

Simple Living 1

'Be happy with what you have'



Act Out

Shehan's Bicycle

Venerable Nanda and his friends Lasith and Namal are at the temple. They are talking about Shehan's new bicycle.

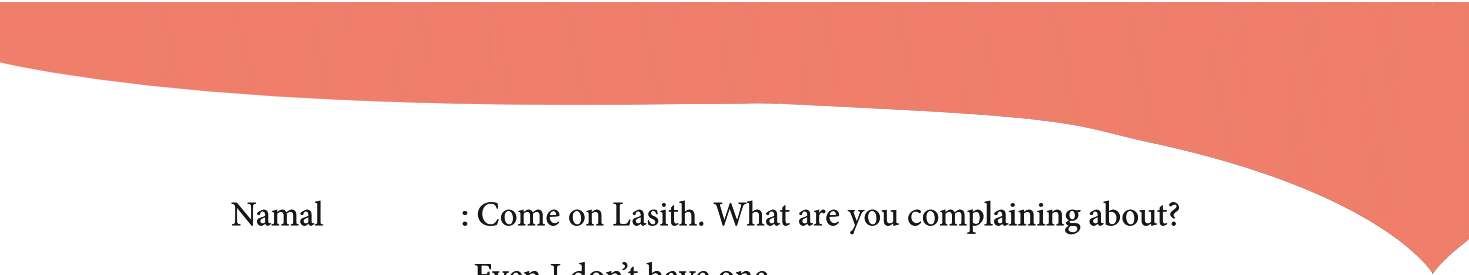
Namal : Have you seen Shehan's bicycle?

Venerable Nanda : Yes, I saw him riding it yesterday.

Lasith : I wish I had a bicycle like that. Mine's so old. I don't like it.



For free distribution 1



Namal : Come on Lasith. What are you complaining about?
Even I don't have one.

Lasith : But I think Shehan's bicycle is fantastic.

Venerable Nanda : Do not worry about it, Lasith. Everyone can't have everything.

Namal : I think so too. See, you at least have an old bicycle. I saw you riding it to school. Surely it's not broken, is it?

Lasith : No, it's not. It was my brother's. The only thing is, it's old.

Venerable Nanda : But Lasith , think of those who don't have even what you have.

Namal : Hmm... My father also tells me the same.

Lasith : I understand.. but.. then, I like new things.

Venerable Nanda : Do you know that life is simple when we have few desires. There's a good story about this. Would you like to hear it?

Namal : Yes, we'd love to hear it.

Lasith : I'm sorry about what I said. Let's listen to the story.

Activity 1 - Reading

Read the conversation and answer the questions.

1. Where are the friends?
2. What are they talking about?
3. Has Venerable Nanda seen Shehan's bicycle?
4. Why does Lasith not like his bicycle?
5. Write the expressions used in the conversation to express the following emotions:

happiness -

dislike -

regret -

Activity 2

Match the situations with the utterances. Write the letter of the utterance in the box provided.

Situation	Utterance
1. Your friend was not present in class for one week.	A. I'm sorry.
2. A friend has visited you unexpectedly.	B. I'm extremely thankful.
3. You broke your friend's pencil by mistake.	C. Shame on you.
4. Your friend has told a lie.	D. What a lovely surprise!
5. Your friend has given you some notes that you missed.	E. I missed you.

Activity 3 - Listening

You will listen to a dialogue. Listen to it, identify the words used to express various emotions and complete the task sheet in Activity 1 in Unit 1 of your workbook.

This is the story Venerable Nanda told Namal and Lasith. Read it and do the activities that follow.

The Deer and the Honey-grass

Once upon a time, there was a king. He had a garden. Animals came to this garden from the forest nearby. The gardener complained about **this** to the king.



One day, the gardener saw a deer in the garden. He told the king about the deer. The king asked the gardener to catch the deer.

“My lord, if you give me some bee’s honey, I can catch him” said the gardener. So, the king gave him what he wanted.

After that, the gardener began smearing the honey on the grass every day. Soon the deer developed a craving for the ‘honey-grass’. He came to the place every day to eat it.

Little by little, the gardener got close to the deer and got him to eat the honey-grass right out of his hand. Slowly, **he** continued to lead the deer away from the garden to the palace. There, the palace guards caught the deer.

The king came to see the **animal** and saw a panic-stricken deer.

“A deer is a shy animal that is scared of human beings. But, look! Even such a shy animal can be trapped because of his craving for the sweet taste. Craving is very dangerous,” said the king.

Finally, the king released the deer into the forest.

Can you see, how craving could be dangerous. Therefore contentment is blissful.

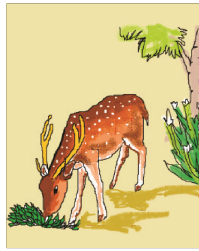


Activity 4 - Reading

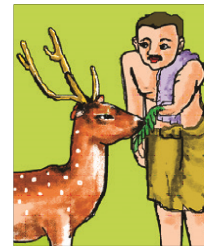
Write the correct number on the dotted line according to the order of the story.



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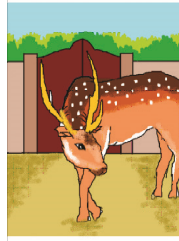
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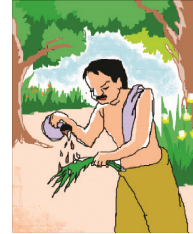
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Activity 5

Answer the following questions.

1. Who complained to the king?
2. What did the gardener see one day?
3. What did the king ask the gardener to do?
4. Why did the gardener smear honey on the grass?
5. Where was the deer caught in?
6. What do the following words in bold type refer to;
 - a. **this** -
 - b. **he** -
 - c. **animal** -
7. Do you think the gardener is intelligent? Give reasons.

8. Do you think the king is kind? Give reasons.
9. Underline the correct answer;
The speaker of this story is
 - a. one of the characters
 - b. the writer of the story
10. Write the words or phrases from the text that helped you to find the answer to question No 9.

Activity 6 - Pronunciation

Pairwork

Pronounce these words which are underlined in the story. Pay attention to the initial two letters of each word.

place close slowly bliss

Copy this table into your writing book. Together with your partner write down words that are pronounced in the same way in each column.

Pronounce the words.

<u>close</u>	<u>slow</u>	<u>place</u>	<u>bliss</u>	<u>glass</u>	<u>flag</u>

**Now complete Activities 2 & 3 in Unit 1 of your workbook.*

Read these sentences taken from the story "The Deer and the Honey-grass".

1. Craving is very dangerous. (subject)
2. Soon the deer developed a craving for the 'honey-grass'. (object)

In the above sentences, 'craving' is not used as a verb. It is used as a noun. When the present participle (-ing word) is used as a noun, we call it a gerund.

Here are some more examples for gerunds.

e.g. Walking is good for your health. (subject)

I enjoy walking. (object)

Learning Point

Gerunds

Gerunds are the words that are formed with verbs but act as nouns. They are very easy to spot, since every gerund is a verb ending with 'ing'.

e.g. **Swimming is a good exercise.**
The wall needs painting.

Activity 7 - Grammar

Identify the sentences with gerunds. Copy them into your exercise book and underline the gerunds. State whether they are used as 'subjects' or 'objects'.

1. Reading is my hobby.
2. They were listening to the chanting of Pirith.
3. The monks enjoy learning.
4. Meditating is a very good way to calm yourself.
5. Craving is not a good thing.

6. Most of the students have finished writing.
7. Early rising is a good habit.
8. I like reading Jataka stories.

**Now complete Activity 4 in Unit 1 of your workbook.*

Venerable Nanda related the story of "The Deer and the Honey-grass" to his friends Namal and Lasith.

These are the expressions he used in relating the story;

Once upon a time..... Then
After that.... Little by little....
Meanwhile....

Activity 8 - Speaking

Group Work

Let's relate a story to the class making use of the above expressions.

Your teacher will put you into groups of four. Each one of you will get one of the following parts of the story. Study it and relate it to the class clearly and meaningfully.

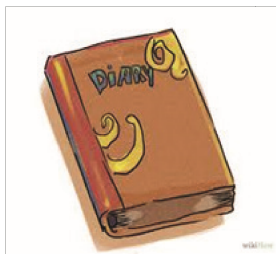
The Goose and its Golden Egg!

**So, he thought of killing the goose and getting hold of all the eggs at once.
He took a knife and cut open the goose but found only one egg inside it.**

**Once upon a time, there lived a poor farmer. He had a goose.
It was a strange goose.
It laid one golden egg every day. The farmer sold the eggs and became rich.**

**Thus, the greedy farmer lost both the goose and the golden eggs.
Finally, because of his greed, he became poor again.**

**After some time, he became greedy for money.
He wanted all the golden eggs at the same time.
He wanted to sell all the golden eggs at once and become rich.**



The teacher asked all the students to maintain a diary to improve their writing. This is a page taken from Venerable Nanda's diary.

Read it and do the activities that follow.

Date	
Monday	Woke up early and memorized the scriptures. Teacher started a new lesson on gerunds. Enjoyed learning new words in English with Venerable Sumangala.
Tuesday	Couldn't get up early. Had a cold. Drank coriander. Teacher asked me not to be late to class again.
Wednesday	Had fever. Could not attend the classes. Went to the doctor with the Chief Monk. Doctor gave some medicine.
Thursday	Lasith and Namal visited me today. They brought some mangoes. We talked for some time. They said they would help with the work I missed at the pirivena.
Friday	Felt better but didn't go to the pirivena as the Chief Monk advised me to rest. Read a story from Panchatantra. It was an interesting story about a lion and two foxes.
Saturday	Participated in an alms-giving in the village with the other monks of the temple. Lasith and Namal brought the notes. Copied some of them. Have to return the books tomorrow at Dhamma School.
Sunday	Administered Pansil at Dhamma school. Returned the notes. Hoping to go to the pirivena tomorrow.

Activity 9 - Reading

Give short answers for the following questions.

1. What did the teacher ask Venerable Nanda not to do?
2. When did he go to the doctor?
3. What was wrong with him?
4. Who visited him on Thursday?
5. What did he do on Saturday?

Activity 10 - Writing

Here are some of the things Venerable Nanda did last week according to his diary. The underlined verbs speak about his actions. They are all in the past tense.

- ▲ Woke up early.
- ▲ Memorized the scriptures.
- ▲ Drank coriander.
- ▲ Went to the doctor.
- ▲ Copied the notes.
- ▲ Returned the books.

Now, think of five things you did last week. Write five sentences describing what you did.

Follow the given example.

e.g. : I swept the temple garden.

**Complete the diary page in Unit 1 Activity 5 of your workbook.*

Activity 11 - Speaking

Pairwork

This is a language game called 'What did you do?'

Think of five things you did yesterday. Write them on a piece of paper. Ask your partner to guess what you did. An example is given below.

A - Did you sweep the alms hall yesterday?

B - Yes, I did / No, I didn't.

Your partner will get 10 points each time he guesses correctly.

Now it is your turn to ask the questions.

Prepositions

Read the following sentences paying attention to the underlined prepositions.

1. He was leaning against the wall.
2. Venerable Nanda went to Kandy for an alms-giving.
3. He received a basket of fruits.
4. Venerable Nanda participated in an alms-giving with the other monks.
5. Venerable Nanda felt better than the day before.

Learning Point

Prepositions

A preposition is a word such as **after**, **in**, **to**, **on**, and **with**. Prepositions are usually used in front of nouns or pronouns. They show the relationship between the noun or pronoun and other words in a sentence.

A preposition may describe,

- the position of something.
*The pen was **under** the table.*
- the time when something happens.
*They arrived **on** Sunday.*
- the way in which something is done.
*We went **by** train.*
- something in opposition to another thing.
*They were **against** the idea of going on a trip.*
- introducing the second element in a comparison.
*This exercise is easier **than** the last one.*

Activity 12 - Grammar

Write sentences with the help of words / phrases in the table.

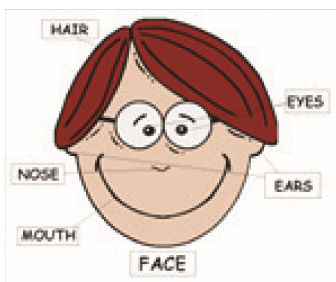
Lasith is leaning		Manuja.
The teacher praised the student	for	the members of the Dayaka Sabha.
Saman is taller	against	the wall.
The Chief Monk is having a discussion	with	fast food.
Homemade food is better	than	getting good marks.

**Now complete Activity 6 in Unit 1 of your workbook.*

Vocabulary

Let's study meronyms.

A meronym is a term used to denote a thing that is a part of something else.



'Eyes' is a meronym of the word 'face'.



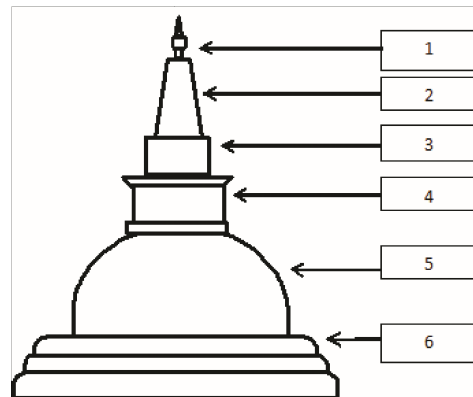
'Wheels' is a meronym of the word 'car'.

Activity 13 - Vocabulary

Pinnacle or Spire / Basal rings / The dome / The ring of deity images / The square chamber / Pinnacle rings

Let's name the parts of the Cetiya.

1.
2.
3.
4.
5.
6.



Activity 14 - Vocabulary

Select from the list and write the meronyms of the following items.

saddle, eyes, monitor, cheeks, pedal, nose, mouth, tables, mouse, chain, forehead, wheel, keyboard, handlebars, CPU, tyre, UPS.

Face	
Bicycle	
Computer	

**Now do the Activity 7 in Unit 1 of your workbook.*

Punctuation

Let's study the uses of the colon and the slash.

The colon(:)

The colon is used to introduce a list of items. Look at the following example.

e.g.: Buddhists worship the Triple Gem: Buddha, Dhamma, Sangha.

The slash (/)

1. We use the slash sometimes to indicate the word “or” between two choices.

e.g. Each devotee carried his/her belongings in a small bundle.

2. We use the slash to indicate fractions

1/2 (one half)

2/3 (two thirds)

3. We use a slash to indicate “per” in measurements of speed, prices, etc.

The speed limit is 100 km/h. (kilometres per hour)

4. We often use a slash in certain abbreviations:

This is my A/C number. (account)

Activity 15

Rewrite the following sentences with capitals and correct punctuation where necessary.

1. yesterday when mother went to the store she bought the following items milk sugar rice and dhal.
2. please write your ac number correctly.
3. he was driving the car at a speed of 40 kmph.

**Now do the Activities 8 & 9 in Unit 1 of your workbook.*