

# 5 Civilizations

## Language Focus

### *Language Functions*

- i. Asking for explanation**  
eg. What's that teacher?
- ii. Appreciation of an idea**  
eg. How nice! Fantastic!
- iii. Asking for permission**  
eg. Can I sing.....?
- iv. Inquiring the time of an event**  
eg. When is the playlet?
- v. Expressing future events.**  
eg. We are organizing a variety entertainment.

### *Grammar*

- i. Direct/Indirect speech**  
eg. " I have some good news".  
Teacher said that she had some good news.
- ii. Passive voice**  
eg. Mummies are preserved inside pyramids
- iii. Word classes**  
eg. Noun - beauty  
Verb - beautify  
Adjective - beautiful  
Adverb - beautifully
- iv. Suffixes**  
eg. -ism, -logy  
-tion, -sion
- v. Adverbs of time**  
eg. firstly  
secondly  
finally

## ■ Role play

### A Variety Entertainment.



*It is the first week of the new term. The students of Grade 11 are eagerly waiting to hear about the plans for the new term. The teacher arrives and addresses the students.*

**Teacher :** Good morning children .I have some happy news for you today.  
We are organizing a Variety Entertainment this term.

**Chamil :** A Variety Entertainment? What's that teacher?

**Teacher :** It's a kind of occasion where different items such as singing,  
dancing, short plays are presented.

**Chamil :** How nice! Can we take part in it?

**Teacher :** Of course. We must get ready with various items.

**Fathima** : Can I sing an Arabic song ?

**Suneja** : We can practise a dance for it .

**Teacher** : Fantastic ! It will add colour to our function.

**Devika** : Teacher, can't we present a mime?

**Teacher** : Wonderful ! You can do that.

**Gayani** : Teacher, Uma is a clever dancer. She can present a Bharatha dance.

**Teacher** : Fine. Uma can get ready with that .

**Uma** : Teacher, I have a beautiful costume and some instruments at my grandma's place in Trincomalee. I'll get them down.

**Gayani** : Teacher, we'll be visiting my father's friend , Nadaraja in Trincomalee next week - end . Uma can join us.

**Uma** : I'd love to. I'll get my parents' permission today itself.

**Yasith** : Teacher, can we do a playlet ?

**Teacher** : Of course. Try to find a script or else can't you write one ?

**Yasith** : I'll write one. When can we practise?

**Teacher** : I'll get permission from the principal for you to stay after school. I want the list of names with your items.

**Chamil** : I'll prepare it , teacher.

## Activity 5.1 Comprehension

### ■ *Speaking*

**Answer the following questions orally.**

1. What is the plan for the new term?
2. How many students are speaking in this Conversation?
3. How many students are asking questions?
4. What is a 'Variety Entertainment'?
5. Who is going to Trincomalee?
6. When are the students going to practise their items?

## Activity 5.2 Pair work

*Pick out phrases from the dialogue expressing happiness and appreciation and write them in your writing book. Find phrases to express sorrow and disgust.*



## Activity 5.3 Vocabulary

*Match the words with their meanings. Write them in your writing book.*

1. costume	use of facial expressions and gestures to tell a story
2. instruments	manuscript of an actor's part in a play.
3. script	A dress worn by actors/dancers
4. playlet	apparatus for producing musical sounds.
5. mime	short dramatic piece.

## Activity 5.4

### ■ Writing

**Direct / Indirect speech** - *When you want to report to someone what someone else has said, you use reported or indirect speech.*

e.g. i) **Direct** :- The teacher said, "I have some happy news."  
(Note the comma and quotation marks.)

**Indirect** :- The teacher said, **that she(he) had** some happy news.

**Changes** :- We include the word "that"

'I' → She (he)

'have' → had (past tense)

**Write the following statements in reported speech in your writing book.**

1. Uma said, "I have a beautiful costume."
2. Gayani said, " We'll be visiting my father's friend , uncle Nadaraja in Trincomalee."
3. The teacher said, "We are organizing a variety entertainment."

4. Uma said, “I’ll get my parents’ permission.”

5. Gayani said, “Uma is a clever dancer.”

e.g. **ii) Direct** :- Chamil asked, “What’s that?”  
( Note the comma, quotation marks and the question mark. )

**Indirect** :- Chamil asked what that was.  
is → was  
change of word order

(Note that there are no commas, quotation marks or questions marks )

**iii) Direct** :- Fathima asked, “Can I sing an Arabic song?”  
Note the comma, quotation mark and the question mark.

**Indirect** :- Fathima asked whether she could sing an Arabic song.

**Changes** :- can → could  
I → She (He)

We include the word “whether”

(Note that there are no commas, quotation marks or question marks)

### Write the following statements in indirect speech.

1. Chamil asked, “Can we take part in it?”
2. Yasith asked, “Can we do a playlet?”
3. Devika asked, “Can’t we present a mime?”
4. Yasith asked, “When can we practise?”
5. The teacher asked, “Can’t you write a script?”

## Activity 5.5 Pair work

### ■ *Reading*

Read the following programme

### **Variety Entertainment**

#### *Programme.*

9.00 a.m.	-	Welcome Speech
9.10 a.m.	-	Thuranga Wannama
9.15 a.m.	-	Violin Solo.
9.20 a.m.	-	Duet.
9.30 a.m.	-	Playlet
10.00 a.m.	-	Arabic Dance
10.15 a.m.	-	Speech
10.20 a.m.	-	Solo - 'Viridu'
10.25 a.m.	-	Bharatha Dance
10.35 a.m.	-	Slide Show
10.45 a.m.	-	Mime
10.55 a.m.	-	Group Song
11.00 a.m.	-	Speech by the Chief Guest

**End.**

■ **Role play / Writing**

**Complete the dialogue with the information given in the programme.  
Write the dialogue in your book.**

- A : When does the Variety Entertainment begin?  
B : At ..... o'clock.  
A : Then we must be seated there before nine.  
B : Of course.  
A : When .....  
B : At quarter past .....  
A : ..... the Arabic dance?  
B : .....  
A : When .....playlet?  
B : At half .....  
A : What is the duration of the playlet?  
B : .....  
A : At what time is the slide show ?  
B : It' s at .....  
A : How long is it ?  
B : It's .....  
A : By the way , what's a mime ?  
B : It's .....  
A : It' ll be really interesting.  
B : Yes, in deed. We mustn't get late.



## Activity 5.6

### ■ *Reading - Egyptian Civilization.*

*Given below is the account that accompanied the Slide Show which Chamil presented at the Variety Entertainment.*

“I’m going to present a slide show on great civilizations. Civilization means man’s social, spiritual, philosophical and technological development. Look at the first slide. This is one fine example of a great civilization, the Egyptian civilization which



existed in the valley of the river Nile. These huge pyramids of Egypt were the highest man-made creations of the world. The ancient Egyptians were religious people. They believed their king, Pharaoh was a God living on earth. They believed in the immortality of the soul. Hence, the pyramids, the tombs were built to house the souls of the dead.

These granite pyramids amaze the world not only by their enormous size, but also by the beauty of geometrical construction. One granite block is about 30 feet in length. Some granite had been brought from quarries in the Arabian hills to the Nile, ferried across and hauled to the construction sites. For the construction of tiers, blocks were lifted by a kind of crane. Today the highest pyramid is 137 metres high.

The under ground burial chambers are beautifully decorated with paintings. The dead bodies , the mummies preserved inside them which have not decayed to this day, because of the science and technology that has been used,astonish the whole world .

## Activity 5.7 Comprehension

*Answer the following questions orally. Then write the answers in your writing book in complete sentences.*

- a. 1. Who ruled ancient Egypt?
2. Which river is associated with the Egyptian Civilization?
3. What did the Egyptians believe about their king ?
4. Why did the Egyptians build pyramids ?
5. Which features of the pyramids amaze the world?
6. From where have the granite blocks been brought?
7. What was kept inside the pyramids?
8. Why do the mummies surprise the world?

- b. 9. How were the dead bodies transferred into ‘mummies’ ?
10. Name some other countries which had great civilizations. Find the rivers associated with them .

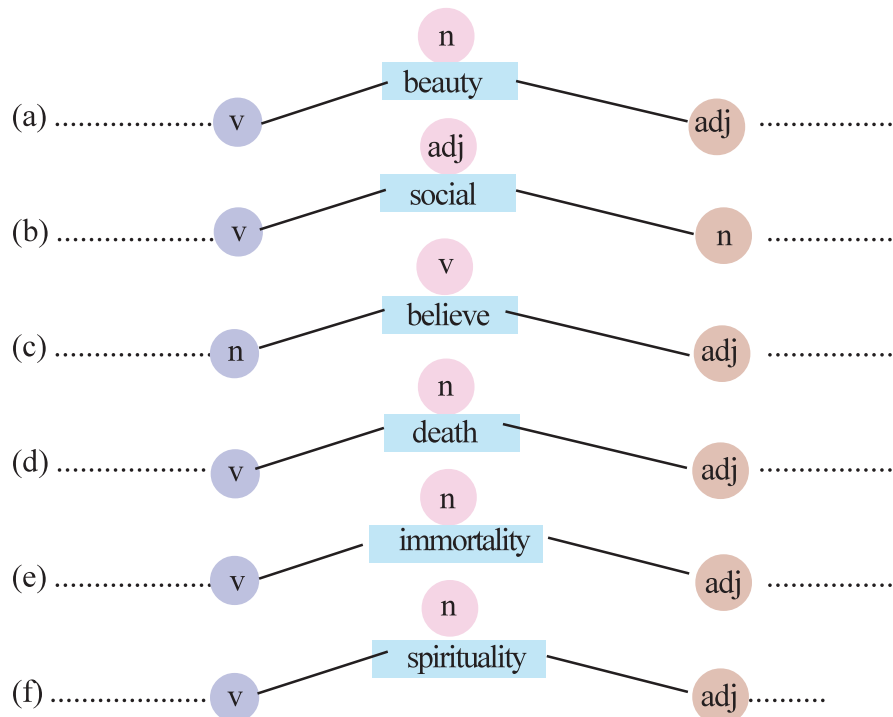
## Activity 5.8 Vocabulary

*Do you know the abbreviations used in dictionaries? Here are some of them.*

<b>n</b>	-	noun
<b>v</b>	-	verb
<b>adj</b>	-	adjective
<b>adv</b>	-	adverb

One single word may have all or some of these forms.

**Now, copy the following grid into your writing book. Refer to a dictionary and write the relevant words on the dotted lines.**



## Activity 5.9

### ■ *Word classes*

*Fill the blanks of the following sentences. Refer to the activity 5.8  
Select the correct word using the letter in the blank.*

1. Any .....(b)..... person builds up healthy relationships with others.
2. All the chambers of the temple have been .....(a)..... with paintings.
3. Though William Shakespeare is .....(d)..... his works are .....(e).....
4. He doesn't .....(c)..... in the existence of Gods.

## Activity 5.10

### ■ *Writing*

*Find out the places where the rivers Kelani, Malwathu Oya and Mahaveli fall into the sea in the map of Sri Lanka.*

**Write any legend associated with any one of these rivers, regarding the early civilization of the country, in two paragraphs.**

**Mention the following in the third paragraph.**

- the present state of the river.
- any economic activity associated with the river.
- any religious significance.

## Activity 5.11 Vocabulary

### ■ *Speaking*

*The meaning of a word can be changed by adding another part to the end of that word.*

e.g. hero + ism → heroism

This is called a “suffix.” The followings are some suffixes

-ism                      -logy                      -tion                      -sion

**In groups write words with these suffixes. Use the following questions and answers to get your information.**

Q    :-    How many words have you got?

A    :-    I've got .....

Q    :-    What are the words you've got?

A    :-    I've got .....

**Copy the following grid into your writing book and write 5 words for each column.**

-ism	-logy	-tion	-sion

## Activity 5.12

### ■ *Writing*

*Select a massive construction in your area/country. eg:- building, dagoba, road, reservoir, etc. Find information about it and write a composition on it. You may include information about*

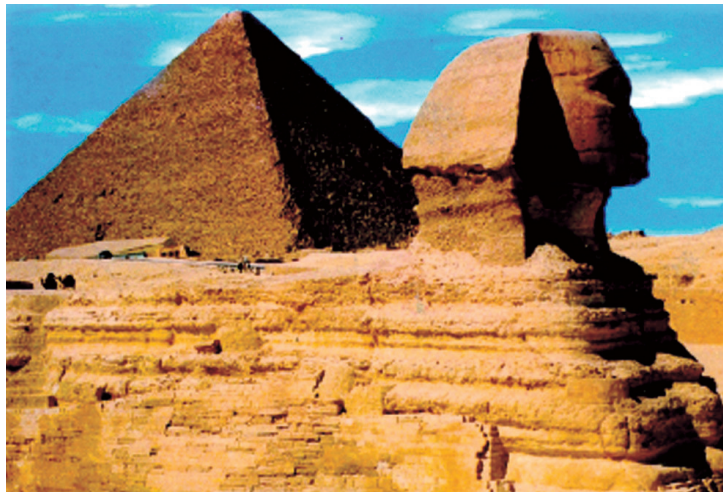
- who built it.
- how big it is.
- how it was built.
- why it was built.
- the importance / use of it.

## Activity 5.13

### ■ *Writing*

### The Great Sphinx of Egypt.

*Given below are notes taken down by Fathima about the Great Sphinx of Egypt on Chamil's slide show. Write a composition about the Great Sphinx of Egypt using her notes. A few sentences to begin the paragraph are given.*



#### The Great Sphinx of Egypt.

*The Great Sphinx in Egypt is a colossal statue. It represents a lion with a human head.*

1. Stands 350 metres from Cheop's pyramid.
2. 73 metres long.
3. Known in Arabic as "father of terror"
4. Originally called Horus (Sun God) who is on the horizon.
5. Some believe it is Chephren (king) standing guard over his tomb.
6. For centuries - completely covered by sand leaving only its enigmatic features uncovered.