

## Sources of Knowledge

Knowledge is power

# 2

### → Language Focus

#### Language Functions

01. **Defining / Describing**
  - An encyclopaedia is ...
  - A dictionary is ...
02. **Expressing doubt, possibility**
  - It may have been.
  - Perhaps
  - May be it had
03. **Expressing compulsion**
  - You must not do
  - Lay it out
04. **Introducing**
  - known as
  - Our presentation today is on Sources of Knowledge.
05. **Getting Information**
  - How did you get the book?
  - What can you remember about the story?

#### Grammar

01. **Present Perfect Tense**
  - We *have read* stories, poems...
  - We *have learnt* about the way of life.
02. **Simple Present Tense referring to Past and Future**
  - Historical knowledge provides a lot of knowledge about the country.
  - The dictionary improves people's use of language.
03. **Passive voice**
  - Words are written horizontally.
  - Often it is written by a scholar.
04. **Adverbs as modifiers**
  - The uses are *very* many.
  - Cameras are *very* useful in many branches.

Please do not write anything in this book. Use your writing book for writing.

# 2

## Sources of Knowledge "Knowledge is power"

### Activity 2.1

#### Reading

### BOOKS

Given below is a speech delivered by a student to his class. This comes as a group presentation.

We are here today, to speak a few words on 'The Sources of Knowledge'. We have selected books. We have brought some pictures of books too. Books, are the most important sources of knowledge. We have learnt many things from books. As little children, we love to read fairy tales and other story books.

Now we have read stories, poems, histories, reports, biographies, adventures, everything in books. We have learnt about our country, and other countries from books. We have read about things we have never seen or heard before.

Books give us not only knowledge; they give us entertainment too. The Tales of the Arabian Nights, tell us of strange adventures. They keep us awake with curiosity. Aesop's Fables tell us of folktales of many lands. The fairytales delighted us in our childhood. Now we have the Harry Potter Series. Sometime back we had the Enid Blyton stories.

Each religion has its own books too. The Christians have the Bible, the Muslims have the Quran, the Hindus have the Vedas, the Buddhists have the Dhammapada. The Mahavamsa is considered the oldest record of history of our country.

When we are free, we spend our time with books in the library. When we are ill, and in bed how would we spend our time if we didn't have a storybook? Books and knowledge are inseparable in our life.



Activity 2.2 > Comprehension > Pair work

Speaking / Writing

Attempt short answers to these questions orally, with a partner.

Then write the answers in complete sentences in your writing book.

Check with your partner.

1. Give the meaning of the first paragraph in two sentences.
2. What are the different things we learn from books according to the second paragraph?
3. List the books mentioned in paragraph three.
4. What kind of books are mentioned in the fourth paragraph?
5. What are the situations mentioned in the 5th paragraph?
6. What is the meaning of the last sentence? Do you agree with what is said there?

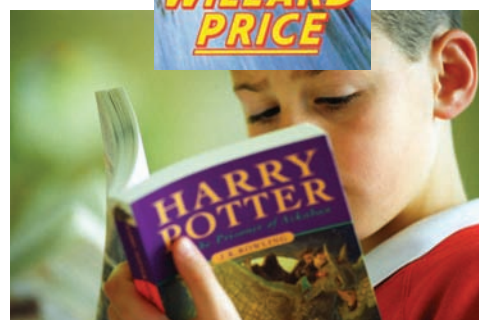
Activity 2.3 > Comprehension

Speaking

Have you read any of the books mentioned in this talk? Talk to the class about it.

The following will help you.

- Give the title and the author.
- When did you read the book?
- How did you get the book?
- What can you remember about the story, the events and the characters?
- Would you like to read it again?



Activity 2.4 > Comprehension

Reading



*Our presentation on Sources of Knowledge is on Newspapers*

We think a newspaper is a very important source of knowledge.

First of all they bring us news of most things that are happening in the country, and in the world. So they keep us abreast of the world.

<sup>01</sup> From the newspapers we can learn of books that are published and films that are screened. That is not all. We can learn about the plays that are staged and exhibitions that are put up. We learn about sports too.

<sup>02</sup> You can learn many things from the middle page article. That is a very important contribution to knowledge. Often it is written by a scholar, or an expert in the field.

<sup>03</sup> That is not all. The newspaper brings us news of research undertaken in countries. New inventions and discoveries come to us through the newspapers. *Samanala steel*,

<sup>04</sup> It is very interesting to read these articles because you learn many exciting facts from them. I remember I learnt that the Damascus swords were produced from from one of those articles. Then my parents took me to Samanala Wewa. We chatted with the peasants who had helped in the experiment. They had actually produced pure steel in a clay furnace, under the guidance of the experts of course!

<sup>05</sup> For myself I find reading the editorial very rewarding. It gives me a knowledge about what is happening in the country.

Activity 2.5 > Pair work

Writing



a. Read the text and write a sentence for each of 1-4 in your writing book.

1. Suitable subtitles for the 05 paragraphs.
2. The significance of the middle page article.
3. The steel used for the Damascus swords.
4. The contents of the editorial.

b. Answer questions 5 and 6 in your writing books.

5. What items in the newspaper have been left out?
6. What is your favourite item in reading the newspaper?

Activity 2.6 > Pair work

■ Reading / Writing

Answer the questions on the passage in your writing book.

Our presentation today is on ‘Sources of Knowledge’. We wish to speak on, Encyclopaedias and Dictionaries. We draw your attention to every paragraph-or section by asking a question. We will put 04 questions on the board. First, match the questions with the paragraphs.



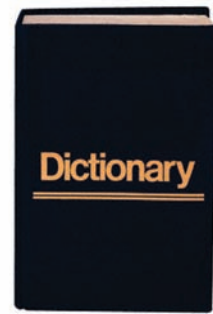
1. What does an encyclopaedia contain?
2. What is the meaning of the word encyclopaedia? When was the word first used?
3. List the limitations of a dictionary. What does it not do?
4. What does an encyclopaedia do, that a dictionary doesn't?

- a. The encyclopaedia has developed from the dictionary in the 18th century. A dictionary is mainly on words and their definitions. It provides limited information, for the word defined. Sometimes the definition given in the dictionary may not give enough understanding of the word to the reader. He may not understand the meaning, or significance of the word. He may not understand the broad meaning.
- b. An encyclopaedia on the other hand gives a full account on the subject. It gives the most relevant knowledge gathered on that subject. It often includes maps, illustrations, charts, as well as statistics to show relationships.
- c. An encyclopaedia is a complete summary of information. This information can be on all branches of knowledge or a particular branch of knowledge.
- d. The word 'encyclopaedia', comes from the classical Greek word meaning, 'a general education'. The idea of producing an encyclopedia is very old. The term was first used in 1541.

Activity 2.7 > Pair work

Reading

*We have selected the dictionary for our presentation.*



A dictionary is a book from which people can find out what words mean, how they are spelt and pronounced. The words are arranged in alphabetical order. Thus *abroad* comes before *absent*, because 'r' comes before 's', and so on. The order of every letter is taken into consideration.

The pronunciation is given in signs that stand for various sounds. These signs are explained in the introduction to the dictionary. Then an abbreviation or a short form will show the part of speech, e.g. (*n*) stands for noun. (*adj.*) stands for adjective and so on.

The dictionary improves people's use of language. You can select the right word to use. If you are not sure of the meaning of the word, refer to the dictionary; you will learn whether use it or not to use it in that place.

Dr. Samuel Johnson is the father of the English Dictionary. He wrote it in 1755. He was very concerned about the English Language.



Activity 2.8 > Pair work

Writing

Decide on a topic on which you want information.

Refer to the subject in an encyclopaedia.

Copy the entry from the encyclopaedia.

Check with your partner's entry.

Give the following information in your writing book.

1. name of library
2. name of encyclopaedia
3. page in which the entry was found
4. time taken to copy the entry
5. date when the work was done

Activity 2.9 > Group work

Writing

Get into 04 groups. Take one word for each group. Look in a dictionary and copy the meanings for the words and the parts of speech.

- a. **school**
- b. **book**
- c. **hand**
- d. **man**

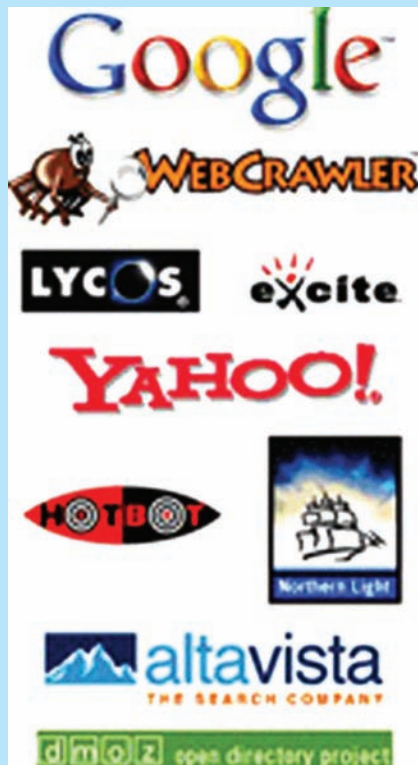
Now construct sentences for each meaning. Check each other's and copy them on to your writing book.

Activity 2.10 > Group work

■ Reading

This presentation is on the Internet.

# Search Engines



The Internet is a source of knowledge. It is of very recent origin. However the influence it has on society is immeasurable. The scope is very wide. It is known the world over. It is easily accessible to everyone.

Knowledge has got a new dimension

with the introduction of the internet. An internet user has access to a lot of knowledge and information. A book for example is read serially one sentence after the other. Words are written horizontally or vertically. If we want to read a book, and listen to music at the same time, we have to use two separate sources for that. But the internet has brought the two together for us. You must have seen people working at the computer listening to music.

When producing a book, the weight and size play an important role. That is why dictionaries and encyclopedias come in volumes. We will not be able to lift one if they are produced as a single work. The internet has no 'weight' unlike a book which is heavy. And so with the network, there is no 'bulk'. We can get what we want at a 'click'.

The language that is most used on the internet is English. The internet was first started as a research project of the Department of Defense of the USA.

The internet provides an immense source of knowledge, through search sites such as Google, Wikipedia, Yahoo etc.

However there are certain disadvantages in the internet. No one is responsible for the information or the quality of information. There is no source for this information. There is no authority, or authorship responsible.

Activity 2.11 > Comprehension

■ Reading

In order to understand the internet, it is necessary to learn the meanings of some of the words that come in the passage. Some of them are 'technical' words. They are special to the use of the internet. Read the passage again with these meanings. Match the words in B with the meanings in A and write them in your writing book.

| A  | B                   |
|--|---------------------|
| <i>reachable or obtainable</i>             | <b>recent</b>       |
| <i>range, extent</i>                       | <b>immeasurable</b> |
| <i>from left to right</i>                  | <b>accessible</b>   |
| <i>size, mass or volume</i>                | <b>dimension</b>    |
| <i>forming a series</i>                    | <b>horizontally</b> |
| <i>right/power</i>                         | <b>serially</b>     |
| <i>include as a part</i>                   | <b>unmanageable</b> |
| <i>that which cannot be measured</i>       | <b>scope</b>        |
| <i>not long past</i>                       | <b>vertically</b>   |
| <i>in the direction from top to bottom</i> | <b>bulk</b>         |
| <i>that which cannot be managed</i>        | <b>authority</b>    |

Activity 2.12 > Group work

■ Writing

Find out the following information from a teacher, a librarian or an elder.

1. Some names of encyclopaedias (Sinhala/Tamil/English)
2. Some names of dictionaries.
3. Copy the grid on to your writing book.
4. Complete the grid with the information you gather.
5. Write the information as a paragraph.

| Name of Dictionary | Name of Author | Name of Encyclopaedia | Name of Author | Year of Publication | Number of Volumes |
|--------------------|----------------|-----------------------|----------------|---------------------|-------------------|
|                    |                |                       |                |                     |                   |



Activity 2.13 > Group work

Reading / Writing



Cleopatra's Needle

*Our presentation on Sources of Knowledge is on Historical Ruins.*

Historical ruins provide a lot of knowledge about the country. Sometimes these historical ruins are not properly understood, or interpreted. There are some ruins about which there are no records.

Stone Henge of Wales is one such ruin. Still people do not know what it could have been. Some people think it may have been associated with the worship of the sun.

Stone Henge is a popular decoration! Many computer users have the Stone Henge as a wall paper.

There is also the massive stone pillar on the banks of the river Thames. This is known as Cleopatra's Needle!

The totem poles of the aborigines of Africa can be seen in the British Museum. For a long time the Sinhala crown and throne were kept in Britain. They were returned when we got independence.

We can get an idea of the arts and crafts of the time from these ruins. We can learn about a country too from these ruins. They are an interesting source of knowledge.

Activity 2.14 > Pair work

Reading / Writing

Given below are places of historical importance with their countries. Match A with B and copy them on to your writing book.

| A                    | B         |
|----------------------|-----------|
| Great Wall           | London    |
| Pyramids             | France    |
| The Hermitage        | Australia |
| Colloseum            | India     |
| Taj Mahal            | Greece    |
| Aborigine paintings  | Leningrad |
| Cleopatra's Needle   | China     |
| Palace of Versailles | Egypt     |

Activity 2.15 > Pair work

Writing

Describe one of these by finding out the following information.

- when it was put up/built
- what is left of it now
- what it must have been/meant at the time
- what it is now.

Activity 2.16 > Group work

■ Reading / Writing

Match A and B given below. Frame questions in groups to get the words in A or the words in B as the answer.

It may be possible to ask two questions for one phrase.

e.g. A man who looks after sheep is a shepherd.

Q. - Who is a shepherd ?

A. - A shepherd is a man who looks after sheep.

Q. - What does a shepherd do ?

A. - A shepherd looks after sheep.

words you may need

*who*

*how*

*what*

*where*

*with what*

| A                                       | B                                     |
|---|---------------------------------------|
| 01. a boy who frightens weaker boys.    | <b>an aquarium</b>                    |
| 02. a man who makes furniture.          | <b>an aviary</b>                      |
| 03. a hundred years.                    | <b>a bully</b>                        |
| 04. another word for daybreak.          | <b>a floor or level in a building</b> |
| 05. place where birds are kept.         | <b>a carpenter</b>                    |
| 06. a man who looks after sheep.        | <b>a century</b>                      |
| 07. place where metal goods are made.   | <b>dawn</b>                           |
| 08. water when turned into gas.         | <b>a foundry</b>                      |
| 09. place where fish are kept.          | <b>ice</b>                            |
| 10. water when it is solid.             | <b>a miser</b>                        |
| 11. a storey                            | <b>rungs</b>                          |
| 12. a stingy man, does not spend money. | <b>a shepherd</b>                     |
| 13. the cross bars in a ladder.         | <b>vapour</b>                         |

## Activity 2.17 > Pair work

### Reading / Writing



Refer to the telephone directory and find out the following information.

1. Where is the National Library and Documentation Services Board ?
2. Who are the officials mentioned ?
3. How many types of telephone numbers are given ?
4. Find out about the shortened forms used.

## Telephone Directories

### a source of information

A telephone directory gives different types of information.

1. You can refer to a telephone directory if you don't know the address.
2. There is a contents page or a guide.
3. Names are arranged in alphabetical order.
4. Most businesses are advertised in the telephone directory.
5. The telephone directory is in different sections according to the information. The directory advertises itself as Yellow Pages / Rainbow Pages.
6. You need to get to know the Directory in order to get your information quickly.

## Activity 2.18 > Pair work

### Speaking / Reading

- a. Role play the first two utterances of a person giving a message over the telephone.
- b. The use of the telephone is now wide spread. The following came in the papers as a cartoon.

**Interviewer** - *Mahahoora*<sup>1</sup> how do you contact someone in your group<sup>2</sup> who's gone to the forest ?

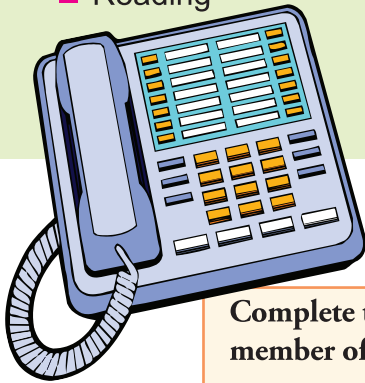
**Mahahoora** - (calling a child) *Kekulo*<sup>3</sup>, bring my *cell-tell pojja*<sup>4</sup> to show this mahattaya.

- Write in your writing books what the interviewer said next and the Mahahoora's reply.

<sup>1</sup>The elder in the group / <sup>2</sup>The word used is *rela* / <sup>3</sup>Word for child / <sup>4</sup>Word meaning small

Activity 2.19 > Pair work

■ Reading



When you need to find out certain types of information you can get it from your Telephone Directory.

The Telephone Directory will give you some information but not all.

Complete the following dialogue between a journalist and a member of the school / village society. Then, role play the dialogue.

**Journalist :** I'm a journalist from the .....paper.

**Member :** .....

**Journalist :** I need some information on your society.

**Member :** .....

**Journalist :** First, the name of your society please.

**Member :** .....

**Journalist :** When did you start this society?

**Member :** .....

**Journalist :** How many members are there?

**Member :** .....

**Journalist :** How often do you meet?

**Member :** .....

Do you like to meet our president?

**Journalist :** All right, let's go and meet him.

Activity 2.20

■ Writing

Write a short account of the modern day telephone, making use of the points given.

- different shapes
- different colours
- uses ; one to one / one to many (conferencing) / volume control (speaker phones)
- redialling / taking messages / caller line identification.

Write a paragraph on your own on the advantages / disadvantages of cellular phones.

## Activity 2.21 > Grammar

### Present Perfect Tense

Structure : has / have + Past participle

e.g. We have learnt about the way of life.

Now write five (05) sentences of your own using this structure.

### Passive Voice

We write words horizontally.

Words are written horizontally.

Change the following sentences to the passive voice.

1. The principal supervises their work.
2. The doctors see the patients daily.
3. Somebody cleans the room everyday.
4. They manufacture cars in Japan.
5. People advise us not to go out alone.

## Activity 2.22 > Pair work

### ■ Writing

Sometimes a sentence may not have a doer. The subject may not be clear.

e.g.

Folklore has not been written down.

It means ; No one wrote down the folklore.

Read the sentences given here with your partner. A subject (a doer) has been given for every sentence. Complete the blanks with the information given in the sentences and copy them on to your writing book.

1. Folk tales are related to grand children.
2. The road is named after Piyadasa Sirisena.
3. A fortress was built on Sigiriya.
4. The sun was worshipped as a god in the past.
5. The English translation is known as *The Children's and Household Tales*.

|                    |                      |       |                      |
|--------------------|----------------------|-------|----------------------|
| Grand parents      | <input type="text"/> | to    | <input type="text"/> |
| The municipality   | <input type="text"/> | after | <input type="text"/> |
| King Kashyapa      | <input type="text"/> | on    | <input type="text"/> |
| The ancient people | <input type="text"/> | in    | <input type="text"/> |
| Readers            | <input type="text"/> | as    | <input type="text"/> |

## Activity 2.21

### Reading

# Folklore

One very important source of knowledge is folklore. Lore means learning. Folklore is the learning or knowledge that has not been written down. It has been passed down orally from generation to generation.

What is interesting about folklore? While the main body of knowledge is passed down, the details may change from area to area. They are bound up with the customs and traditions of the society. It includes tales, legends, oral history, proverbs, jokes and popular beliefs.

Every country has its own body of folklore. Agricultural societies were full of folklore. In Europe folklore became a serious study in the 19th century with the rise of nationalism. Sociologists study folklore. Jacob and Wilhelm Grimm collected the stories and legends known in Germany and compiled them as one book. The English translation is known as *Children's and Household Tales*. This was published in 1812. Now we can read lots of tales from all other lands.

When we read stories about these lands we can learn about the nature of the land, the climate, the animals and the living conditions of the time. There are many stories about fire in many lands. Aladdin struck a match. That was magic. Amal Biso went to a house to borrow some fire / light. The story of the Little Match Girl tells us how she sold matches in the cold wintry evenings.

These stories influence our lives too. The popularity of the teddy bears comes from the love of these stories. The bears in these tales are like human beings, kind and gentle. This attitude to bears is totally absent in other cultures. Sometimes a similar story may be told in two different lands. There is a story in *Ummagga Jataka* very similar to the story told by Bertolt Brecht in *A Caucasian Chalk Circle*.

Some habits customs and taboos, that is things you must not do, also are parts of folklore. The use of lime and turmeric for cleansing is one such example.

In ancient times when a person died and the dead body was taken out, the place was sprinkled with turmeric water. People returning from a funeral would rub themselves

with lime. It is now known that lime and turmeric have disinfecting properties. In ancient times in Sri Lanka people going into forests, or crossing onto an unknown land would break a sprig and hang it on a tree. It was considered as an offering to *Aiiyanayaka*, a local god of the area. However the custom had a very significant use or meaning. The sprigs dying on these trees would indicate the path to the traveller. So, the belief that 'if you did not observe the rites of god *Aiiyanayaka* you would be lost, has a real meaning. Perhaps the fear of god would have made people not to forget to take this very essential precaution.

### Activity 2.24 > Comprehension

#### ■ Reading

01. What is the meaning of **folklore**?
02. How is this knowledge passed down?
03. Which societies would have a store of **folklore**?
04. What is the significance of the Brothers Grimm?
05. What are the examples of stories related to 'fire'?
06. How have teddy bears become toys?
07. What is the play written by Bertolt Brecht?
08. What are the two customs mentioned regarding 'funeral houses'?
09. How is *Aiiynayaka* described here?
10. What is the rite observed in entering a forest?
11. What is the significance of this custom?.

### Activity 2.25 > Pair work

#### ■ Speaking / Writing

There are important events in one's life when definite customs are followed. On these occasions certain things are not done and, certain things have to be done.

Examples are conducting ceremonies for marriages, deaths, chanting of pirith, religious observances etc.

Decide with your partner an occasion like that.

The words you may need; never, always, make sure, avoid, first, do not, prevent, auspicious, inauspicious.

First practise the description of the event in the correct order, then copy it on to your writing book. Use the Simple Present Tense.

You may begin.

Most people avoid the Rahu time or inauspicious time to begin any work of importance.

## Activity 2.26

### Reading

#### *Don't Quit*

*Try and try again and you will succeed*

*When things go wrong as they sometimes will,  
When the road you're trudging seems all uphill,  
When the funds are low and the debts are high  
And you want to smile, but you have to sigh.  
When care is pressing you down a bit,  
Rest, if you must, but don't you quit.*

*Life is queer with its twists and turns,  
As everyone of us sometimes learns,  
And many a failure turns about  
When he might have won had he stuck it out;  
Don't give up though the pace seem slow-  
You may succeed with another blow.*

*Success is failure turned inside out  
The silver tint of the cloud of doubt,  
And you can never tell how close you are,  
It may be near when it seems so far;  
So stick to the fight when you're hardest hit-  
It's when things seem worst that you must not  
quit.*

#### Discuss and Write

**A. Make a list of all the situations when we should not give up. One is done for you. We should not quit when things go wrong.**

**B. What do the following lines mean ? Discuss in the class.**

Life is queer with its twists and turns.  
Success is failure turned inside out.  
So stick to the fight when you're hardest hit.

**C. Read the poem aloud. Note the regular beat of the rhyming words at the end of every line. Do they make the poem sound more appealing?**

**D. Match A with B**

#### A

|  |                           |
|--|---------------------------|
|  | failure turned inside out |
|  | stuck it out              |
|  | the clouds of doubt       |
|  | trudging                  |
|  | twists and turns          |
|  | you're hardest hit        |

#### B

|  |                                       |
|--|---------------------------------------|
|  | walking in a tired manner             |
|  | unexpected changes                    |
|  | a person who has failed               |
|  | did not give in                       |
|  | negative feelings about one's ability |
|  | you're facing great problems          |



Activity 2.27 > Pair work

Reading

<sup>1</sup> Long ago there were two brothers. They lived in the village. The elder was known as Maha Gamaya, meaning the Big Villager, and the younger, Podi Gamaya—the Small Villager. They had a chena cultivation in the jungle and took turns to keep watch on this cultivation. Once it was Maha Gamaya's turn to keep watch on the cultivation. Podi Gamaya noticed that when he returned home, he looked tired, and lifeless. His eyes were bleary, as if he lacked sleep, and he seemed very hungry by morning.

<sup>2</sup> Podi Gamaya asked him if anything was the matter. "No" he said "I'm all right". he muttered weakly. A few days passed by. Maha Gamaya seemed to be losing weight. So, Podi Gamaya made inquiries. "What's the matter, brother? I can see you have a problem. Why can't you tell me?"

<sup>3</sup> It was too much for Maha Gamaya. "O younger brother" he said, "you don't know what I go through. You can't even imagine. As I go to the watch hut, a Yaka comes and sits in the hut. He opens my packet of rice, and eats it with glee. He doesn't even leave a morsel for me. Then he stretches himself, and tells me to scratch him. I don't get a wink of sleep."

<sup>4</sup> "mm... Is that so?" said Podi Gamaya. "Tomorrow I will go. You stay at home". He went late. He had spent time, fastening the hedges, and setting traps for the wild boars that eat the yams. "Oh, my, my" he yawned wide and loud as he went into the watch hut saying, "I could eat the very devil". Now the Yaka was lying on the wooden structure they used for a bed, and on hearing Podi Gamaya's intention of eating him up (as he thought) he started shivering in fear. "O, forgive me sir, I'll do anything you please, let me go in peace, don't eat me up, please don't" he pleaded.



<sup>5</sup> 'Very well', said Podi Gamaya, much pleased with the turn of events. He had not expected such an easy victory. 'What will you do, if I let you free?', Podi Gamaya asked. Podi Gamaya had no idea of how to punish the Yaka. 'O sir', said the Yaka, "I'll get you a sack of *paddy* every day". Podi Gamaya pretended to think hard. A sack of *paddy* a day, thirty sacks for a month. That is about all the grain his chena yielded for six months. 'All right', he said, pretending to be very kind, 'And make sure you don't fail.' 'Yes, sir', said the Yaka. 'Bring it in the morning, and I will show you my house', said Podi Gamaya.

<sup>6</sup> The following morning Maha Gamaya was shocked to see Podi Gamaya followed by the Yaka carrying a sack on his

shoulders. The Yaka dropped the sack in the compound and departed. Podi Gamaya related what happened.

<sup>7</sup> Several days later the Yaka brought two sacks of *paddy*. He explained why. 'I'm not able to come tomorrow, as I've to go to a meeting.' Podi Gamaya found out the details of the place and time of the meeting. Then he decided to go to the meeting.

He went with Maha Gamaya. They went early and settled down on the branches of a tree.

<sup>8</sup> The meeting was to be under the tree. The Yakas came for the meeting, in twos, threes, and sometimes in ones or in groups. Maha Gamaya got frightened at the sight of the Yakas and climbed higher. Each one had brought something, fruits, vegetables, yams, grain and other products. It was clear that they were going to share the harvest.

<sup>9</sup> As the leader came all the Yakas let out a shout. Maha Gamaya got so frightened that he started trembling. The tree shook, which made the Yakas look up. Maha Gamaya was so frightened that he fell on the Yakas, 'Hold'said 'Podi Gamaya, 'hold him elder brother, I'm coming .Don't let them go. Catch the biggest".

The Yakas got so frightened that they ran away, Maha Gamaya and Podi Gamaya collected the harvest that was brought, and lived happily ever after.



## Activity 2.28 > Comprehension

### ■ Writing

#### Paragraph (1)

1. Combine the first 3 sentences in paragraph 1 as one sentence.
2. List the words that describe Maha Gamaya.

#### Paragraph (2)

Act out the paragraph.

Begin with Podi Gamaya asking the question directly from Maha Gamaya. Then continue the dialogue.

#### Paragraph (3)

Summarise what the Maha Gamaya said. Do not use his words directly.

#### Paragraph (4)

List the actions that Podi Gamaya did until he met the Yaka in his hut.

What is the meaning of Podi Gamaya's words that he 'could eat the very devil?'

#### Paragraph (5)

Role play the dialogue between the Yaka and Podi Gamaya.

#### Paragraph (5)

Practise the dialogue between Maha Gamaya and Podi Gamaya.

Use their words directly as they would have spoken.

#### Paragraph (7)

Why did the Yaka bring two sacks of paddy?

Ask the questions Podi Gamaya would have asked of the Yaka.

#### Paragraph (8)

Write the paragraph in the present tense.

#### Paragraph (9)

What kind of a person is Podi Gamaya? Why do you think so?