

02

UNIT TWO

ENJOYING ONESELF

Language Focus

Competency Level	Subject Content	Activity No.
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2.5	Finding exclamatory utterances	2.23
	Matching activity	2.24
3.5	Presenting information on a bar chart	2.7(b)
	Filling in blanks listening to a text	2.13, 2.26
3.6	Talking to friends and reporting	2.5
4.4	Using the dictionary	2.12, 2.20
4.5	Matching descriptions with pictures	2.15
	Selecting the correct option	2.21
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02 ENJOYING ONESELF

Activity 2.1(Pair Work)

Speaking/Writing



(C / L 8.12 - Expresses opinions and gives reasons)

(C / L 7.7 - Uses a variety of vocabulary items in writing)

Look at the following pictures. Write three sentences in your writing book about the activity you like most giving reasons.



Enjoying nature



Growing fruits and vegetables



Browsing the Internet



Milking the cow



Helping father in the garage



Watching the night sky

eg : *I like watching the night sky because*



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Enjoying Oneself

Activity 2.2

Reading



(C / L 8.12 - Expresses opinions and gives reasons)

(C / L 5.5 - Extracts the general idea of a text)

This is a page from the “Leisure Magazine.” Read and find out how many of your friends enjoy doing the activities mentioned below.

Get the responses for the following questions.

1. What activity interests you most?

2. Why do you like that activity?

3. How does it help you in your studies?

4. Does it help you financially?

(1)



I help my parents to tend our “Raththi”. It gives me great pleasure to feed her with green grass. Then she licks me with her greasy, slippery salivating tongue. I enjoy milking her and never forget to save some for Handaya as well.

- Vinuja -

(2)



I’m interested in browsing the internet. It helps me in my studies. The internet is rich in information. But I keep in mind that all is not accurate or useful.

- Vibhavi -

(3)



I enjoy watching cartoons. I watch cartoons on T.V and enjoy comic strips in the news papers. They make me laugh. I prefer colourful comics on the adventures of super heroes.

Chamasha -

(4)



I like camping most because it is exciting. I can explore nature too. I love to creep into the woods to observe the birds and their nests. I always carry my binoculars and the camera when I go camping.

- Eshan -

(5)



I feel sad to see my father toiling for us in the garage. So I help him looking for nuts and bolts. I’m surprised to see how he fixes them. Now I can manage some repairs on my own. I’m amazed at his skill and patience.

-Vidath -

(6)



I spend hours and hours watching the night sky. I enjoy watching the twinkling stars and the moon in the sky. What delights me most is the movement of the stars. I can even tell the time by their position in the sky.

- Methu -



Activity 2.3

Reading / Writing



(C / L 5.5 - Extracts the general idea of a text)

Read the page overleaf from the “Leisure Magazine” again. Write numbers 1-6 in your writing book and match the paragraphs with the texts given below. Provide each ‘text’ with a title.

a) Cartoonists create humour through cartoons. They amuse people. They also have words to accompany them. Comics are different from cartoons. There is a narrative or story in the comics.

b) Recreational camping includes family camping holidays or camps organized for young people by schools or youth organizations such as Guiding or Scouting.

c) On a clear dark night we can see hundreds of twinkling stars in the sky. These stars are huge glowing balls of gas like our sun. But they are fainter because they are so many ‘light years’ away.

d) Fresh milk from the cow can be a dangerous source of bacteria. Therefore it is important to have cleanliness in the process of collecting and distributing milk. Milk should also be pasteurized or sterilized before it is commercially distributed.

e) People who work for an institution or an individual for a specific number of hours on specific conditions for pay are employees. Some are self employed today. They are free from authority. They do not have set working hours.

f) The world wide web which allows us to retrieve information is the internet. The word ‘net’ has many meanings. It is different from fishnet or mosquito net etc.

eg :

Paragraph	Text	Title
1	d	Fresh milk



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Dialogue

The students in grade nine of Ranmal Vidyalaya are talking about the “Leisure Magazine.”

Role - play the dialogue.



Pilina : - Hello!

Kavindu,
Chathu,
Ahamad,
Vinod, Amali } : - Hello! Pilina.

Pilina : - It's a pretty hot day, isn't it?

Kavindu : - It's February. So it's not surprising.

Pilina : - By the way, did you read the February issue of the “Leisure Magazine”?

Vinod : - Yes, isn't it really interesting?

Ahamad : - It is. Who do you think has the most interesting leisure time activity? I think Eshan. Camping is exciting.

Chathu : - I don't agree with you Ahamad. Camping can be very dangerous.

Amali : - I think that Vinuja's hobby is uncommon. I wish I had a cow.

Pilina : - But your grandmother in Anuradhapura has cows, hasn't she?

Amali : - Yes. She has. When I went there in December for the vacation I saw her milking.

Vinod : - Don't you think we should appreciate what Vidath does to help his father?

Ahamad : - Yes, you're absolutely right. If we can relieve our parents of hard work, we become worthy sons and daughters.



Activity 2.4

Writing



(C / L 5.3 - Selects relevant information from a dialogue)

- a) **Read the dialogue again and fill in the grid given below in your writing book.**

day	<i>hot</i>
month
magazine
issue

Vidath's hobby
uncommon hobby
Amali's wish
Eshan's hobby

Activity 2.5(Group Work)

Listening / Writing



(C / L 3.6 - Listens to and reports information)

- b) **How can you become worthy sons and daughters? With the responses of five friends fill in the table given below. Copy the grid onto your writing book.**

Name	What makes someone worthy
eg : Vidath	<i>helping his father in his work place</i>

Activity 2.6

Writing



(C / L 8.12 - Expresses opinions and gives reasons)

Copy these two columns onto your writing book and match the language function with the expression given.

Function
i) Agreeing
ii) Disagreeing
iii) Making suggestions
iv) Changing the topic
v) Expressing opinions
vi) Getting information

Expression
Don't you think, we should....
I think that.....
I don't agree
You are absolutely right.
Did you read the
By the way.....



a) Activity 2.7 (Group Work)

Speaking



(C / L 8.9 - Gives and asks for information appropriately)

Use this table to ask what your friends like / dislike doing.

Do you	like reading love enjoy watching like love looking at the	films / teledramas news papers novels shopping sleeping the sun set dancing/ singing rain	?
Are you	fond of interested in		

b) (Pair Work)

Writing



a) Using the information you have collected complete a table in your writing book.

(C / L 3.5 - Listens to and transfers information into other forms)

What your friends like	Tally marks	Total
eg : <i>enjoy watching teledramas</i>	/// //	10

c) (Pair Work)

Writing



(C / L 5.4 - Transfers information into other forms)

b) Now using the above data write a paragraph about what your friends like in your writing book. You may begin like this.

This table shows Most of my friends like
.....



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a) Activity 2.8 (Pair Work)

Writing



(C / L 7.6 - Writes letters, brief notes instructions and reports)

You are going to arrange a debate on the topic :

‘Camping is a pleasant / challenging experience’

- Design a notice for the school noticeboard giving information about this debate.
- Invite all to be present.
- Mention the date, time, venue and purpose.

b) (Pair Work)

Writing



(C / L 7.6 - Writes letters, brief notes instructions and reports)

As the organizer of the debate write a letter to the principal of your school, requesting permission to hold the debate.

Include the following:

* Date * Time * Permission to have it in the auditorium / school hall.

Write the letter in your writing book.

c)

Speaking



(C / L 8.12 - Expresses opinion and gives reasons)

Use the following points to practise for the debate.

eg : *I think camping is a challenging experience because*
It's clear that camping can be pleasant because

Camping		expressions that can be used
is a pleasant experience	is challenging	
<ul style="list-style-type: none"> • can relax and have fun • can explore nature • best places for hiking • spend time in the wilderness • work with friends. 	<ul style="list-style-type: none"> • bad weather conditions • dangers such as fire • animal threats eg. bears • thieves • getting lost 	I think that What I feel is From my point of view What a stupid idea to..... It's clear that..... I don't think



Activity 2.9(Pair Work)

Speaking



(C / L 7.2 - Writes descriptions of things, places and people)

(C / L 8.9 - Gives and asks for information appropriately)

The picture given below shows a camping site. Get your partner to describe it by asking questions.

eg : Question

What do you see in the picture?

Answer

I see a horse in the picture.

A Camping Site



Activity 2.10

Reading



(C / L 5.5 - Extracts the general idea of a text.)

Children were very much interested in the debate they had in the class. Thisansa asked for more information on camping and the teacher asked her to refer to an encyclopedia. This is what she has found.

Match the questions with the paragraphs on the next page.

1. What is camping? Why do many people go camping?
2. List the items that campers should carry.
3. What should be the main concern of campers?
4. What is the most essential advice a camper should follow?



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a) Camping involves living and sleeping in a tent or caravan rather than in a house or other permanent building. Camping for pleasure is called recreational camping. Camping is associated with trekking. Campers and trekkers generally carry the 'accommodation and food' on their back -in a back pack.

b) Most campers use tents. They also pack clothes for different kinds of weather. Dressing in layers, hiking boots, a hat and rain proof jacket complete the outfit.
Campers should take energy rich food. A first aid kit, sunscreen, insect repellent and water filter should be carried. A map and a compass can prevent the risk of getting lost.

c) Safety should be every camper's first concern. Campers can get cold, sun burnt, thirsty, tired or injured in an accident. Being prepared is the key to camping safety. Fire, animals such as bears can pose great dangers. Leeches and ants too can create problems.

d) Campers should protect the natural environment. Always leave your camp site cleaner than you found it.
"Pack it in, Pack it out" is a good rule to follow.

Activity 2.11 (Pair Work)

Reading / Speaking



(C / L 5.2 - Extracts specific information from a text)

Read the paragraphs again and find out whether the statements given below are true or false.

1. Living indoors can't be called camping.
2. Getting lost is every camper's least expectation.
3. Make the place dirtier than you found it.
4. Be prepared to solve any problem in camping.
5. Bears in the camp grounds can be dangerous.



Activity 2.12

Reading / Writing



(C / L 4.4 - Uses the dictionary and encyclopedia effectively)

A dictionary uses a number of abbreviations in giving information about a word. We should know these abbreviations in order to make use of the dictionary effectively. This is how one dictionary gives abbreviations.

Match the abbreviation with the word it stands for and write them in your writing book.

eg :- N	-	Singular
CONJ	-	Adjective
ADV	-	Conjunction
ADJ	-	Phrasal verb
SING	-	Noun
PHR. VB	-	Adverb

N(c)	-	Verb intransitive
AUX	-	Verb
V	-	Verb -transitive
V (int)	-	Noun countable
V(t)	-	Auxilliary

Activity 2.13 (Pair Work)

Listening



(C / L 3.5 - Listens to and transfers information into other forms)

The organizing committee of the photographic society wants to make the following announcement for grade 9 students.

First, copy the following form onto your writing book.

- | | | |
|---|---|-------|
| i) School | - | ----- |
| ii) Grade | - | ----- |
| iii) Event | - | ----- |
| iv) Organizers | - | ----- |
| v) Theme for March | - | ----- |
| vi) Photograph size | - | ----- |
| vii) Closing date | - | ----- |
| viii) Who should be contacted for details | - | ----- |

Then in pairs do the activity. The announcement can be read by one and the other can complete the form.

Announcement

Ranmal Vidyalaya will send entries for the Nature Odyssey Photographic Competition conducted by FunTimes. The competition for March will be open only to grade 9 students. The students can send the best photograph taken on the monthly theme – “Environment”. The photograph size should be 6 x 4 inches. The closing date will be 21st April. Competitors can contact the Secretary, Photographic Society for further details.



a) Activity 2.14

Reading / Writing



(C / L 5.2 -Extracts specific information from a text)

**There is a notice about the photographic competition on the notice board.
Read it and complete the passage. Write in your writing book.**



Notice

Photographic Competition.

The Photographic Society of Ranmal Vidyalaya will entertain photographs (6"X4") taken on the monthly theme (March) 'Environment'.

The competition is open to students between the ages 12-15. Submit only one entry on or before 21st of April.

05-04-20....

Date

Amali Perera,
Secretary.

The photographic society of _____ will call for entries for a photographic competition. Children between _____ can send only one _____. "The squirrels in the garden" is the _____ for March. The _____ should be 6x4 inches. The closing date is _____.

b) (Pair Work)

Writing



(C / L 8.13 - Makes simple announcements or speeches)

Prepare a new notice changing the underlined words / phrases in the above notice. Write in your writing book.

c)

Reading / Writing



(C / L 8.13 - Makes simple announcements or speeches)

The organizers have extended the closing date for entries. Therefore, prepare an announcement to inform the students about the extension of the closing date. Give a new date.



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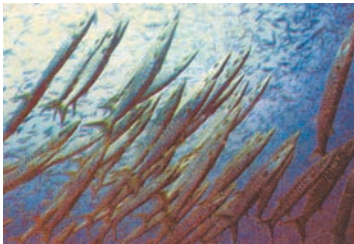
a) Activity 2.15 (Pair Work)

Reading /Writing

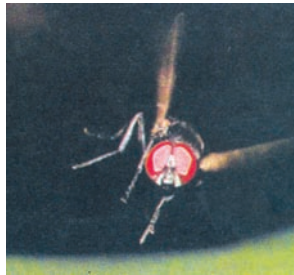


(C / L 4.5 - Uses the contextual, visual clues to derive the meaning of words)

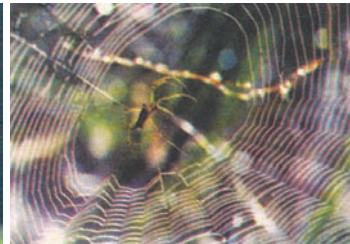
Razik brought the “Fun Times” after the competition was over. It carried photographs of the winners of the photographic competition. How and where they got the photographs are given below in paragraphs. Copy them onto your writing book using the words given within brackets. Match them with the pictures.



1



2



3

Koen Broker –

“Early in the morning I went to see the chocolate hills in the _____, which were supposed to be phenomenal. They were, however, a bit _____ but the light was quite nice. There was a lot of dew on the grass and vegetation which I was _____ until I discovered this spider. Unfortunately, I didn’t have a _____ with me and was using a 50 ASA film. Therefore, I couldn’t really get an optimal field of _____. However, the composition of this picture turned out to be quite nice”.

(tripod, depth, photographing, disappointing, Philippines)

Dr. Gamini Kathriarachchi

“This House Fly was seen resting on a leaf, flying away suddenly and _____ to the same spot very fast. So I pre-focused and took a number of _____. As it was a very challenging task to photograph a House Fly _____, I was lucky to get a few shots in focus. What really inspired me to submit this frame to the _____ were the gleaming red eyes and the feeling of motion of the wings against the dark _____”.

(background, returning, in flight, shots, competition,)

Veronique Geay –

These are found usually in compact _____ at depths from 20 to 30 _____. This was _____ at Shark Point off Beruwala at a _____ of 26 meters.

(schools, metres, depth, photographed)



Reading /Writing



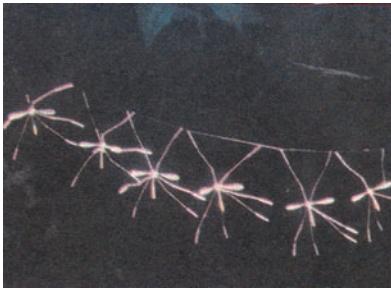
b) (C / L 5.5 - Extracts the general idea of a text)

The descriptions of these three photographs are given below. But the sentences are jumbled.

- **Re -order** them as a paragraph and copy them onto your writing book.

- **Match the descriptions with the photographs.**

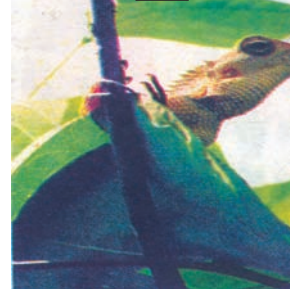
A



B



C



J.M. Janaka C. Jayasekara

1

- 1) I waited for some time and kept watching through the lens to see what there was .At last a land monitor came out of a hollow in the Palu tree.
- 2) The patience paid off well as I was rewarded with a beautifully framed picture”.
- 3) “We were searching for bears at Sathmaga in the Yala National Park. Suddenly I saw something moving in a nearby tree.

Buddhika Indrajith
Hettiarachchi

2

- 1) I took my camera and tried to get closer for a better photograph.
- 2) It suddenly turned and I clicked thrice and this was the best.
- 3) Last December I saw this garden lizard taking a sun bath in my garden on a pea vine.

Nishantha Karunarathne

3

- 1) Although I was on my way to see a friend, first I took time to take some pictures.
- 2) They were between two twigs in a bush hanging onto each other and they glittered in the morning sunshine.
- 3) The insects are known as dancers, “*Pitihalanno*” or “*Onchillo*”.
- 4) One day in the month of July in my garden I noticed some insects engaged in weaving a chain like net.

(Funday Times - 17th Dec. 2006)



Holidaying in Anuradhapura

Reading / Writing



Amali read out her essay on “How I enjoyed the vacation” to the class. Read it carefully.

I longed for the December holidays as it gave me a chance of visiting my grandparents in Anuradhapura. When they saw me and my family their faces lit up. The welcome was wonderful! My cousins were already there. What a pleasant surprise!

Lunch time drew nearer. We wanted to go for a bath. But before that,

lunch had to be prepared. Father and my uncle went to the fair to buy some fresh fruits. Aunt prepared rice. Mother cut and washed the vegetables. Grandmother added the condiments and cooked the curries. It was pleasant to see everyone working together and helping each other. This made me understand how household chores can be enjoyable when everyone helps in some small way.

During our stay there we spent hours swimming, washing clothes and bathing in the ‘Nuwara Wewa’. I never knew that washing clothes was such fun. We always did justice to grandmother’s specialities that included red rice, jak curry and fried ‘Thilapiya’.

In the evenings we had walks and saw the paddy swaying in the breeze. It was very beautiful! Sometimes we sat around our grandparents, engrossed in listening to stories of ancient times.

The cloud that set in on the day of departure was soon lifted with the thoughts of the next holiday.



Activity 2.16

Reading / Writing



(C / L 5.5 - Extracts specific information from a text)

Answer the following questions in your writing book.

- a) 1) Who read the essay?
2) Where did Amali's grandparents live?
3) What was the surprise Amali had?
4) What was the pleasant sight in the kitchen?
5) According to the speaker how can household chores be enjoyable?
6) When did they go for walks?
- b) 7) What did you feel after reading Amali's essay?

Activity 2.17 (Pair Work)

Speaking / Writing



(C / L 7.2 - Writes descriptions of things, places and people)

Discuss with your partner and write the different activities done in a paddy field / tea factory. The following words may help you.

- cut / gather / bind / carry - paddy
- pick / carry / weigh / sort out / crush - tea leaves

Activity 2.18 (Loud Reading)

Listening / Speaking



(C / L 1.5 - Articulating the 'ng' / 'g' sound in end position)

In groups read the essay "Holidaying in Anuradhapura" aloud paying attention to the words with the 'ng' sound. Each student can read a part of it. Stop a while to think of the position of the tongue.

eg : - *visiting, swimming, washing*

Activity 2.19 (Group Work)

Speaking / Writing



(C / L 1.5 - Constructs English Sentences orally with proper articulation)

Write 3 ways in which you can help your parents and other elders when the family gets together for a special occasion. - New Year / Christmas / Thaipongal / Ramazan festival etc.

- eg :- (i) *Helping to lay the table.*
(ii) *Washing the dishes.*

Then read them out to the members of your group. Pay attention to the 'ng' sound.



a) Activity 2.20 (Pair Work)

Reading / Writing



(C / L 4.4 - Uses the dictionary and the encyclopedia effectively)

- **Put the following words in the alphabetical order.**
- **Find the meanings from a dictionary.**
- **State what word class they belong to.**

- enchanting • numerous • warmth • household
- justice • chores • swaying • engrossed

eg : - *enchanting* - *adj.*

b) Make five sentences using any five of the adjectives from the above list.

Activity 2.21 (Pair Work)

Reading



(C / L 4.5 - Uses contextual visual clues to derive the meanings of words)

Find the most suitable answer for each of the underlined phrases. Write the question number and the letter of the answer in your writing book.

(1) We always did justice to grandmother's specialities that included Jak curry, red rice and fried *Thilapiya*.

- a) We treated grandmother's food with respect
- b) We ate well and enjoyed the food
- c) We were happy about grandmother's qualities

(2) The cloud that set in on the day of departure was soon lifted with the thoughts of the next holidays.

- a) The sky was cloudy.
- b) They were crying because they were leaving.
- c) The sadness that they felt.

Activity 2.22 (Pair Work)

Speaking / Writing



(C / L 7.9 - Produces imaginative and interesting creative writing)

• **Compose a story on the given guidelines. Write the story in about 75 words.**

• **You may start this way:**

Kamal and his friends jumped into the Mahaweli to have a bath.

.....
• **Guidelines.**

- | | |
|-------------------------------|------------------------------------|
| i) how they felt in the water | ii) whether they liked to leave it |
| iii) for how long they bathed | iv) anything special that happened |
| v) how they reacted | |



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Activity 2.23 (Pair Work)

Reading / Writing



(C / L 2.5 - Uses the exclamation mark appropriately)

Use of the exclamation mark.(!)

- The exclamation mark is used in exclamatory utterances, expressing emotions such as shock, surprise, astonishment and wish.
- Find the exclamatory utterances from the text on page 38 and say what emotions they convey. Then write them in your writing book.

Activity 2.24

Reading / Writing



(C / L 2.5 - Uses the exclamation mark appropriately)

Match the situations in 'A' with the suitable exclamatory phrase / utterance from 'B' and copy them onto your writing book.

A

- We're going on a trip to Anuradhapura tomorrow.
- Shall we have lunch under that tree?
- Look at the "*get well*" card we made for your grandpa.
- See, how the pilgrims have littered the place.
- John is not coming on the trip.
- We have won the 1st place at the poster competition.

B

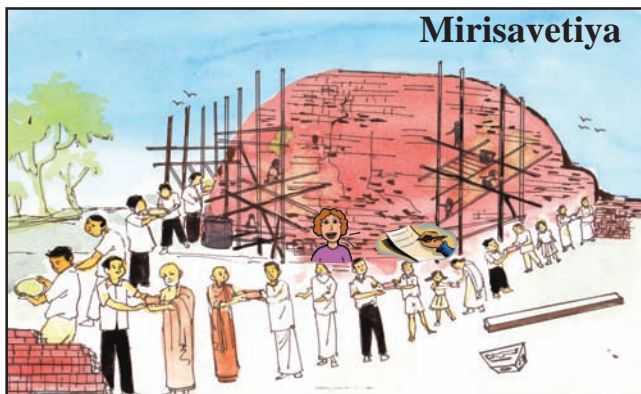
- Oh! it's beautiful.
- Congratulations!
- What a let down!
- That's wonderful!
- What a fine place it is!
- How disgusting!

Activity 2.25 (Pair Work)

Speaking / Writing

(C / L 7.9 - Produces imaginative and interesting creative writing)

- Look at the picture. See how people have got together in the restoration of 'Mirisavetiya'. Now write an essay on "The Restoration of Mirisavetiya" for the next class meeting. Use words given in the box.



Mirisavetiya

- | | |
|--|-------|
| <ul style="list-style-type: none"> - monks - pilgrims - villagers - children - foreigners - carry bricks - pass baskets of soil | Clues |
|--|-------|

Activity 2.26

Speaking / Listening



(C / L 3.5 - Listens to and transfers information into other forms)

- a)
- Copy the passage given below onto your writing book.
 - Your teacher will read out the role-play. Listen and fill in the blanks in the passage.

John won't be going on the (1) to Galle, as his (2) is ill. His parents have planned to go to (3) for some important matter. John is planning to stay at (4) and (5) care of his grandfather.

Namal, Rahim, Radha and John discuss the class trip to Galle the next day.



- Rahim - John, what about tomorrow's trip?
- John - I won't be coming tomorrow.
- Radha - What! That's surprising. Usually you are the first to get ready.
- John - That's right, but this time I have to look after grandpa, as he is down with a severe cough and cold.
- Namal - But your mother is at home, isn't she?
- John - Of course, but my parents have already planned to go to Negombo on some important business.
- Radha - You will miss a lot of fun.
- John - Certainly, but grandpa is helpless. He'll be alone.
- Rahim - John, you are making too much of a sacrifice. Why don't you get someone else to be with him?
- John - You don't know how his face lights up, when I rub his chest to relieve his pain.
- Namal - Don't be silly. Anyone can do that.
- John - Of course not! Grandpa's smiles and his blessings make me happy. It's wonderful that I can be of some service to him!
- Rahim - I think you are right. All of us must learn to make others happy, without being selfish.
- John - Fine. At last you have understood me. I'm happy.

b) Act the dialogue in your groups.



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Activity 2.27

Reading / Writing



(C / L 5.3 - Selects relevant information from a dialogue)

Role - play the class trip to Galle in groups and then re – write the following sentences by replacing the words / phrases underlined, with the correct words / phrases from the dialogue.

- (a) The students are going to Galle next month.
- (b) Radha's grandfather is sick.
- (c) John's mother goes to work.
- (d) Namal thinks that John is making a sacrifice.
- (e) Grandpa's gifts make John feel wonderful.

a) Activity 2.28 (Group Work)

Speaking / Writing



(C / L 5.5 - Extracts the general idea of a text)

- i) Discuss and write down in point form how John hopes to spend the day with his grandfather.
- ii) What qualities of John do you appreciate?

b) (Group Work)

Speaking / Writing



(C / L 7.7 - Uses a variety of vocabulary items in writing)

Think and write down different ways in which you can make others happy.
eg : helping displaced people.

- Read your list to the class.

c) (Pair Work)

Speaking / Writing



(C / L 7.6 - (Writes Letters, brief notes, instructions and reports)

Imagine that you are John and write a note of excuse to the class teacher explaining why you cannot go on the trip.

Activity 2.29

Speaking



(C / L 8.13 - Makes simple announcements and speeches)

Make a short speech to the class on an experience of taking care of an elder.



Activity 2.30 (Pair Work)

Reading



(C / L 5.2 - Extracts specific information from a text)

(C / L 5.6 - Reads and responds to simple poems / stories)

Read the following story and answer the questions given after each paragraph.

Write the answers in your writing book.

A Strange Treasure

Old John owned the biggest orchard in his part of the country. He was the father of three sons. The sons were all very strong but they were lazy .

- a) Which of the following sentences are correct according to the above paragraph?
- (i) Old John was the richest man in his country.
 - (ii) He had a large land with a few fruit trees in it.
 - (iii) His sons were lazy.



He not only looked after the fruit trees well, but also cared for his three sons who gave him little help. Every morning when his sons were still asleep the old man was seen working alone in the orchard.

- b)
- (i) At what time did he start work?
 - (ii) Make sentences with the nouns and verbs given in each pair. They will explain the work he did.
(dug - soil), (trimmed – useless branches), (tended – young trees), (picked fruits – harvest time)

Everyday after work the old man sat on a log in the shade and gazed at the rows of apple, pear and plum trees. He was both worried and concerned about his sons. He would soon be too old to look after the trees or to take care of his sons.

“Dear me,” he would say to himself. “I wish my sons would work in the orchard. I am sure the fruits would bring them a fortune”. The old man wondered whether his sons were going to be happy or sad in the future.



c)

- (i) What did the old man do everyday?
- (ii) What made him worried and concerned?

The old man fell ill and died. Not long after his death the three sons got busy in finding out what treasure their father had left them. They were amazed as the “Will” had just this sentence.

“The orchard and the treasure which is there I leave to my three sons”.

The sons stared at each other in astonishment, but they were delighted. “Isn’t that wonderful! father has hidden his money in the orchard”.

d)

- (ii) What would they have expected in the “Will” ?
- (iii) Name different ways in which a treasure could be kept.

e)

The orchard was divided into three parts. They dug the soil very carefully from one end to the other, not sparing an inch of the ground. They even turned the soil around the roots. They neither took any rest nor any food. They worked hard for long hours for days, weeks and months but found no treasure.

- (i) Mention in point form three things they did.
- (ii) Write in your own words the meaning of “not sparing an inch of the ground”

f)

However that year the branches were so heavy with fruits that they almost touched the ground. They were delighted as they had never seen such a harvest. They sold them to merchants at a very good price. They became quite rich. Then they understood what their father had meant in the “Will”.

Using the clues given below write a short paragraph describing the activities done by the sons during the harvesting season.

● youngest son	-	picked fruits
● middle son	-	cleaned
● eldest son	-	packed in boxes

(Adapted – Aesop fables)

You may begin this way :

During the harvesting time

Look at the following sentences taken from the text.



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(i)

Coordinating Conjunctions

- A) Joining sentences using the coordinating conjunction “and” The coordinating conjunction “and” is used to join clauses or sentences of equal status.

eg : i) *Ramani likes reading and her sister likes reading too.*

‘and’ has been used to join the two sentences,

- a) Ramani likes reading.
- b) Her sister likes reading.

Look at the following sentence taken from the text.

eg : ii) *Everyday after work the old man sat on a log in the shade and gazed at the rows of apple, pear and plum trees.*

‘and’ has been used to join the two sentences,

- a) Everyday after work the old man sat on a log in the shade.
- b) The old man gazed at the rows of apple, pear and plum trees.

Activity 2.31 (Pair Work)

Reading / Writing



(C / L 6.7 - Uses simple, compound, complex sentences in appropriate contexts)

Join each of the following pairs of sentences using ‘and’. Make any necessary changes.

- (1) He sells mangoes. He earns a lot of money.
- (2) I stayed at home. I took care of my grandfather.
- (3) Mala went to the library. She borrowed two books.



- B) Joining sentences using the coordinating conjunction “but”

The coordinating conjunction “but” is used to join two sentences that contrasts with what was said before.

eg : i) *Sarath plays cricket, but he doesn’t play hockey.*
ii) *My grandfather is old but he is strong.*

‘but’ has been used to join the two sentences,

- a) Sarath plays cricket.
- b) He doesn’t play hockey.



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eg : (iv) *The three sons were all very strong **but** they were lazy.*

‘**but**’ has been used to join the two sentences,

- a) The three sons were all very strong.
- b) They were lazy.

Activity 2.32 (Pair Work)

Reading / Writing



(C / L 6.7 - Uses simple, compound, complex sentences in appropriate contexts)

Join each of the following pairs of sentences using ‘but’. Make any necessary changes.

- 1) He is poor. He is contented.
- 2) Nimal went to school. Sita stayed at home.
- 3) The mangoes look nice. They are sour.

Activity 2.33

Reading / Writing



(C / L 6.7 - Uses simple, compound, complex sentences in appropriate contexts)

Find other sentences from the text with the coordinating conjunctions ‘and’, ‘but’ and write them in your writing book.

Activity 2.34 (Pair Work)

Speaking / Writing



(C / L 6.7 - Uses simple, compound, complex sentences in appropriate contexts)

Given below are some hobbies that are liked and disliked by some children.

- **Practise** saying them using “and”, “but” as given in the example.
- **Then write** the sentences in your writing book.

Name	likes	dislikes
Ramani	reading, dancing	singing
Saman	swimming, drawing	climbing trees
Nizam	gardening, playing cricket	painting
Radha	watering plants, making sweets	sewing

eg : *Ramani likes reading **and** dancing **but** she doesn’t like singing.*



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C) Joining sentences using the coordinating conjunction 'or'

The joining word '**or**' is used to show alternatives.

Look at the following sentence taken from the text.

eg : (v) *He would soon be too old to look after the trees **or** to take care of his sons.*

'**or**' has been used to join the two sentences

- a) He would soon be too old to look after the trees.
- b) He would soon be too old to take care of his sons.

Activity 2.35 (Pair Work)

Speaking



(C / L 6.7 - Uses simple, compound, complex sentences in appropriate contexts)

Practise the following dialogue with your partner.

AT THE RESTAURANT

- Waiter - Can I help you madam ?
Customer - I want something to eat. What do you have?
Waiter - We have cakes, buns **and** pastries madam.
Customer - I would like some buns **and** some coffee to drink, please.
Waiter - Would you prefer black coffee **or** shall I add some milk?
Customer - With some milk please.
Waiter - All right madam, I'll be right back with them.

Activity 2.36 (Pair Work)

Speaking / Writing



(C / L 6.7 - Uses simple, compound, complex sentences in appropriate contexts)

● **Write a similar dialogue in a different situation and practise it.**

eg : *at the book shop, super market, pharmacy.*

Activity 2.37

Reading / Writing



(C / L 6.7 - Uses simple, compound, complex sentences in appropriate contexts)

Join the sentences and questions in column A with those in column B on the next page to make meaningful sentences using the coordinating conjunction 'or**'**



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A		B
1. Do you want me to come with you. 2. You may drink tea. 3. She can watch T.V. 4. Do you want to go out. 5. Mother may be out. 6. You may draw a picture.	Or	a) Would you like to go alone. b) you may write a story c) she may be at home. d) play badminton. e) wait here. f) you may drink coffee.

eg : Do you want me to come with you or wait here?



Enrichment

Recite the poem and enjoy it.

Silver

Slowly, silently, now the moon
 Walks the night in her silver shoon;
 This way, and that, she peers, and sees
 Silver fruit upon silver trees;
 One by one the casements catch
 Her beams beneath the silvery thatch;
 Couched in his kennel, like a log,
 With paws of silver sleeps the dog;
 From their shadowy cote the white breasts peep
 Of doves in a silver - feathered sleep;
 A harvest mouse goes scampering by,
 With silver claws, and silver eye;
 And moveless fish in the water gleam,
 By silver reeds in a silver stream.



Given below are meanings of some words

- shoon - shoes, a word used in earlier times
- thatch - roof made of dried plants
- peers - to look very carefully specially because something is difficult to see.
- casements - a window that swings open like a door.
- beams - rays of light.
- gleam - shine brightly.
- scampering - to move quickly with short light steps.



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Activity 2.38 (Pair Work)

Reading / Speaking / Writing



(C / L 5.6 - Reads and responds to simple poems / stories)

Recite the poem again and answer the following questions.

- (i) (a) List the nouns that follow the word silver.
- (b) i. List the actions done by the moon. (lines 1-4)
ii. Then use those words in complete sentences.
- (c) What catches the moon beams? (lines 5-6)
- (d) i. Where is the dog? (line 7)
ii. How does it sleep? (line 7)
iii. Why does it have silver paws? (lines 7-8)
- (e) How does the writer describe the breasts of the doves. (lines 9-10)
- (f) i. Do you think the mouse is moving fast or slow? (line 11)
ii. Describe the eyes and the claws of the mouse. (line 12)
- (g) i. How are the fish described? (line 13)
ii. Is it the usual behaviour of the fish?

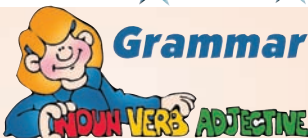
Activity 2.39 (Pair Work)

Speaking / Writing



(C / L 5.6 - Reads and responds to simple poems / stories)

(ii) Discuss and write in your own words what you felt after reading the poem.



(iii)

Correlative conjunctions

Join sentences using correlative conjunctions such as 'either or'
'neither nor' 'not only but also'

- **Conjunctions** which are **used in pairs** are called correlative conjunctions or correlatives.
- When conjunctions are used as correlatives, **each of the correlated words** should be placed **immediately before** the words to be connected.



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Look at the following sentences taken from the story, 'A Strange Treasure'.

- (i) He **not only** looked after the fruit trees well, **but also** cared for his sons.

“**not onlybut also**” has been used to join the two sentences.
He looked after the fruit trees well.
He cared for his three sons.

- (ii) They **neither** took any rest **nor** any food.

“**neither nor**” has been used to join the two sentences.

They didn't take any rest.
They didn't take any food.

Activity 2.40

Reading / Writing



(C / L 6.7 - Uses, simple, compound complex sentences in appropriate contexts)

**Join the sentences using the 'correlative conjunctions' given within brackets.
Follow the example given. Make any necessary changes.**

eg : i) (a) Pandit Amaradewa sings well. (b) He also plays the violin.
(not onlybut also)

Pandit Amaradewa **not only** sings well **but also** plays the violin.

eg : ii) (a) They do not read newspapers. (b) They do not watch T.V.
(neither..... nor)

They **neither** read newspapers **nor** watch T.V.

1. (a) Sanath bats well. (b) He bowls fast.(not only.....but also)
2. (a) They cannot play cricket. (b) They cannot play tennis. (neither nor)
- 3 (a) The villagers make brassware. (b) They grow vegetables. (not only.....but also)
4. (a) We do not make fast food at home. (b) We do not buy them from the canteen.
(neither.....nor)

