Who came to help him?

B. Read the story and answer the questions.

A wealthy merchant had a son. The merchant was worried about his son because the young man was developing bad habits such as idling and associating with wrong people. So, he asked an old scholar to help him to take the boy to the correct path. The scholar took the boy for a stroll through the garden, stopping suddenly he asked the boy to pull out a tiny plant growing there. The boy pulled it out easily. The old scholar then asked him to pull out a slightly bigger plant. The boy pulled hard and the plant came out, roots and all. "Now pull out that one," said the old man pointing to a bush. The young man had to use all his strength to pull it out.

"Now pull this out, said the old man, pointing to a tree. The boy grasped the trunk and tried to pull it out, but it would not budge. "It's impossible," said the boy.

"So it is with bad habits, said the scholar. "When they are young, it is easy to pull them out but when they take hold they cannot be uprooted. Don't let bad habits grow in you, drop them while you have control over them, or they will control you." the boy was intelligent. He took the advice to his heart and got rid of bad habits.

Adapted from playstore- ten thousand English stories

1. What did the merchant want the scholar to do?
2. Where did the scholar take the young boy?

3. What did the scholar ask the boy to do first?
4. What did the scholar ask the boy to do the fourth time?
5. Was the boy able to pull out the tree?
6. Find words from the story with similar meanings to the following.

rich -

uproot –

C. Read the story and answer the questions

There once was a little boy. He had a quick temper and often said things that hurt others. One day, his father gave him a bag of nails and asked him to drive a nail to the fence every time he lost this temper.

By the end of the first day, there were many nails driven into the fence. However, over the next few weeks, the number of nails gradually lessened. The boy felt it easier to hold his temper than to hammer nails into the fence.

Then one evening the boy found that he didn't have to drive a nail into the fence on that day. He went to his father and told him about it. His father told him to pull out a nail for each day he didn't get angry. After some time, the boy told his father that he was able to pull out all the nails.

The father led the boy to the fence. "Look at the fence," he said. "The holes are there even if you were able to pull out the nails. Angry words also live in people's memory like this even if you say sorry. It was a good thing you learnt to manage your anger, or you would have made a lot of people unhappy."

adapted from <http://www.english-for-students.com/Bad-Temper.html>

Select the correct answer.

1. The boy was
 - a. sweet - tempered
 - b. quick - tempered
2. The boy's father asked him to each time he got angry.
 - a. drive a nail into a fence
 - b. Pull a nail out of the fence
3. Gradually, the number of nails driven into the fence
 - a. increased
 - b. decreased
4. The boy's father asked the boy to pull out a nail if he
 - a. didn't get angry for a whole day.
 - b. felt angry.

5. The story teaches us the importance of ...
 - a. controlling our anger.
 - b. saying sorry if you have hurt others.

C.L-5.6**Extracts general idea of a text.**

1. Read the passage and answer.

The game of cricket is said to have originated in the 16th century in South East England. England named it as its national sports, in the 18th century. The popularity of cricket soon spread to other parts of the world and international events were initiated soon after.

Several countries around the world have cricket teams. Numerous cricket tournament are held at national and international levels. People around the globe watch the game of cricket enthusiastically and cheer their teams via various media such as television and the internet.

Cricket is played between 2 teams that consist of 11 players each. There are different types of cricket matches held at both national and international levels. They mainly include Test Cricket, Twenty-Twenty and One Day Internationals.

Twenty-Twenty (also known as T-20) cricket matches were introduced by England and Wales Cricket Board in the year 2003. T-20 is the shortest and the most exciting form of cricket. Twenty-Twenty has become very popular these days due to its short duration.

1. What is this passage about?
2. a. When did this game originate?
- b. Which country originated this game?.
3. How many players are in a cricket team?
4. Mention 3 types of cricket matches.

5. Why is Twenty-Twenty popular today?
- a. Because it's played internationally
- b. Due to its short duration
- c. It was introduced by England and Wales Cricket board.

2. Find the information from the given text and fill in the grid.

The State Drama Festival

organized by the Sri Lanka Arts Council
will be held from March 1st to March 20th
in two segments,

The Sinhala and Tamil short dramas
will be held at Lionel Wendt from March 1st to 6th
The Sinhala and Tamil long dramas
at Tower Hall from March 07th to 20th.
All shows will commence at 6 p.m.
Tickets priced at Rs. 100/- will be available at the gates.

Event	
Date	From: _____ To: _____
Venue	Long dramas
	Short dramas
Organizers	
Commencement of shows	

3. Read the poem and answer the questions.

Fruits and Vegetables

Fruits and vegetables promote good health.
It's the most important wealth
Vitamins, minerals and fiber we need,
Results are in, we're all agreed.
Fruits and vegetables prevent diseases,
Let's minimize those salty cheeses,
Range of colours should be wide,
Fresh are better, than frozen or dried
Fruits and vegetables, manage our weight,
Healthy calories, on a white plate
They are natural, they'll keep us going
A healthy life starts with knowing.

Anita Poems.com

1. Write 2 nutrients mentioned in the poem.

2. Fruits and vegetables are the best when they are,

- a. fresh b. frozen c. dried

3. What are the benefits of eating fruit and vegetables?

- i) _____
- ii) _____

4. What food does the poet advise us to eat less?

5. Find a similar word for the following word.

- a. reduce - _____

6. "A healthy life, starts with knowing," means that if we want to be healthy, we need to...

- a. eat a lot of food
- b. have a good education
- c. know the nutritional value of food

Passive Voice

Passive voice is used when

- We do not know who does/ did the action.
e.g. The files were misplaced.
- The action /receiver of the action is more important/ we want to focus on the person or the thing affected by the action.
- e.g. The pyramids were built by the ancient Egyptians.

Passive Voice – Simple Present Tense

Sri Lankans are considered a hospitable nation.

- Processes

First, the rubber latex is collected.

Then the latex is poured into trays.

Verb formation is/are + past participle

e.g. rubber latex is collected ...

Sri Lankans are considered ...

When turning active voice into passive voice:

- the object of the active sentence becomes the subject of the passive sentence
- the verb is changed to be(is/are) + past participle
- the subject of the active sentence is either mentioned with 'by' or is dropped.

Many European people speak English.

English is spoken by many European people.

We use the simple present tense for habitual actions.

The simple present tense is used for habitual actions.

1. Complete the passive voice sentences.

- a) The shop (close) now.
- b) Tea(grow) in Nuwara Eliya.
- c) An axe (use) for chopping wood.
- d) Elephants (find) both in Sri Lanka and India.
- e) English (speak) all over the world.

2. Fill in the blanks with the correct form of the verb in brackets.

- a) First, tea leaves (pick)
- b) Then they (dry)
- c) Next, the dried leaves (crush) using rolling machines.
- d) After that, the crushed leaves(ferment)
- e) Then the leaves (dry) in ovens.
- f) Next, tea leaves (sort) by size.
- g) Tea leaves (pack) and(store).

C.L- 6.1

Passive Voice - Past Tense

Verb formation : was/were + past participle

Some uses of the passive voice - past tense

- Events in history
e.g. Pyramids were built by Egyptians.
- Accidents, crimes
e.g. Mr. Perera's car was stolen yesterday.
Two people were injured in the accident.
- In situations where the person who did the action is unknown or unimportant.
They cancelled the flight.
e.g. The flight was cancelled (by them).

1. Turn these sentences into passive voice.

a) Alexander Fleming discovered penicillin.

b) The dog chased the cat.

c) Karl Benz invented the first motor car.

d) Thomas Savery invented the steam engine.

e) Martin Wickramasinghe wrote 'Madol Doowa.'

2. Complete the passive voice sentences

1. Our school prize (hold) last week.

2. The welcome song (sing) by the school choir.

3. The welcome speech (give) by the principal.

4. Prizes (distribute) by the chief guest.

5. The vote of thanks (give) by the vice principal.

Passive Voice – Future Tense

Verb formation will be + past participle

The birds will eat the seeds.

The seeds will be eaten by the birds.

1. Turn the following sentences into the passive voice.

a) They will finish the job tomorrow.

b) The manager will pay the workers tomorrow.

c) I will prepare the dinner soon.

d) Chamini will sing a song.

e) The teacher will collect the test papers.

f) My brother will water the plants.

2. Complete the passive voice sentences.

1. A new museum(build) by the Municipal Council.
2. Many ancient artifacts(kept) there.
3. The museum(visit) by many tourists.
4. A big parkalso (build) surrounding the museum

C.L- 6.1

Constructs simple sentences using Past Perfect form.

For the teacher :

Past Perfect Tense indicates that an action was completed at some point in the past before something else happened.

Had + past participle of the verb

```

    graph LR
      A["I had studied"] --- B["This happened"]
      A --- C["before the exam"]
      A --- D["past action"]
      C --- E["before the exam"]
      D --- F["past action"]
  
```

The diagram illustrates the structure of the Past Perfect Tense sentence "I had studied". It shows the main verb "had" followed by the past participle "studied". A bracket under "had" is labeled "This happened". Another bracket under "had" is labeled "before the exam". A bracket under "studied" is labeled "past action".

Affirmative	Negative	Interrogative
I had studied	I hadn't studied	Had I studied?
You had studied	You hadn't studied	Had you studied?
He/ She/ It had studied	He/ She/It hadn't studied	Had he/ she/ it studied?
We had studied	We hadn't studied	Had we studied?
They had studied	They hadn't studied	Had they studied?

Past Participle form of verbs.

Regular Verbs

Present form	Past form	Past participle form
play	played	played
look	looked	looked
study	studied	studied
like	liked	liked
stop	stopped	stopped
beg	begged	begged

Irregular verbs

Present form	Past form	Past participle form
make	made	made
sell	sold	sold
send	sent	sent
bend	bent	bent
run	ran	run
come	came	come
drink	drank	drunk
sing	sang	sung
eat	eat	eaten
take	took	taken
give	gave	given
grow	grew	grown
fly	flew	flown
draw	drew	drawn
do	did	done
cut	cut	cut

1. Fill in the blanks using the correct form of the verb.

1. My mother had already (cook) dinner when I went home.
2. He said that he had already..... (do) it.
3. She (visit) her sister before she went to Kandy.
4. He realized that he (forget) to iron his clothes.
5. The sea waves destroyed the sandcastle that we (build)
6. My brother ate most of the sweets that mother (make)
7. I could not remember the poem we (learn) the week before.
8. She was very excited as it was the first time she (ride) a horse.
9. When she went out to play, she (do/ already) her homework.
10. Mr. Lal (not/ be) to Japan before 2010.

2. Select the correct verb.

1. Before Mrs. Kate travelled to Sri Lanka, she a hotel room.
 - a) reserved
 - b) had reserved
 - c) reserve
2. I didn't that I had lost my pen until I came home.
 - a) had realized
 - b) realized
 - c) realize
3. By the time the spring came, the flowers
 - a) had bloomed
 - b) bloomed
 - c) bloom
4. The movie when we arrived there .
 - a) already starts
 - b) had already started
 - c) already started
5. She only the movie because she had read the book.
 - a) understand
 - b) understood
 - c) had understood

3. Make sentences using Past Perfect Tense using the words given.

Eg. Father – wash – car – before dinner.

Father had washed the car before dinner.

1. Elder sister – buy – vegetable – before she came home.

2. Kumeshi – eat – her – breakfast – before she left home.

3. Our camping trip – end – before the rain began.

4. I – finish – eating – when mother came.

5. I didn't go to bed until I – finish-all my homework.

C.L- 6.2

Uses pronouns appropriately.

For the teacher :

Reflexive Pronouns

Singular : myself, yourself, himself, herself, itself

Plural : ourselves, yourselves, themselves

Reflexive pronouns are used when the subject and the object of a sentence refer to the same person or thing.

e.g. I am teaching myself to play the piano.
subject object

Reflexive pronouns are used to emphasize.

E.g. The little boy mended the bicycle himself.

by/ all by + reflexive pronoun can be used to mean ‘without help’ or ‘alone’

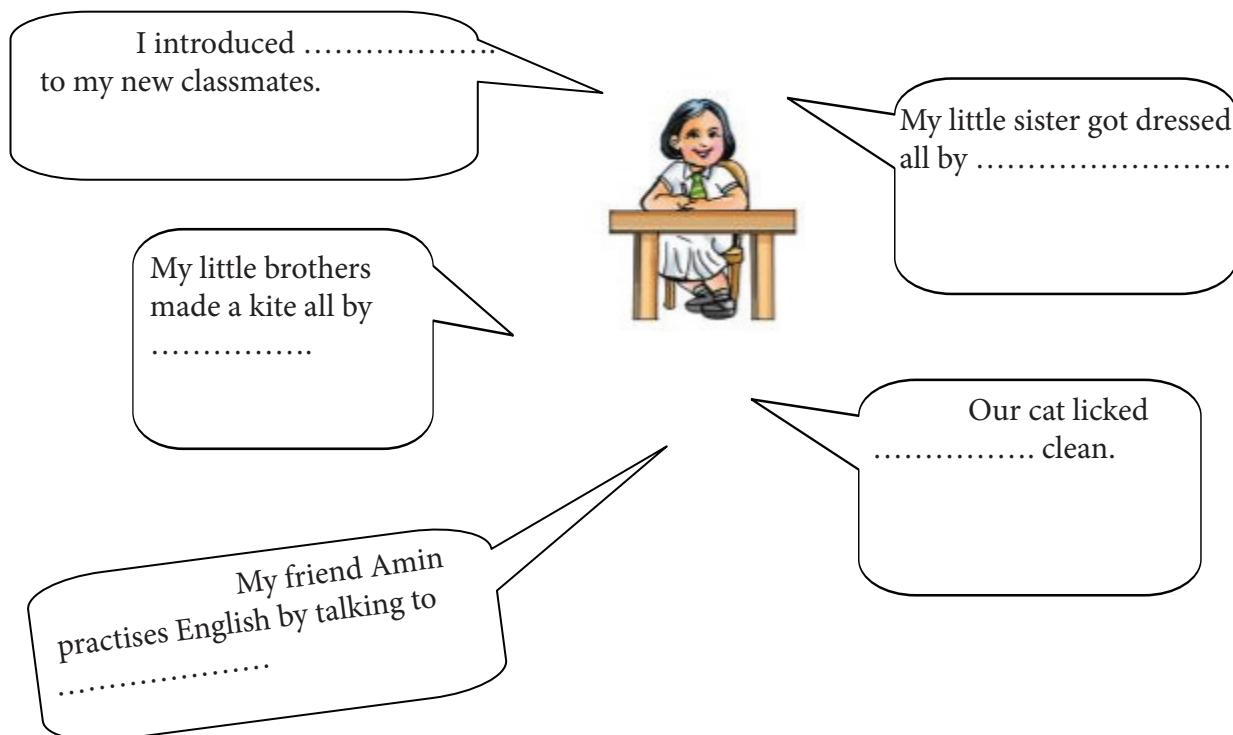
e.g. My sister prepared the meal all by herself.
The old man lives by himself

1. write the reflexive pronoun.

- I -
- you -
- he -
- she -
- it -
- we -
- they -

2. Fill in the blanks using the correct reflexive pronoun.

itself, myself, himself, herself, themselves



3. Complete the paragraph using the given reflexive pronouns.

herself, themselves, ourselves, himself

Last month the grade 8 students of our school had a small concert. They did everything by Their class monitor, Ruvini wrote the welcome song. Raj managed music by Ann, Sithuli and Ashvini prepared all the stage decorations. Items were very entertaining, we enjoyed very much at the concert.

C.L- 6.3

Uses modals meaningfully.

'Must' and 'have to' are modals that express obligation or necessity. There is a slight difference between these two.

Must	Have to
<ul style="list-style-type: none"> More frequent in formal writing. <i>Passengers must fasten the belts.</i> Often used with more personal opinion. <i>You must improve your handwriting</i> Do not change according to the subject. 	<ul style="list-style-type: none"> More frequent in conversation. <i>You have to fasten your belt</i> Often used for what somebody in authority has said. <i>You have to mind your handwriting.</i> Change according to subjects. <i>He has to comb his hair neatly.</i> <i>They have to wear a tie.</i>

Complete the blanks with 'must' or 'have to'.

- The doctor said "You take these tablets."
- The teacher said "You do all the exercise on page 20"
- "I go. Otherwise I'll miss my train"
- The rich help the poor.
- "I be home at one o' clock. Otherwise my mother will get worried."
- In order to log on to the internet, you enter your user ID.
- If he wants to become a professional guitarist, he practise every day.
- If you have pets, you take care of them well.

C.L - 6.5

Uses contracted forms.

We can contract or shorten the words with the use of an apostrophe. An apostrophe stands for a letter or letters.

Common contracted forms

I am	I'm	I am not	I'm not
I have	I've	I have not	I haven't
I will	I'll	I will not	I won't
I would	I'd	I would not	I wouldn't
He is	He's	He is not	He isn't
He has	He's	He has not	He hasn't
He will	He'll	He will not	He won't
He would	He'd	He would not	he wouldn't
She is	She's	She is not	She isn't
She has	She's	She is not	She isn't
She will	She'll	She will not	She won't
She would	shed	She would not	she wouldn't
It is	It's	It is not	It isn't
It has	It's	It has	It hasn't
It will	It'll	It will not	I won't
It would	It'd	It would not	It wouldn't
We are	We're	We are not	We aren't
We have	We've	We have not	We haven't
We will	We'll	We will not	We won't
We would	We'd	We would not	We wouldn't
You are	You're	You are not	You aren't
You have	You've	You have not	You haven't
You will	You'll	You will not	You won't
You would	You'd	You would not	You wouldn't
They are	They're	They are not	They aren't
They have	They've	They have not	They haven't
They will	They'll	They will not	They won't
They would	They'd	They would not	They wouldn't
cannot	can't	could not	couldn't
shall not	shan't	should not	shouldn't
do not	don't	did not	didn't
does not	doesn't	There are	There're
must not	Mustn't		
There is	There's		

Rewrite the following sentences using contracted forms wherever possible.

1. He has not done his homework.

.....

2. Do not get wet in the rain.

.....

3. They have not done the work yet.

.....

4. He is a rich man but he does not help the poor.

.....

5. I am not sure if there is an extra copy of this book.

.....

6. They will go to Badulla by train but they have not booked the seats yet.

.....

7. I would be pleased to see you performing well.

.....

8. I have forgotten how to play the game.

.....

9. It is not mine and it cannot be hers either.

.....

10. They will not be able to come today as they are going to have an important meeting there.

.....

11. Do not step on this wet floor. You will fall.

.....

12. You are not the person that I am referring to.

.....

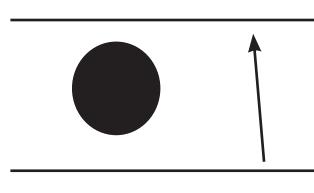
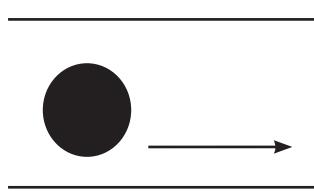
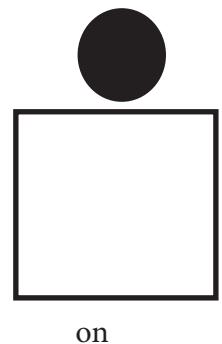
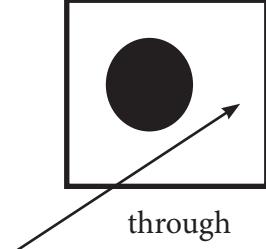
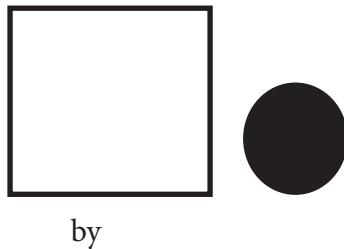
B. Underline the correct contracted form.

1. (Do'nt, Don't, D'not) you know my name?
2. You (mustn't, must'not, must'n't) misbehave in the class.
3. You (can't, cann't, can'ot) enter without a ticket.
4. I (wan't, won't, willn't) be able to come to the party tomorrow.
5. She (couldn't, could'nt, could'nnot)spell the word correctly.
6. You(hav'not, haven't, hav'nt) understood my instruction.
7. (Doesn't, Does't, Does'nt) she know the rule?
8. (There're, There'are. Ther'are) about ten people waiting in the queue.

C.I- 6.7

Uses prepositions appropriately.

Prepositions of place.



For the teacher :

Prepositions of time

By - not later than e.g. : I will finish this work by 5 o' clock
On - Used with days and dates e.g. : on Monday(s), on 24th March

About – a little more or less than

e.g. It took the boys about two hours to reach the top of the mountain.

Preposition of means

By - used with passive verb e.g. : This kite was made by my brother.
-indicate a means or a mode e.g. : I came by bus.

With -used to indicate being together or being involved

-indicate 'having' e.g. : I ordered egg fried rice with a soft drink.
e.g. : I met a girl with curly hair.

Without- not having or doing something

e.g. : don't go out without a torch after dark.

A. Fill in the blanks with correct prepositions

by, before, without, across, of

Canned Sardines



sell the seas

canned fish artificial

flavours and preservatives

Date manufacture 01.05.2020

Best 01.11.2022

Marketed and distributed Tastie Foods Pvt Ltd

Retail price :Rs. 210. 00 100, Doston Road,

Net weight :180 g Colombo 1

B. Fill in the blanks in the dialogue with the prepositions given below.

on	By	across	through	without	about	along	to
----	----	--------	---------	---------	-------	-------	----

A stranger : Can you tell me the way 1)..... the hostel?

Prefect : Sure, you walk 2)..... this way up to the canteen. There, you can see a small gate. You walk 3)..... the gate and walk ahead 4)..... 100m. Then you can see the ground. You walk 5) the ground. The green building 6)..... your left is the hostel.

A stranger : Thank you very much.

Prefect : 7)..... the way, have you got permission to go there? Visitors are not allowed 8)..... permission.

A stranger : I have a permission letter .Do you want to see it?

C.L - 6.8

Uses conjunctions appropriately.

“As, since” and “because” can be used to refer to the reason for something. “So” is used to refer to the result.

e.g. As it was a pleasant evening, we planned to go to the beach.

We planned to go to the beach because it was a pleasant evening.

Since it was a pleasant evening we planned to go to the beach.

It was a pleasant evening so we planned to go to the beach.

1. Complete the following sentences.

1. We stayed inside it was raining.

- a) but
- b) so
- c) as

2. I went to bed early I was very tired.

- a) so
- b) since
- c) when

3. He put on his coat it was very cold.

- a) as
- b) so
- c) and

4. She got up late she missed her bus to school.

- a) because
- b) as
- c) so

5.....I was absent yesterday, the teacher asked for my letter of excuse.

- a) so
- b) since
- c) when

2. Combine the sentences to make meaningful sentences using the given conjunction.

1 My father is a policeman.
He works at a police station (so)

2.I got the highest marks.
I became the first in the class (since)

3.Everyone praised her.
She sang beautifully (because)

4.It was a holiday.
We went on a trip (as)

5.There was heavy traffic on road.
He was late for work (since)

Fill in each blank using the correct conjunction.

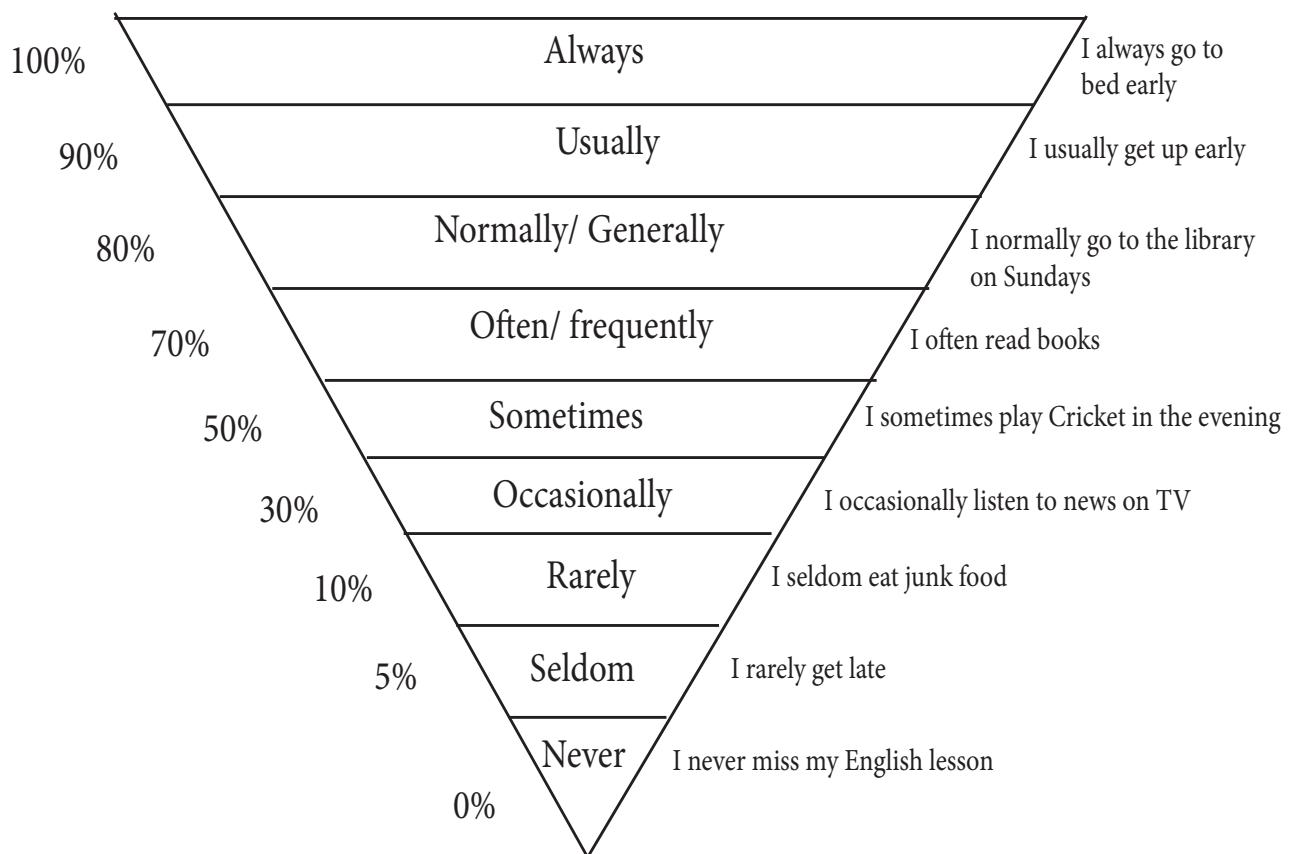
Everyone in my family was at home last Sunday. (Since / So) it was a holiday, we decided to have a picnic. (So/As) there was not much time, my mother quickly prepared some food. Everyone helped her (as/so) we were able to leave home at 10 am. We sang throughout the journey. As soon as we reached the beach we started to dance. After some time we had our lunch (so/as) we were very hungry. We got into two groups (so/as) we could play some team games. (As/So) my brother is an athlete, his team won many games. My mother's team won the singing competition (so / because) she knew many songs. (As/so) it was getting dark father drove us back home. everyone enjoyed the day very much.

C.L - 6.9

Uses adverbs appropriately.**Tips for the teacher:**

Adverbs of frequency.

We use some adverbs to describe how frequently we do an activity.



An adverb of frequency goes before a main verb

Subject + adverb + main verb

I always remember to do my homework

He normally talks with everyone.

An adverb of frequency goes after the verb 'To be'

Subject + to be + adverb

She isn't usually hot - tempered.

They are never happy to see us.

When we use an auxiliary verb (have, will, must, might, could, would, can,etc) the adverb is placed between the auxiliary and the main verb

Subject + auxiliary + adverb + main verb

She can sometimes get good -----

They might never see each other ----

We can also use the following adverbs at the start of a sentence.

Usually, normally, often, frequently, sometimes , occasionally.

Usually they get late

but we cannot use the following at the beginning of a sentence

- always, seldom, rarely, hardly, ever, never.

Adverbs of definite frequency

We can also use the following expressions when we want to be more specific about how often something happens.

Once

Every day

Daily

Monthly

Twice

Eg - I call her daily

She visits the dentist twice a year

1. Find the adverb in each sentence.

1. My mother will come soon -----

2. Our teacher rarely gets angry -----

3. We go on pilgrimage twice a year -----

4. Usually people take care of the environment -----

5. My brother never misses his cricket practice -----

2. Read the following chart and fill in the blanks with the correct adverb.

Name	Activities			
	play cricket	watch TV	listens the radio	buy an English newspaper
Kavith	always	never	usually	daily
Menuks	sometimes	rarely	never	usually
Nilhya	never	often	sometimes	often
Chaya	rarely	seldom	rarely	sometimes

1. Kavith ----- plays cricket
2. Menuka----- watches TV
3. Nilhya ----- listens to the radio
4. Chaya ----- watches TV
5. Kavith buys an English newspaper

Make meaningful sentences using the above chart.

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

Writes descriptions of things, places, people.

3. Read the given paragraph and write about a similar place of your choice.

A historical place in Sri Lanka

Peradeniya Botanical Gardens

Peradeniya Botanical Gardens is in Kandy. It has various collections of tropical plants. This botanical garden was founded in 1821. ‘Spice Garden’ and ‘Orchid house’ are beautiful places to visit. There are also well-kept lawns, fernery and amazing looking pines and some specimen trees. Many locals and foreigners visit this place to see its beauty.

4. Read the paragraph about the jungle fowl. Now using the given details write a paragraph on the eagle.

Jungle Fowl

- * Common in Sri Lanka
 - * Orange – red body plumage
 - * Dark purple to black wings
 - * Lays 2 – 4 eggs
 - * Feeds on grain, weed, seeds, small animals etc.



Jungle fowl

The Jungle fowl is common in Sri Lanka. It has an orange - red body plumage and dark purple to black wings. The female jungle fowl lays 2 to 4 eggs at a time. The jungle fowl feeds on grain, weed, seeds and small animals.

Eagle

- * Large bird
 - * Large beak
 - * Strong feet – curved talons
 - * Black and white body
 - * Lives on prey
 - * Nests in tops of tall trees
 - * Hunts snakes
 - * Mostly in Africa and Asia



The Eagle

.....

.....

.....

.....

.....

.....

.....

.....

5. Fill in the blanks using the words given

Henry Steel Olcott

Buddhist schools , died , 2nd, New Jersey, studied, August 1832 , lawyer, journalist,

Henry Steel Olcott was born onof at in the United states. He at the University of New York. He was an American military officer, a and a In 1880 he came to Sri Lanka and became a Buddhist. He started several in Sri Lanka. He wrote books and articles. He on 17th February 1907.

Write a composition about Cumaratunge Munidasa using the given information.

born on 25th July 1887

Sinhala poet, grammarian

books written - Hathpana, Magul Kema

teacher, principal

passed away – 2nd March 1944

Cumaratunge Munidasa

C.L-7.2

Describes pictures.

Write a sentence using the given words.



Kaveetha is sweeping the floor.

Kaveetha – sweep



Father

Father – read



.....

Mother - prepare



.....

Dog – Sleep



Cat – Climb



Children – Play

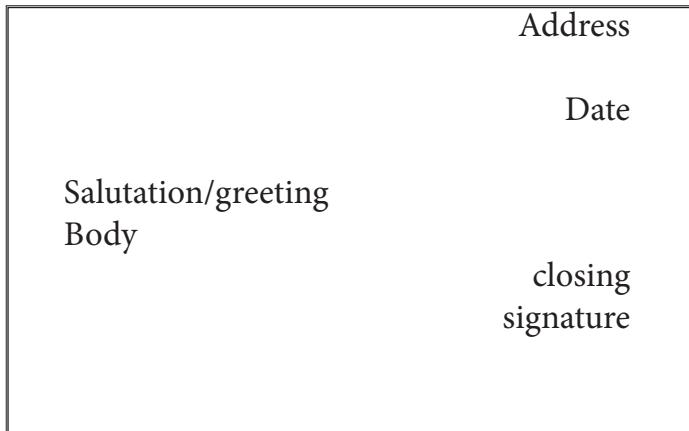
Look at the picture and describe it.



C.L.7.3

Writes for personal purposes.

Parts of a letter



Greeting

Dear

Opening sentence

- How are you?
- How have you been?
- I hope you are doing well.
- Thanks for your letter.

What to include in the body

- About you
- Ask about them
- your reason for writing

closing

- I am looking forward to seeing you.
- I look forward to hearing from you soon.
- I hope to hear from you soon.
- See you soon.
- I hope you are doing well.
- Give my regards to.....
- Kind regards,
- Lots of love,

1. Read the letter from Talia to Senumi. Imagine you are Senumi and write a reply to Talia.

503, Mount Eden Road,
Mount Eden,
Auckland,
New Zealand.
23rd May 2019

Dear Senumi,

Thanks for your letter. It was nice to hear from you after a long time.

Thanks for the photographs of your trip to Sigiriya. Those pictures of you standing on the top of the rock were lovely. Sigiriya looks very interesting. One day, I would also like to go there.

I visited Egypt during my last school vacation. The pyramids were amazing. I am sending you some photos of my visit with this.

New Zealand is very cold these days. How is Sri Lanka? You have sunny weather all year round, don't you?

Please write more about Sigiriya in your next letter. I would love to hear more. I hope to hear from you soon.

Lots of love,
Talia

2. Write a letter to a friend who has transferred to a new school.

3. Write a letter to a friend who has migrated to another country.

C.L-7.5

Writes simple compositions on different types of topics.

1. Rearrange the following sentences to compose a meaningful paragraph on our environment.

- The environment provides us with all the things we need to live on our planet Earth

1

- Finally it is the responsibility of every individual to protect the earth for future generations.

1

- The environment is a gift from nature to nourish the life on Earth.

1

- water, air, sunlight, land, plants, animals, forests are some of them.

1

- So we should keep our environment safe and clean.

ANSWER

- There would be no life on Earth without the environment.

1

Write a composition on the following topic (Use about 100 words)

Transport

- Different modes of transport
 - Land
 - Air
 - Water
- Different types of vehicles
- Benefits to people
- How to protect public transportation

3. Using the information given write a composition on 'Independence Day'

Date of celebration	Why we celebrate	How we celebrate	Where it is usually held
04th of February	country got freedom from British rule	hoist the national flag in our houses/ Ceremony to mark the event	Galle Face in Colombo

C.L - 6.6

Uses Adjectives appropriately.

Comparative Adjectives and Superlative Adjectives.

Comparative adjectives are used to compare one person, thing etc with another (larger, smaller, faster, higher). They are used where ← two nouns are compared

e.g. My brother is taller than me.

The second item of comparison can be omitted if it is clear from the context.

e.g. Meena and Meenu are both my friends. But I like Meenu better. (*than Meena is understood*)

Superlative Adjectives

We use superlative adjectives when we compare one person or thing in a group with two or more other people or things in the group.

e.g. Nimal is the tallest boy in our class.

beautiful	more beautiful	most beautiful
expensive	more expensive	most expensive
good	better	best
bad	worse	worst
little	less	least
much	more	most
many	more	
tall	taller	tallest
big	bigger	biggest

1. Complete the blanks with the correct words.

A. Dogs are.....

Lions arethan dogs.

Theanimal is the cheetah .

(fast, fastest, faster)

B. Bees areinsects.

Ants arethan beetles.

Human beings are thein today's world.

(busiest, busy, busier)

C. Krishani is a student.

Varuni is than Krishani.

Out of all the students, Asali is the

(more hardworking, hardworking, most hardworking)

D. The island in the world is Greenland.

New York is a city.

China is than India in land area.

(large, larger, largest)

E. The weather was the day before yesterday.

It was yesterday.

However, today's weather seems to be the we've had so far this week.

(worst, bad, worse)

2. Select the correct word from the given words.

There are many reasons why so many people enjoy visiting France; the diverse country including the natural beauty, the amazing climate, outdoor recreational activities and galleries and so (1).....more.

France is one of the (2) tourist destinations in the world. France is also the (3) country in the world each year by many.

An important fact about France is that it is (4) on the list of (5) places in the world to attend university. France is home to some of the (6) universities in the world.

People in France are (7)..... and (8) than any other nation. People in the country take (9) pride in their personal appearance and clothing.

Paris is one of the (10) cities in France and the entire world too. The Eiffel Tower is also located in Paris.

Whether you are looking for mountains, lakes, history, sandy beaches or something else, France certainly has something to offer to everyone.

- | | | | | |
|-----|----|------------------|---------------------|-------------------|
| 1. | a) | most | b) much | c) many |
| 2. | a) | much visited | b) many visited | c) most visited |
| 3. | a) | most visited | b) more visited | c) many visited |
| 4. | a) | high | b) higher | c) highest |
| 5. | a) | good | b) better | c) best |
| 6. | a) | best | b) good | c) better |
| 7. | a) | courteous | b) more courteous | c) most courteous |
| 8. | a) | more fashionable | b) most fashionable | c) fashionable |
| 9. | a) | grand | b) great | c) greatest |
| 10. | a) | most majestic | b) majestic | c) more majestic |

3. Fill the grid with suitable words.

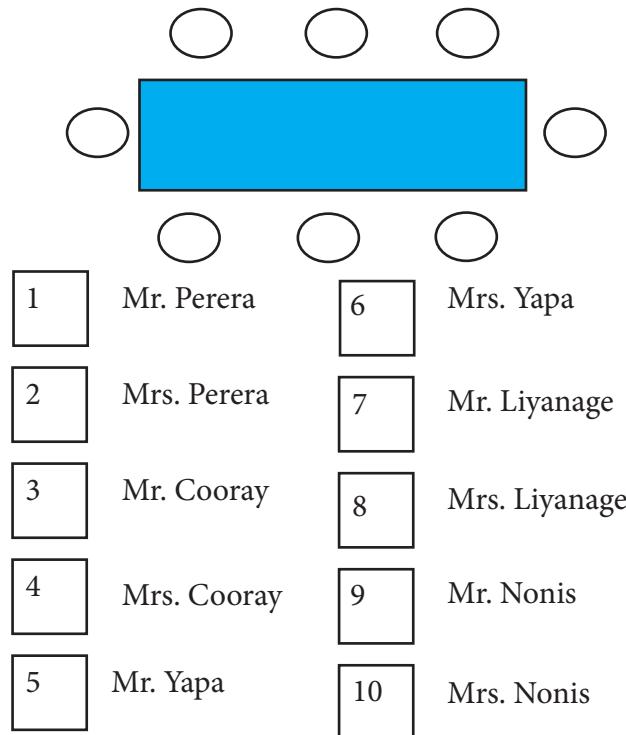
Adjective	Comparative	Superlative
1. good	.....	.....
2.	brighter	.....
3. tall	.....	.....
4. .....	.....	heaviest
5.	worse	.....

5.3 Transfers information into other forms

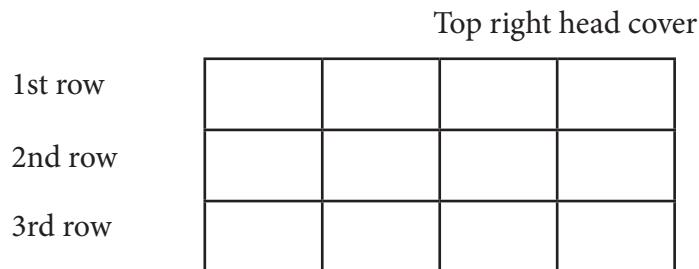
1. Read the description and write the number of the person to be seated around the table.

The dinner party

Mr. and Mrs. Perera are hosting the party. Mr Perera is seated opposite Mrs Perera at the head of the table. Mrs Cooray is seated to the right of the host. Mr. Yapa is seated between Mrs. Coory and Mrs. Nonis. Mrs. Liyanage is seated opposite Mrs. Nonis. Mr. Cooray is seated next to Mrs. Liyanage. Mr. Cooray is seated between Mrs. Liyanage and Mrs. Yapa. Male and female guests are seated alternately.



2. Follow the instructions and draw the pictures accordingly.

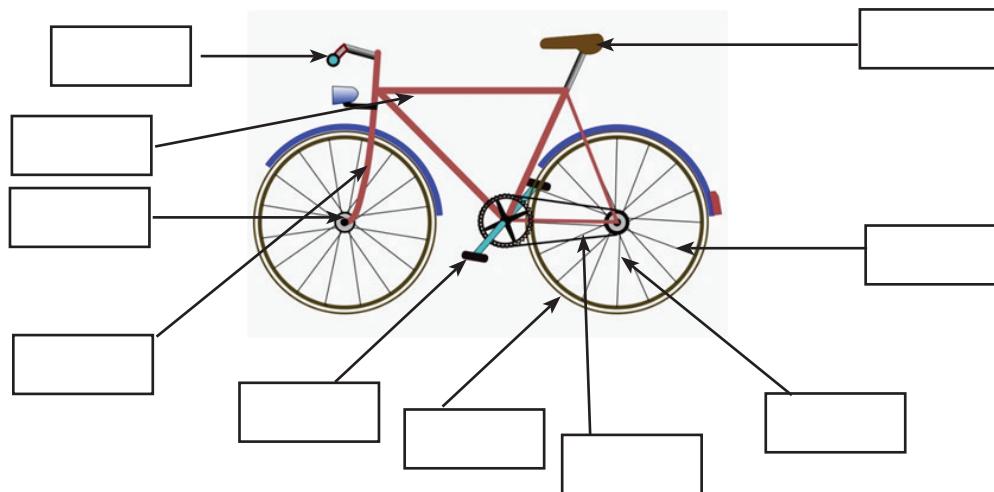


Bottom left head cover

Draw a flower on the cage in the top right hand corner. Draw a girl on the cage under it. Draw a boy on the first cage of the second row. On top of that cage draw a tree. Next to it draw a sun. In between the sun and the flower, draw a crescent of a moon. On the bottom left hand corner draw a car on the first cage and an umbrella next to it. The cage on the corner of the third row has a bag drawn. Draw two houses over the two cages in the middle. Draw two mangoes on the empty cage.

3. Read the description and mark the number.

The bicycle is a fascinating machine with many parts. The pedal is the part that a cyclist places his feet on. A small triangular seat is attached to the bicycle's frame. The horizontal part of the frame, connecting the head tube with the seat tube is called the crossbar . The thin metal spindle connecting the hub to the rim is called spoke. The rim is the metal circle on which the tyre is mounted. The hub is the central part of the wheel from which spokes radiate. Two tubes connected to the head tube and attached to each end of the front-wheel hub are called fork. A chain is a set of metal links meshing with the sprockets on the chain wheel and gear wheel to transmit the pedaling motion to the rear wheel. Handle bars are a device made up of two handles connected by a tube, for steering the bicycle. The tire is the structure mounted on the rim to form casing for the inner tube.



<input type="checkbox"/> 1	Pedal	<input type="checkbox"/> 6	Hub
<input type="checkbox"/> 2	Seat	<input type="checkbox"/> 7	Fork
<input type="checkbox"/> 3	Crossbar	<input type="checkbox"/> 8	Chain
<input type="checkbox"/> 4	Spoke	<input type="checkbox"/> 9	Tire
<input type="checkbox"/> 5	Rim	<input type="checkbox"/> 10	Handle bars

C.L-7.4

Writes Instructions.

For the teacher:

When writing instructions,

- Write short sentences.
- Arrange points in logical order.
- Use imperative sentences. E.g. Wash the fruit.
- Present one step/idea in a sentence.
- Use sequence markers where necessary.

Rearrange the words to form instructions.

How to change a light bulb

- | | |
|-------------------------------------|---------|
| 1.off /Turn / electricity /the | 1. |
| 2.dead / Remove / bulb/ the | 2. |
| 3.bulb/ Screw /in /the / light /new | 3. |
| 4.on /Turn/ electricity/the / | 4. |
| 5.on/ Switch / light / the | 5. |

How to make compost

You will need:

A barrel or a big plastic container

Dry leaves

Food waste

Some soil

Water

Look at the pictures and write instructions on how to make compost fertilizer.

A



B



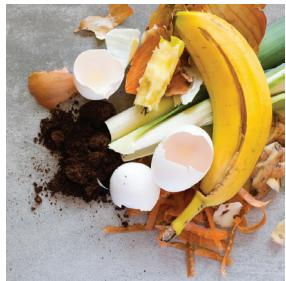
C



D



E



F



a. the/ compost /Place /bin/ on/ ground /the

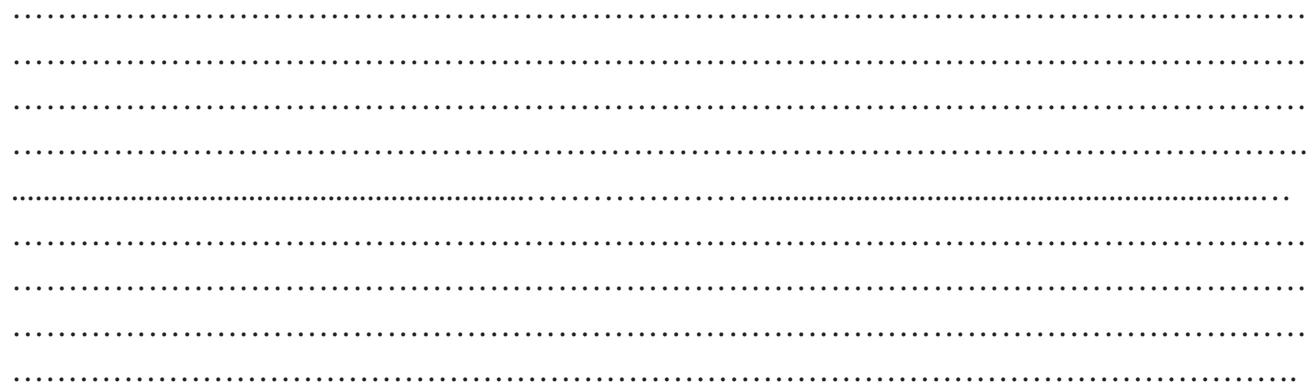
b. a layer /Add / leaves / of / dry

c. a layer /Add/ soil /of

d. Sprinkle / water /some

e. layers / Add / of / dry / waste/ leaves /and/ full /food/ until /the /bin/ is

f. Sprinkle /after /water / each /layer

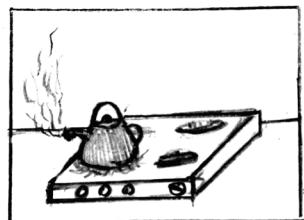


3. Complete the recipe.

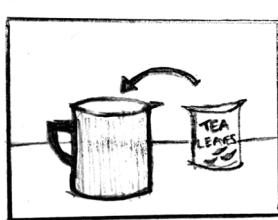
How to make a cup of tea.

You will need:

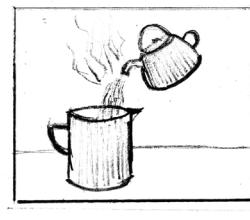
- Water
- Tea leaves
- A strainer
- Sugar and milk (optional)
- Jug
- A cup and a saucer



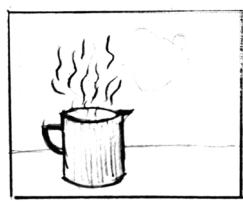
boil



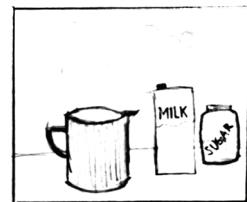
tea leaves , jug



add



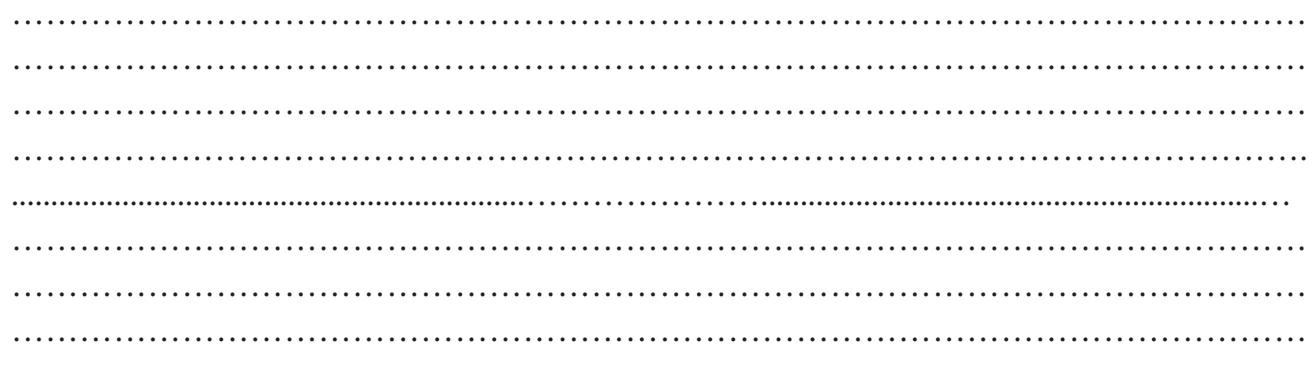
keep a while



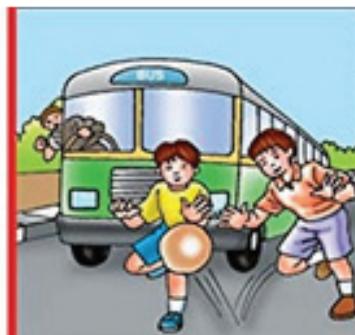
milk , sugar



strain, pour, cup



Complete the safety rules using the given words.



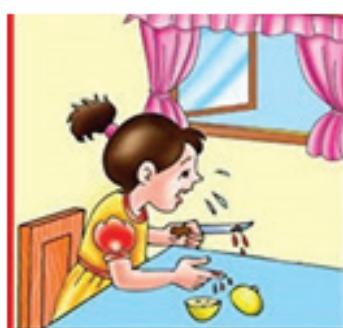
Don't
run / road



Don't
put / sharp objects / ear



Walk
on / pavement



Don't
play / sharp objects



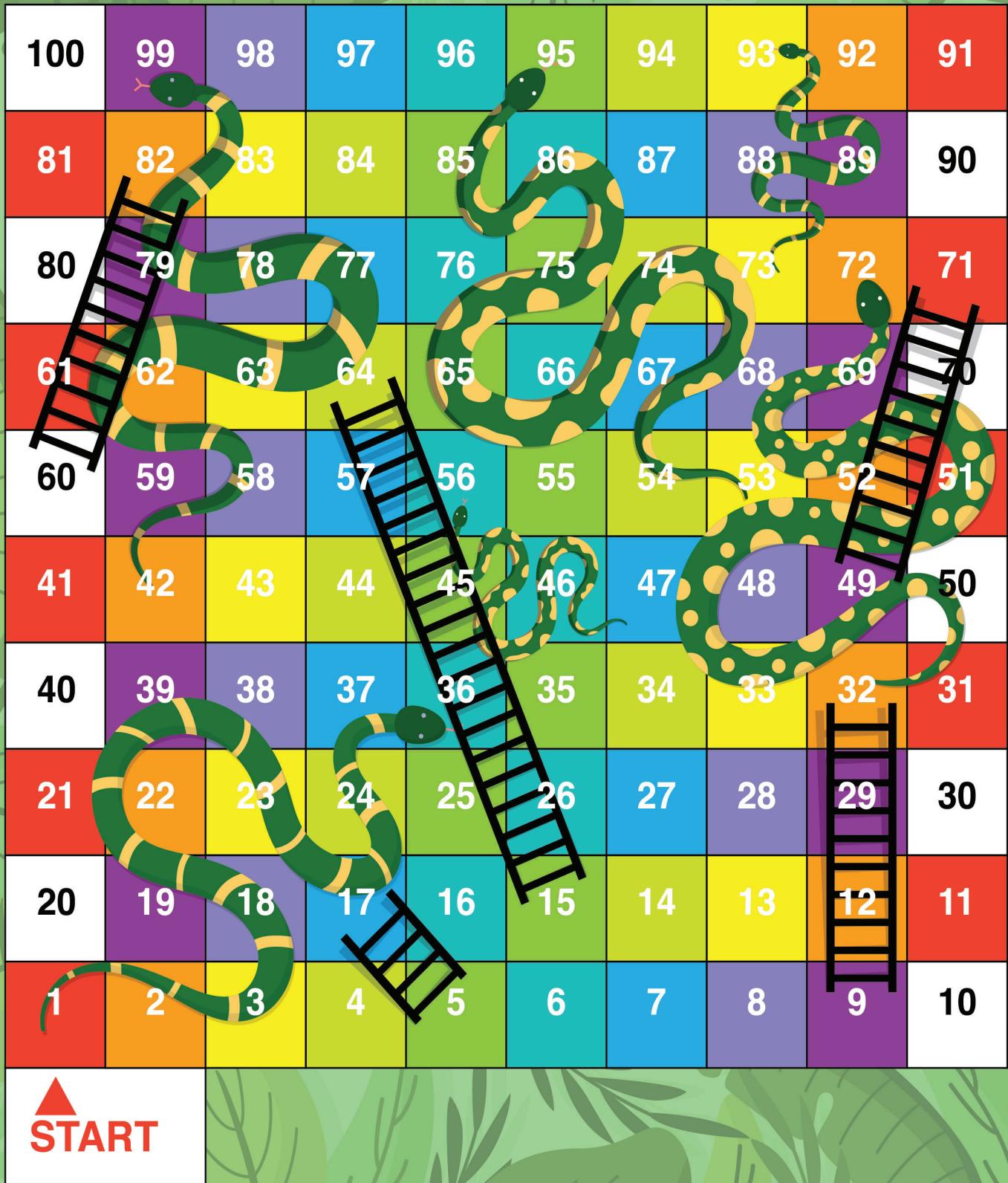
Keep
firstaid box / home

Scattergories



Letters	Animals	Foods	Places	People	Verbs
B	Bear	Bread	Badulla	Bandula	Bite
D					
T					
K					
N					
F					
M					
R					
C					
W					
S					

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



Snakes & Ladders

“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.

