

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 : Whenplaylet?
- 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 .

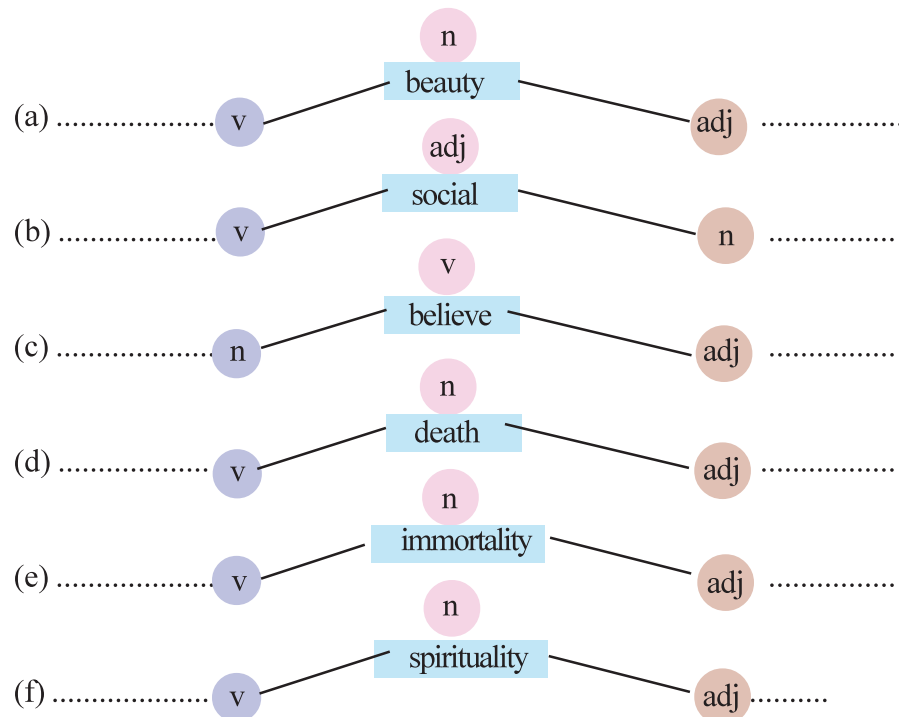
Activity 5.8 Vocabulary

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

n	-	noun
v	-	verb
adj	-	adjective
adv	-	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.

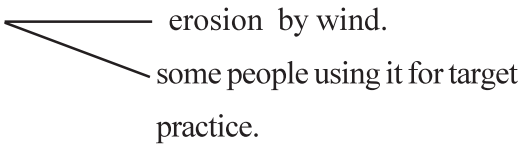
Given below are notes taken down by Fathima about the Great Sphinx of Egypt on Chamil's slide show. Write a composition about the Great Sphinx of Egypt using her notes. A few sentences to begin the paragraph are given.



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.

7. Men dug - out of sand.
8. Defacement occurred 
 - erosion by wind.
 - some people using it for target practice.
9. Huge sculpture reflects Egyptians as great artists.

Activity 5.14 Vocabulary

*Find single words from the text which give the following meanings.
Do this in your writing book.*

1. Spoiling the appearance -
2. To be aimed at in shooting practice -
3. Wearing away -
4. Making replica of stone / wood / metal by carving or moulding
5. Figure of a person / animal in wood / stone etc .
6. Line at which the earth / sea and sky seem to meet -

Activity 5.15

■ Vocabulary

Match the words in A with their meanings (synonyms) in B. Then copy them on to your writing book.

A	B
1. colossal	characteristics
2. enigmatic	fear
3. occur	immense
4. terror	mysterious
5. features	happen.

Activity 5.16 Group work

■ *Writing*

Get into groups. Look in a dictionary and copy the different meanings for the following words and the parts of speech they represent.

- a. lime
- b. sphinx
- c. temple
- d. head.

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

Activity 5.17 Group work

■ *Writing*

Select a place or an object from your area which has historical value.

eg. temple , building , road , stream etc.

Find information about it under the following points and write a composition using the information gathered.

- age it belongs to.
- who built it.
- with what it was built.
- important features.
- what it was used for.
- present situation of the place / object.

Activity 5.18

■ *Reading / Writing*

Legend - Origin of Rome

A legend is a story handed down from the past with a basis of truth. Many nations and states have legends associated with their origins. One legend associated with the origin of Rome is as follows.



Statue reflecting the origin of Rome.

A princess of a certain country(Latium) gave birth to twins. They were boys. They were named Romulus and Remus. The babies were ordered to be killed secretly. So they were stolen, put into a basket and thrown into the river Tiber to drown. But they didn't die and the basket floated and got stuck on the bank of the river near a forest. A she-wolf coming to the river to quench her thirst saw the abandoned babies. She suckled the babies. They grew up healthy and strong. Noticing human children living in the forest with wolves, a poor villager took them home and brought them up. Romulus and Remus grew well and became strong warriors. Remus died in a fight. Romulus survived and built a great city which is called Rome. It is said that the Romans are strong and fierce due to the association of Romulus with the wolves.

Activity 5.19 Comprehension

Answer the following questions in your writing book.

- a. 1. What is a legend?
 2. Why were the babies put into the river ?
 3. Did the babies die ?
 4. Who fed them ?
 5. Why were the ancient Romans strong and fierce ?
- b. 6. What do you think about the she -wolf in the legend?
 7. Have you heard of any other situations like this ? Describe one.

Activity 5.20

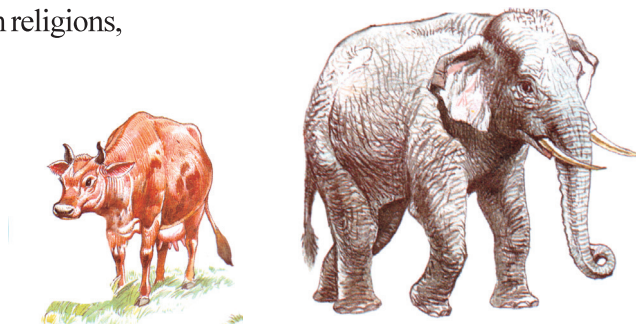
Find details of the legend associated with Sinhabahu and Sinhaseewali or any other legend. Write the legend in your writing book.

Activity 5.21

■ **Reading**

Read the following paragraph. Copy the grid given on page 137 onto your writing book. Fill the grid using the information in the text.

Animals are associated with religions,
myths , origins of nations
and legends.



Many Gods have animals as their vehicles. They give an idea about their qualities. God Ganesh (Gana) has a mouse as his vehicle and God Kataragama has a peacock. The bull is considered a sacred animal in Hinduism. It is treated well because of its help in cultivation. The dragon is another animal found in the mythical world of China. The white pigeon is considered the symbol of peace all over the world. The white cobra is considered a sacred animal in the legends of Sri Lanka. The elephant is associated with royalty and has been the vehicle of kings. Elephants were used in battle in the past. They are taken in religious pageants. In Buddhist pageants the relic casket is always carried by a tusker.

Animals	Nation / Country	Association -religious myths, help etc.	Qualities.
eg. 1. cow / bull	Hindus	sacred	helpful
2. elephant			
3. peacock			
4. white cobra			
5. mouse			
6. pigeon			
7. dragon.			

Activity 5.22 Grammar

■ Writing

Passive Voice (Direct Past)

When we do not know the doer of an action or when the doer is unimportant, we use passive voice.

eg. The babies were thrown into the river.

The following ideas describe how the students got ready for the Variety Entertainment. Construct sentences in the passive voice using the clues.

eg. First a date was fixed.

1. first -date - fix
2. then - items - decide.
3. items - practise
4. programme - design - carefully
5. invitations - send - guests
6. main hall- clean - previous day
7. chairs - arrange - neat - rows
8. instruments - bring

Activity 5.23

■ *Writing*

Write a paragraph describing how a building / a house in your area was put up. Use passive voice as in activity 5.22 You may select some of the words from the following grid.

eg. First the plan was designed.

Nouns	Verbs	Adverbs
plan	design	first
bricks	cut	secondly
sand	bring	next
cement	fix	then
granite	mix	after that
clay	transport	finally

Activity 5.24

■ Reading / Writing

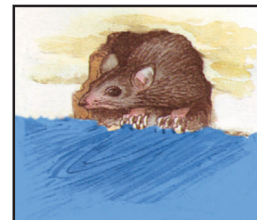
A proverb is a short popular saying, with words of advice or warning. Proverbs are often used in oral communication. They are associated with life, environment, animals etc.

Proverb	Meaning
eg. 1. Every dark cloud has a silver lining.	Every bad person has a good quality.
2. Cut not the tree that gives you the shade.	Don't harm the helpful hand.

Here are some proverbs associated with animals. Read them and select the option that gives the correct meaning. Write the proverb and the meaning in your writing book.

1. Rats desert a ship that will sink or wreck.

- Rats breed in ships.
- People sail in ships that rear rats.
- Weak people give up their duty when times are difficult / when things do not go smoothly.



2. The early bird catches the worm.

- Birds come early to catch worms.
- People should work like birds.
- The first person always gets the chance.



3. *Frogs can be found even in a lotus pond.*

- a . Frogs are found in ponds.
- b . Even in well -disciplined establishments
ill-mannered people are found.
- c. Good people are found even in dirty places.



4. *God gives every bird its food , but never drops it in the nest.*

- a. All the gifts are given by God.
- b. Good fortune exists but you have to try and
find it.
- c. Your food is given by God but you have to wait.



5. *Birds of a feather, flock together.*

- a. Birds of similar colours live together.
- b. People with the same qualities get together.
- c. Feather of the same colour fall on the same place.

6. *A bird in the hand is worth two in the bush .*

- a. Keeping the bird in the hand is better.
- b. Better to be contented with what you have, than to try to get more and
lose everything.
- c. Better to have two birds than to keep one bird.

Activity 5.25

■ *Reading*

Viridu

In the Variety Entertainment there was an item : a '*Viridu*'

Viridu, like our folk tales, has come down from generation to generation. A Viridu singer is a talented person who makes up his verse with the beat of his little circular drum, "*rabana*" as he sings. It is part of our culture. Even today we see the Viridu singer in public places like the bus stand, railway station or market where people gather. The Viridu is performed on occasions for entertainment.



The 'Viridu singer' entertains the public in a simple way. The verse he composes is in simple and colloquial language. He selects current incidents and events with universal interest such as love, sorrow, happiness, jealousy, bravery, treachery, betrayal, heroism. Often the narration includes dialogues. The repetition and regular rhyming patterns along with the rhythm make it interesting. When it is accompanied by music and dance, it attracts the listener. The singer uses a small '*rabana*' (tambourine) to produce the rhythm. A highly talented Viridu singer is capable of entertaining the public with impromptu '*Viridu*' irrespective of time, place or person.

The English '*ballad*' is similar to our '*viridu*.' There are traditional ballads as well as literary ballads. However, in the modern society, the ballad singer or the Viridu singer is fading from his original place, and becoming limited to the stage.

Activity 5.26 Comprehension

■ *Writing*

Answer the following questions in your writing book.

1. What is the instrument the ‘Viridu singer’ uses?
2. When did “Viridu” originate?
3. Where do you see ‘Viridu singers’?
4. Why is ‘Viridu’ composed of simple and colloquial language?
5. Name five qualities of ‘Viridu.’
6. What type of stories does ‘Viridu’ include?
7. What are the devices the ‘Viridu singer’ uses to make his singing interesting?

Activity 5.27

■ *Writing*

List the topics that interest the ‘Viridu singer’. Write a tale told by a ‘Viridu singer’ or relate a story you think is suitable for a Viridu and explain why.

Activity 5.28 Vocabulary

Match the words in A with their meanings in B. Copy the words onto your writing book with the meanings.

A	B
1. accompany	words or phrases in ordinary conversational language.
2. betrayal	handing down from generation to generation.
3. colloquial	disloyalty to a friend or a cause.
4. intelligible	belonging to all.
5. origin	go with.
6. tradition	giving way, making known or sell treacherously.
7. treachery	starting point.
8. universal	can be easily understood.

Activity 5.29

■ *Word classes*

An abstract noun is a word used for introducing a quality or state. Given alongside are some abstract nouns that appeared in the text. Find their adjectives of them and copy them to your writing book. You can add to your list.

<u>Abstract noun</u>	<u>Adjective.</u>
1. bravery
2. jealousy
3. sorrow
4. happiness
5. betrayal
6. heroism
7. treachery
8. love

Activity 5.30

The abstract nouns in Activity 5.29 denote human qualities. Can you sort them out as good qualities and bad / weak qualities. Do this in your writing book.

good qualities	bad / weak qualities

Activity 5.31 Vocabulary

Select appropriate words from Activity 5.29 and fill the blanks in the following sentences. Do this in your writing book.

1. We must appreciate the of soldiers.
2. Anusha's situation moved Thenuja to help her.
3. Joy and are nextdoor neighbours.
4. Some people destroy others property out of
5. and bring peace and beauty to the world.

Activity 5.32

■ Writing

Select two abstract nouns and two adjectives from activity 5.29 and write sentences using them.

- eg. He is a happy boy.
His happiness increased when he got through the O/ L examination.

Activity 5.33

■ *Writing*

Select an event / incident that you saw /heard / experienced in the recent past. Write a description or a story based on it.

■ *Enrichment*

Excavation.

If I should meet with the boy that I was,
How should we look?
What could we say?
So have I changed in the years that I think
Both would be dumb.
Yet there is nothing that came from without
Nothing of new

Built on the old.
What I am now was asleep in me then,
Waiting its hour.
Slowly, as men who unbury a vast
City that lay
Sunken in sand,
Thought and the powerful spades of the world
Dig out the self.

by Clifford Bax

Activity 5.34 Poem

In the poem the narrator recalls his childhood. Read it and answer the questions given below.

- a.
 - 1. Whom does the narrator want to meet?
 - 2. What has happened to the narrator with time?
 - 3. How would they behave at the meeting?
 - 4. Is there anything that has come new?
 - 5. How does he feel about that?
 - 6. How do people find sunken cities?

- b.
 - 7. What does the narrator want to do?
 - 8. How is he going to do that?
 - 9. Find words from the poem that are similar in meaning to the following words / phrases.
 - i) two things / persons -
 - ii) come across -
 - iii) unable to speak -
 - iv) unearth -
 - v) huge -