



# **English Language Self-Study Pack Grade 9**

**English & Foreign Languages Branch  
Department of Education  
Central Province**

## **English Language Self-Study Pack - Grade 9**

### **National Level Guidance and supervision**

**B.M. Weerasuriya** Director – English and Foreign Languages Ministry of Education

### **National Level Planning and Coordination**

**Dharshana Wijesinghe** Assistant Director of Education Ministry of Education

### **National Level Reviewing and Editing**

**B.M. Weerasuriya**- Director of Education –English and Foreign Languages –  
Ministry of Education

**W. Indumini Darshika** Deputy Commissioner - Education Publication Department

**Dharshana Wijesinghe** Assistant Director of Education Ministry of Education

### **Academic Guidance for content writing**

**Chapa Welagedara** Senior Project Officer Department of English -NIE

### **Provincial Level Guidance, Monitoring, Supervision and Direction**

**D.C.I. Andarage,** Director of Education, Department of Education, Kandy.

### **Panel of Editors:**

**D.C.I. Andarage** Director of Education, Department of Education, Kandy

**Y.S.C.K. Dissanayake** Assistant Director of Education, ZEO, Hanguranketha

**I.M.A.E.K. Illankoon** Assistant Director of Education, ZEO Wattegama

**Prasangi W. Sabaragamuwa** Assistant Director of Education, ZEO Kothmale

**Madhuri Kannangara** Coordinator, Regional English Support Centre - Kandy

### **Panel of writers:**

**E. M.S.K. Deegala** Teacher in charge, Regional English Support Centre - Kandy

**Malika Jayasingha** Teacher Trainer, Regional English Support Centre - Kandy

**Madhuri Kannangara** Coordinator, Regional English Support Centre - Kandy

**P.M.S.C Perera** Teacher Trainer, Regional English Support Centre - Kandy

**S. Selladurai** Resource Person, Zonal Education Office, Kandy

**Anita Weerasooriya** Teacher Trainer, Regional English Support Centre - Kandy

**S. Wijeratne** Teacher of English, CP/K/Pushpadana Girls' College, Kandy

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## 1. Pre reading questions.

Study the following picture and say the answers.

1. How many children are there?
2. Where are they?
3. What would they be talking about?

Three friends are talking about an exhibition that is going to be held in their school.



**Lasith :** I've just heard something that will make you all happy.

**Abdul :** What's it, Lasith?

**Lasith :** There's going to be an exhibition to mark the Environment Day, which falls next month.

**Radha :** Wow! Who told you?

**Lasith :** Samith, whom I met at the canteen a little while ago. You know, those who would like to take part in it should give **their** names to Ms. Sarojani Weerakoon, who is the teacher-in-charge of the Environment Society.

**Faraz :** Where are they going to have it?

**Lasith :** In the school main hall, where we had a blood donation camp last month.

**Radha :** Let's present something at the exhibition, shall we?

**Lasith :** That would be great! We need to come up with something really good.

**Radha :** Yes. mmm....., what about upcycling

**Faraz :** Upcycling? That's a term which I've never heard before!

2. **Pronounce the following words aloud. Repeat them.**

- |                 |               |
|-----------------|---------------|
| a. Happy        | f. exhibition |
| b. Environment  | g. take part  |
| c. Society      | h. blood      |
| d. donation     | i. present    |
| e. come up with | j. upcycling  |

3. **Read the above dialogue in front of the mirror or in your home garden.**

Get help of an adult /teacher /dictionary for pronouncing difficult words.

4. **Find the meanings of the following words. Select the words from the box and write them in the space provided.**

- a. happy  
.....
- b. exhibition  
.....
- c. environment  
.....
- d. take part  
.....
- e. society  
.....
- f. blood  
.....
- g. donation  
.....
- h. present  
.....
- i. come up with  
.....
- j. upcycling  
.....

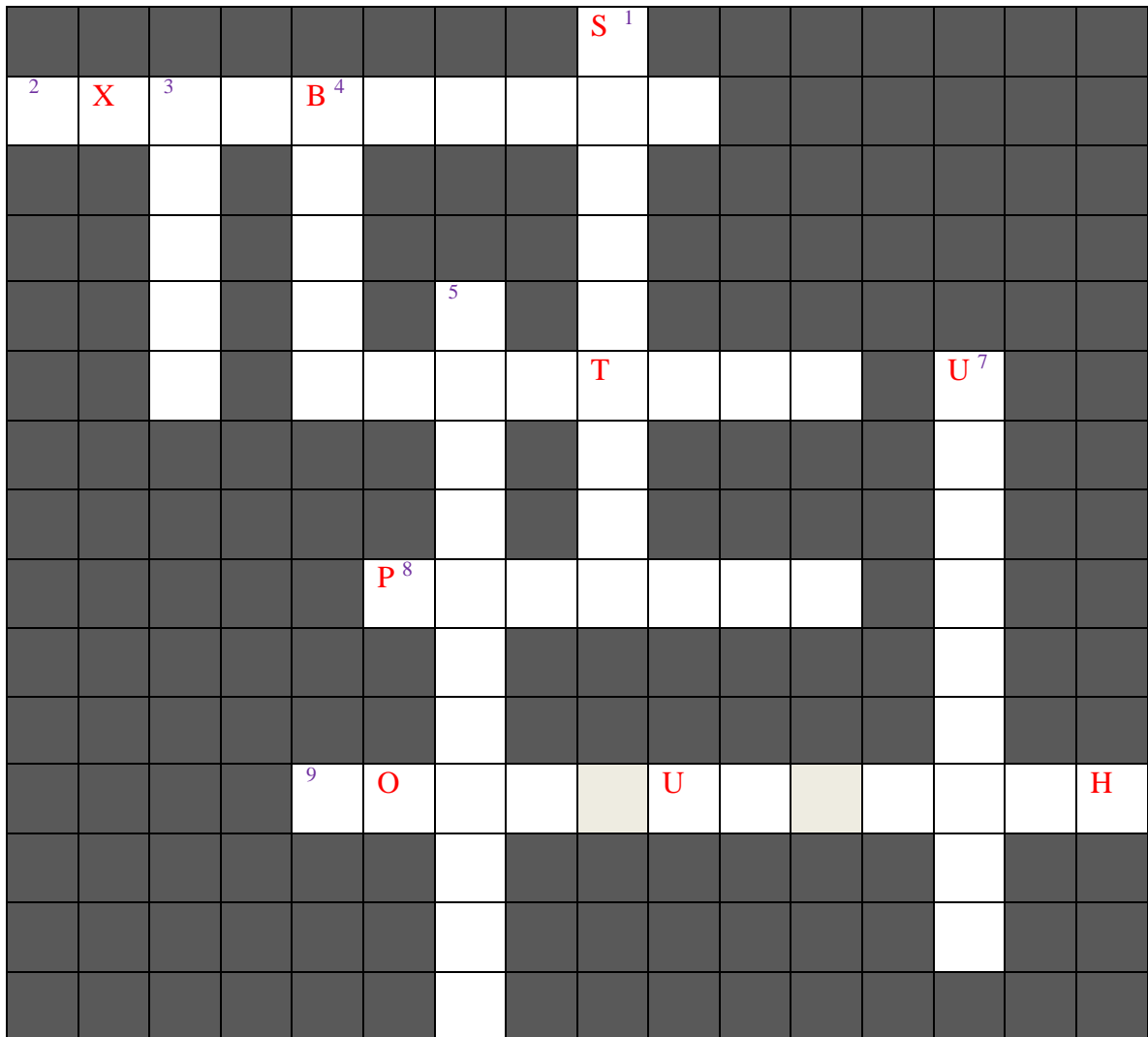
- |   |
|---|
| <ul style="list-style-type: none"><li>i. A collection of things that are shown to the public.</li><li>ii. Delighted</li><li>iii. The red liquid that flows through a body of a human or animal</li><li>iv. Something given as charity (gift) to help a person or organization</li><li>v. Surrounding</li><li>vi. To Introduce and show</li><li>vii. Association</li><li>viii. To produce or create something</li><li>ix. The process of turning old or disposable materials into something useful</li><li>x. Participate / Join</li></ul> |
|---|

5. Learn the spelling and the meanings of the words given in question No. 4. Get an adult to dictate the words.

Check how many words you got correct!

.....  
 .....  
 .....

6, Do the puzzle



Across 

- 2. A collection of things that are shown to the public.
- 6. Something given as charity (gift) to help a person or organization
- 8. To Introduce and show
- 9. To produce or create something

**Down**



- 1. Association
- 3. Delighted
- 4. The red liquid that flows through a body of a human or animal
- 5. Surrounding
- 7. The process of turning old or disposable materials into something useful

**7. Rearrange the following words to make meaningful sentences or questions. One is done for you.**

a.	be/ an /exhibition/ Day /Environment /mark/ the/ will /There/ to	There will be an exhibition to mark the Environment Day.
b.	Are/ going/ it /Where// have/ they/ to?	
c.	exhibition / present/ at/ /Let's /something /the	
d.	falls /Environment /month /The /next /Day.	
e.	The/ will/ held /the/ hall/ exhibition/ main/ be /in	
f.	We /good/ to /something/ produce really/ need	

**8. Build up five sentences on your own using any words that you have learnt above.**

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....

**9. Are the following statements true (✓) or false (X)? Correct the false statements.**

- a. Lasith, Abdul and Rizvi are talking about the exhibition.
- b. The exhibition is going to be held to mark the Independence Day.
- c. Lasith got the news about the exhibition from Samith.
- d. Mrs. Sandamalie Perera is the teacher- in- charge of the Environment Society.
- e. The boys are not going to present something at the exhibition.

**10 Underline the correct answer.**

- a. Lasith, Abdul and Radha are talking about
  - I. A competition
  - II. An exhibition
  - III. A blood donation camp
- b. Ms. Sarojani Weerakoon, is the teacher-in-charge of
  - I. the Environment Society
  - II. The Youth club
  - III. The English Literary Association

**11. Answer the following questions.**

- a. What are the children talking about?  
.....
- b. Why are they going to hold the exhibition?  
.....
- c. Who told Lasitha about the exhibition?  
.....
- d. Who is the teacher –in- charge of the Environment Society?  
.....
- e. Will the children come up with something new for the exhibition?  
.....



**12. Find similar words to the following from the dialogue.**

- Pleased .....
- Surrounding .....
- Participate .....
- Association .....

**13. Find the opposite from the dialogue.**

- Sad- .....
- Last- .....
- Dislike- .....
- Bad- .....

**14. Find the past tense verb forms of the following verbs from the dialogue.**

- a. tell- .....
- b. hear- .....
- c. meet- .....
- d. have- .....

**15. Understanding pronouns**

The word 'you' (line 5 ) refers to .....

The word 'their' ( line 8 ) refers to .....

**16. Encircle the best answer.**

The main event that the children are talking about is

- (i) The children are planning to meet the teacher -in -charge of the environment society
- (ii) The children are planning to join the environment society
- (iii) The children are planning to present something at the exhibition.

**17. Fill in the blanks with the correct relative pronouns. One is done for you.**

which / who / where
---------------------

- i. Sanuji is the girl who won the first place at the competition.
- ii. The book .....my father gave me is really interesting.
- iii. Our English teacher ..... comes from Peradeniya is very kind.

iv. Manuri had never visited Kandy.....there are a lot of interesting places to see.

v. This is the best supermarket.....you can find in this town.

**18. Make a poster to inform the students about the exhibition.**



**19. Write a note to one of your friends in another school to come and see the exhibition. Include the following. Use about 20-30 words.**

- What is the exhibition about?
- When and where it will be held?
- Ask him/her to watch it





Read the following sentences.

E.g. (1)

1. This car is very old.
2. It has been painted again.
3. This car **which** is very old has been painted again.



1. <b>This car</b>	is	very old.
↓ refers to		
2. <del>It</del>	has been painted	again.

**Which**

This car ... is very old (~~It~~) has been painted again.

This car **which** is very old has been painted again

Now, look at the first and second sentences. (දැන් පළමු හා දෙවන වාක්‍ය දෙස බලන්න)

They are two simple sentences. (ඒ සරල වාක්‍ය දෙකකි.)

1 and 2 are joined together to form one sentence. (sentence 3)

පළමු හා දෙවන වාක්‍ය එකට එකතු වී එක් වාක්‍යයක් සාදයි (නෙවන වාක්‍යය)

The word '**which**' is used to join the sentence together.

වාක්‍යය එකට සම්බන්ධ කිරීම සඳහා '**Which**' යන වචනය භාවිතා වේ

Look at the next example.

E.g. (2)

1. **The monitor** comes to the class early.
2. **She** brings the register.
3. The monitor **who** comes to the class early brings the register.



1. <b>The monitor</b>	comes	to the class early.
↓ refers to		
2. <del>She</del>	brings	the register.

**Who**

The monitor ... comes to the class early (~~She~~) brings the register.

The monitor **who** comes to the class early brings the register.

➤ Read the following sentences



1. I like my grandmother. **She** is still very active and pleasant.  
She loves to read books. **They** are interesting.
2. I like my grandmother **who** is still very active and pleasant.  
She loves to read books **which** are interesting.



➤ Can you see any difference between the sentences 1 and 2?

(පළමු හා දෙවන වාක්‍ය අතර වෙනසක් ඔබට දැකිය හැකිද?)

1. Two simple sentences (සරල වාක්‍ය දෙකකි )
2. Joined the two simple sentences together. (සරල වාක්‍ය දෙක එකට එකතු වී ඇත.)

➤ Used “**who**” and “**which**” to join the sentences.

“**Who**” is used to replace **a person**. (පුද්ගලයෙකු සඳහා)

“**Which**” is used to replace **a thing**. (දෙයක් සඳහා)

Look at the sentences again.

1. I like my grandmother **She** is still very active and pleasant.  
I like my grandmother **who** is still very active and pleasant.
2. She loves to read books **They** are interesting.  
She loves to read books **which** are interesting.

A **relative pronoun** is used to connect a clause or phrase to **a noun or pronoun** වගන්තියක් හෝ වාක්‍ය ඛණ්ඩයක් නාම පදයකට හෝ සර්වනාම පදයකට සම්බන්ධ කිරීමට **Relative Pronouns** භාවිතා කරයි.

➤ Read more examples. **Underline** the **noun or pronoun** that has been used **before** the relative pronoun.

➤ **Circle** the **relative pronoun**.

1. The man who is sitting under the tree is a farmer.
2. The story which I read is interesting.
3. The school which I study is Jinarathana Maha Vidyalaya.
4. The woman who is looking at me is my aunt.
5. The gentleman who spoke to you is Mr. Bandara.
6. This is my sister who works in the general hospital.
7. That is the house which was built by my grandfather.
8. Is there anything which we can do for you?
9. We enjoyed the food which my grandmother cooked.
10. Binuri is the girl who helps me to arrange the classroom.

➤ Can you see any difference in these sentences from 1-5 and 6-10?

Yes! Look at the difference!!

The man **who** is sitting under the tree is a farmer. (Relative pronoun comes after the **Subject**)

Sara treats my sister **who** is not well. (Relative pronoun comes after the **Object**)

<u>The girl</u>	<b>who</b>	is sitting under the tree is a friend of mine.
-----------------	------------	--



**Subject**

Sara	treats	<u>my</u>	<b>who</b>	is not well.
		<u>sister</u>		

**Object**

**Relative pronouns** can be used after the **subject** or the **object** of a sentence. (**Relative Pronouns** වාක්‍යයක **subject** හෝ **object** එකට පසුව භාවිතා කළ හැකිය.)

**1. Match A and B to make meaningful sentences.**

A	B
1. Cricket is the game	which barks is very fierce.
2. Dutugemunu is the king	which we see is Mahaweli.
3. The dog	which I like most.
4. The actor	who built Ruwanweliseya.
5. The river	who is acting in this drama is not popular.

**2.A. Use suitable relative pronoun “who” or “which” in the blanks.**

- His car .....is very old broke down yesterday.
- The girl .....won the race got a gold medal.
- The shirt .....my brother bought is very cheap.
- This boy .....works hard is in grade 9.
- My mother .....cleans the garden is very tired.
- The cake.....my mother baked is delicious.

**2.B.**

- This is the president.....has been selected this time.
- The girl carried the food .....she wanted to eat.
- The violin is the instrument .....is my sister plays at school.
- Go to the bakery ..... is in the corner of the street.
- Simon is a farmer .....has a herd of cow.
- I can see the people .....are gathering at the playground.

**3. Complete the sentences using suitable relative clauses from the box given below.**

- The doctor .....my grandfather is Dr. Jayawardane.
- The policeman ..... the traffic is very clever.
- The old man .....under the tree is very feeble.
- The bicycle ..... is a new one.
- The birthday card ..... me is beautiful.

❖ which my friend sent
❖ who treated
❖ who is sitting
❖ which my sister rides
❖ who controls

**4. Study the table and write five sentences. One is done for you.**

1. The lyricist	who	requested me to help is Nizar.
2. This is the cake		teaches English for us is Ms. Savithri.
3. The boy		aunt Sonali baked for her son.
4. I returned the book		my friend gave me.
5. The teacher		I borrowed from the library.
6. I planted the vegetable seeds	which	wrote the song is Prof. Sunil Ariyarathne.

1. The lyricist who wrote the song is Mr. Sunil Ariyarathne.

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

**5. Underline the relative pronoun in the dialogue and correct it. One is done for you.**

**Arun:** Do you know the man which (**who**) is sitting under the tree?

**Yoga:** Yes, I saw him yesterday also near the Kovil who is in the town.  
This man has a ragged bag who he carries where ever he goes.

**Arun:** Is that so? There is a dog who is sitting on his lap.

**Yoga:** It's his only friend which comes with him now. He had many friends then.  
He was a rich man which had a big house in the town.

**Arun:** I can't believe your words.

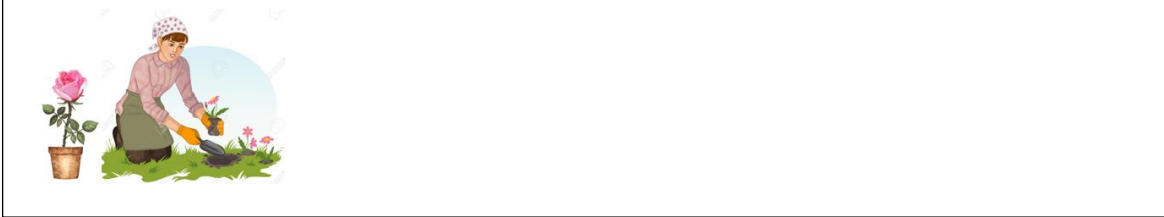
**Yoga:** Yes, that's not easy to believe.





**6. Circle the suitable relative pronoun in each bracket of the following paragraph.**

It was the time when I needed some plants in my garden. The flower plant (**who/which**) you offered me was what I really wanted. It reminds me the rose plant (**who/which**) my grandmother had in her home garden. My mother (**who/which**) loves roses thinks it has such beautiful flowers. The petals (**who/which**) are pink have a sweet smell. This is the reason why I'm so pleased with your present. Guess the place where I placed it! Just in front of the window of my room. I see the butterflies (**who /which**) come to suck nectar. It's such a pleasing sight! All the people (**who/ which**) come to my place ask who gave it. Thank you so much dear Apoorva, for your thoughtfulness!



**7. Arrange the words in the correct order to make meaningful sentences.**

1. The farmer is the person (paddy/ who/grows)

.....

2. The photograph (I / not /clear / which / is / took )

.....

3.A pilot is the person ( flies / the aero planes / who )

.....

4.The table (which/made/ is/ heavy/my father)

.....

5. I called my brother (in/ lives/ Nuwara Eliya/ who)

.....



**5.Complete the missing part of the sentence.**

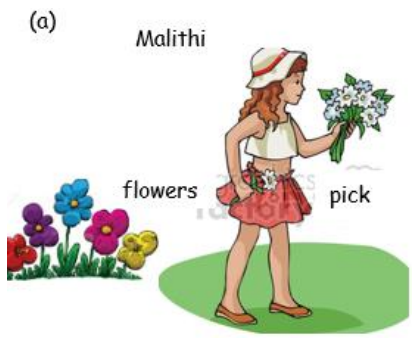
1. Mango is the fruit .....

2. The girl.....is my best friend.

3. This is .....my mother baked for my birthday.



8. Study the two pictures and write two sentences. Then join them using “who/ which”.



Malithi

1.....

2.....

flowers pick

.....



gardner

1. ....  
2. ....



.....



use

Kalana

1.....

2.....

## 1. Pre questions

Study the pictures well.

- Can you name the products?
- Are they original products?
- Are they creative?
- Do you know the name for the process of creative reuse?



Can you remember the last time you dropped an empty yoghurt pot in a litter bin or threw away that cardboard box that your pair of shoes came in? When you were disposing of **them**, did you pause for a second to think that you might have found some creative use for them? For example, you could well have made a lovely vase with the empty yoghurt pot. That is what is known as upcycling: the process of turning old or disposable materials into something useful and often beautiful.

Upcycling can be beneficial in many ways. To begin with, **it** gives us the opportunity to tap into our capacity for creative thinking, which, in turn, could help us to cultivate new and useful hobbies. It can also be seen as a good way of saving money and of being thrifty as we think of new uses for things which we would otherwise simply throw away. This, in turn, helps keep the environment clean and beautiful. Furthermore, upcycling may provide people with opportunities for self-employment.

**2. Say the following words aloud. Repeat them. Get the help of an adult for correct pronunciation.**

Dropped /empty / threw/ disposable/ upcycling/ process / beneficial / opportunity / capacity / creative thinking / thrifty / self-employment

**3. Read the text in front of a mirror or in your home garden.**

Get help from an adult /teacher /dictionary for pronouncing difficult words.

**4. Match the words with the meanings. Write the correct letter in the box. One is done for you.**

**Word Bank**

(a) drop	(b) beneficial	(c) empty	(d) opportunity	(e) threw
(f) capacity	(g) disposable	(h) creative thinking	(i) upcycling	
(j) thrifty	(k) process	(l) self-employment		

- i. a chance
- ii. intended to be thrown away after use
- iii. containing nothing
- iv. fall vertically
- v. send suddenly into a particular state
- vi. the amount that something can produce
- vii. resulting in good
- viii. the ability to create
- ix. the state of not working for an employer but finding work for yourself
- x. a series of actions or steps taken in order to achieve a particular end
- xi. using money and other resources carefully and not wastefully
- xii. reuse discarded objects in such a way as to create a product of higher quality or value than the original
- xiii. value than the original

<b>a</b>

**5. Learn the spelling and the meanings of the words given in question 4.**

Get an adult to dictate the words.

Check how many words you got correct!

.....

.....

.....

6. Rearrange the following words to make meaningful sentences or questions. *One is done for you.*

upcycle /can /we /cans /empty	We can upcycle empty cans.
I / cardboard / the / box / threw	
she/ the /was /cups/ disposing	
beneficial / upcycling /process /a/ is	
be / in / thrifty /money / spending	
self-employment / a / upcycling / is / useful	
ability /the / to / is / consider / way / in /a /new /something / creative thinking	
have/ in to a litter bin ? / you ever / dropped /an/ empty yoghurt cup /	

7. Do the puzzle



1. The process of turning old or disposable materials into something useful.
2. Imaginative



1. A series of actions that are needed in order to do something
2. Someone's ability to do a particular thing
3. Using money and other resources carefully and not wastefully

8. Try to build up 5 sentences using the words learnt in question 4. Get help from adults.

- a.....
- b.....
- c.....
- d.....
- e.....

9. State /Mark the following sentences true (✓) or false (X). Correct the false sentences and write.

- I. You can't make a lovely vase with the empty yoghurt pot.
- .....
- II. Upcycling is the process of turning new or disposable materials into something useful.
- .....
- III. Upcycling can be beneficial to develop critical thinking.
- .....
- IV. Upcycling can provide people with opportunities for self-employment.
- .....

10. Underline the correct answer

The following is not a benefit of upcycling

- (i) develop creative thinking
- (ii) useful hobby
- (iii)waste of money

Upcycling promotes us to think of

- (i) new reuses
- (ii) new uses of things
- (iii) keeping the environment clean



**11. Answer the following questions**

(i) What is known as upcycling?

.....

(ii) Make a list of uses of upcycling.

.....

(iii) Name some creative products you have seen as a result of upcycling.

**12. Find similar words from the text**

(i) resources: .....

(ii) attractive: .....

(ii) cultivate: .....

(iii) ability: .....

**Find opposite words from the text**

(i) old: .....

(ii) waste: .....

(ii) end: .....

**Find adjectives from the text to describe the following words**

(i) ..... time

(ii) .....pot

(iii).....vase

(iv) .....thinking

**13. Find what the pronouns refer to**

The word ‘**them**’ (paragraph 1, line 2 ) refers to .....

The word ‘**it**’ (paragraph 2, line 1) refers to.....

**14. Circle the best answer**

**The main idea of the text is that**

- (i) Upcycling is a very good exercise
- (ii) Upcycling is a very useful self-employment
- (iii) Only creative people can do upcycling

**15. Suggest a suitable title for the text**

.....

16. Join the following sentences with 'who' and 'which'(relative pronouns). *One is done for you.*

- *This is Jack. He is very creative.*  
*This is Jack who is very creative.....*
- *That is John. He does upcycling as a self-employment.*  
.....
- *This is Mrs. Ganeshi. She collects all the disposable materials.*  
.....
- *This is the house. It was on fire last night.*  
.....
- *Take the pen. It is in the box.*  
.....
- *Bring me the file. The file is on the table.*  
.....

17. Make a poster promoting 'upcycling'.



18. Create a beneficial / useful product using a disposable material. Keep it safe to take to school.

19. Illustrate and write the steps of the product you made.




**20. Mark ‘Do’ and ‘Don’t’ in front of the following Telephone Etiquette / manners.**

*One is done for you.*

- a) **DO**..... Smile when you talk to people.
- b) ..... Be distracted / unfocussed.
- c) ..... When you answer the phone, greet the caller warmly and tell whom they are talking to.
- d) ..... Shout or whisper.
- e) ..... Speak clearly.
- f) ..... Leave the caller on hold for too long.
- g) ..... Make the caller feel welcome.

**21. Practice the following dialogue with your friend over the phone.**

Sakuni: Hello, Hasith. How are you getting on?

Hasith: I’m fine Sakuni. What’s up?

Sakuni: I need help. The teacher has asked us to make a product using disposal materials.

Hasith: Oh! Be cool, you can make a hanging pot using bottles, balls or empty cans.

Sakuni: Hey, you are a genius! I’ve got plenty of them. Thank you. I’ll hang up for the moment. Bye.

Hasith: Good bye. Stay safe.



**22. Talk to your friend over the phone. Take turns and explain how you made the creative product using disposable materials. You may use the following words.**

First..... Then..... Next..... After that.....  
Finally.....

.....  
.....

**23. Be ready to a presentation on ‘reusing disposable materials in a creative manner’.**

**Make your presentation in a creative manner. You may use the following points.**

**Why it is important / what do you gain / how can you do it .....**

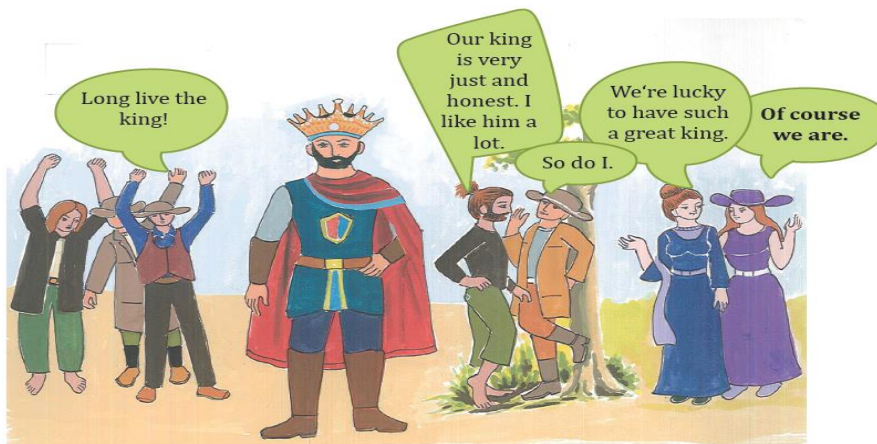
## Pre reading questions:

Study the first picture given below. Say YES or No.

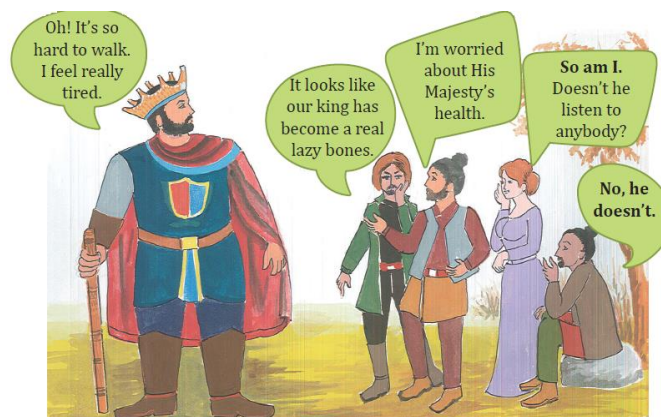
1. Is there a king?
2. Is he healthy?
3. Are the people happy?

## 2. Read the picture story given below.

(1) Once there was a kind and generous king. He looked after his people well. His people, in return loved him and worked hard to build the country. Their country was prosperous.



(2) Unfortunately, as time passed, the king became lazy. He ate a lot of unhealthy food and wasted his time on trivial things. He hated doing routine exercises usually expected of kings. Soon he became overweight and fell sick often. The king who had once been active and energetic, was now lethargic and unhappy.



**3. Read the text aloud. You can go in front of the mirror or to the garden.**

**4. Pronounce the following words aloud. Repeat them.**

Prosperous.

Unfortunately

Trivial

Expected

Overweight

Energetic

Lethargic

**5. Study the dictionary meanings of the words given in the grid.**

A	B
Prosperous	having wealth / success / or good fortune
Unfortunately	having bad luck / unlucky
Trivial	not valuable or not important
Expected	to hope for or look forward to
Overweight	having too much weight / too heavy / fat
Energetic	full of energy / active
Lethargic	not wanting to move or do anything / lazy

**6. Learn the spellings and the meanings of the words given in question No. 5**

**Get an adult to dictate the words. Try to write the meaning.**

Check how many words you got correct.

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

**7.Rearrange the following words to make meaningful sentences or questions. One is done for you.**

a.	We / not / waste time / trivial / things / should / on	We should not waste time on trivial things.
b.	Sri Lanka / prosperous / a / country / is	
c.	Students / not be / should / lethargic	
d.	Obesity / health problems / can / cause	
e.	I / a / phone / from / my friend / expected / call	
f.	Unfortunately,/ someone / had / torn out/ the page	

**8.Find adjectives from the text to describe the following words.**

- (i) ..... king                      (iii) ..... country.  
 (ii) ..... food                      (iv) ..... exercises

**9.Find opposite words from the text.**

- (i) Hate ..... (iii) Thin.....  
 (ii) Active..... (iv) Fortunately.....

**10.Find similar words from the text.**

- (i) Rich ..... (iii) Lively .....  
 (ii) unluckily ..... (iv) un important.....

**11.Answer the following questions.**

- (i) Who looked after his people well?  
 .....
- (ii) In return what did they do?  
 .....
- (iii) Write two reasons for the king's sickness?  
 .....  
 .....

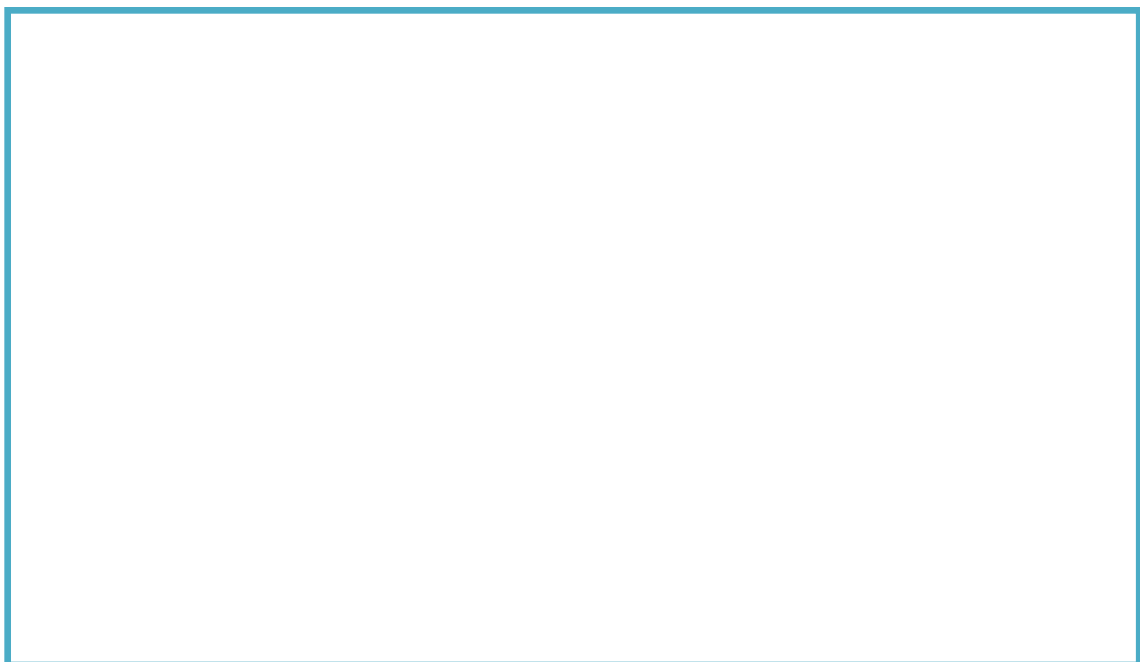
**12. We use “so do I”, “so am I” and “of course we are“ to express that one feels the same way.**

Read the utterances given below and fill in the blanks with

“So do I”, “ So am I” or “of course, we are”

- (i) A - I like our king very much.  
B - .....
  
- (ii) A - We’re lucky to have such a great king.  
B - .....
  
- (iii) A - We should not eat unhealthy food.  
B - .....
  
- (iv) A - I do exercises every day.  
B - .....
  
- (v) A - I’m worried about king’s health.  
B - .....

**13. Draw a picture and retell the story to your family using your own words.**

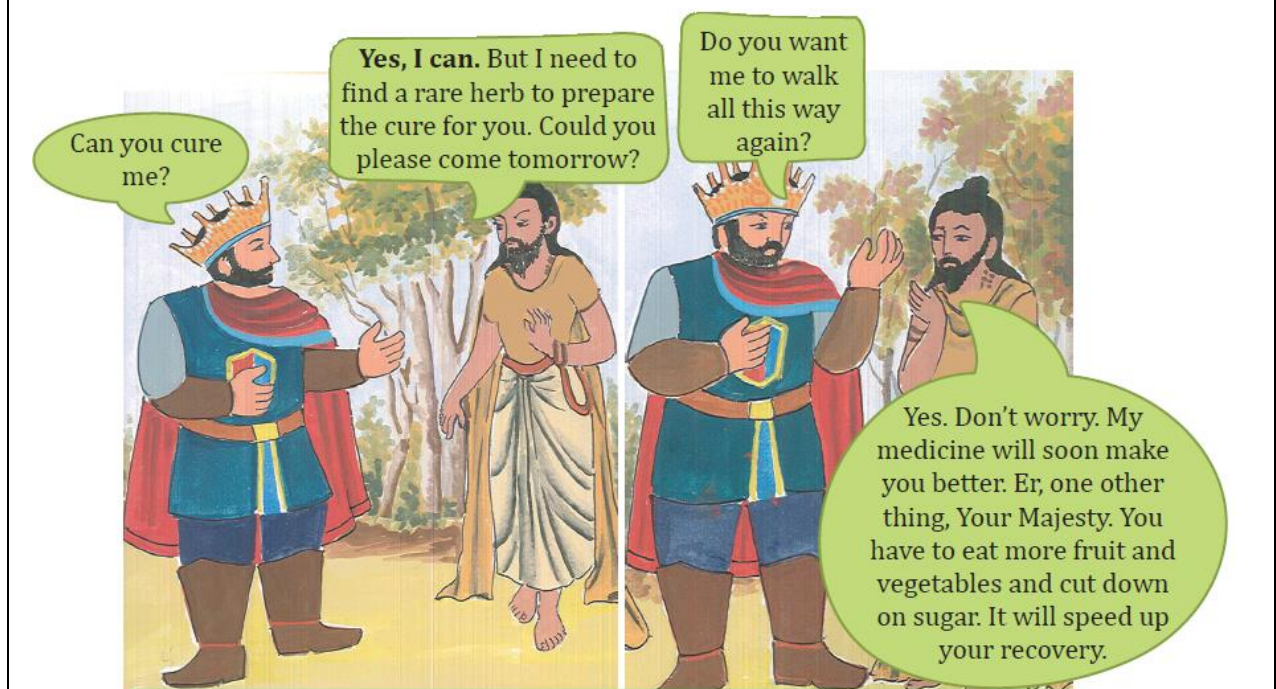


Let's continue reading the picture story.

(1)

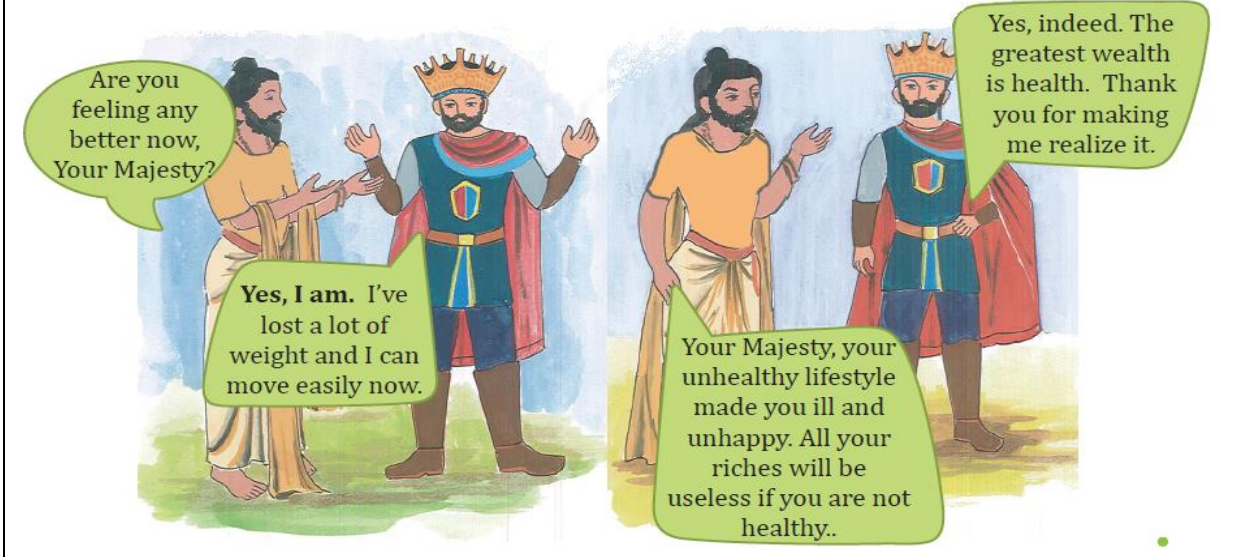


(2) Next day, the king visited the wise man. It was a long walk to the wise man's house.



(3)

For thirty days, the wise man made the king walk from the palace to his hut saying on each day that he had not yet found the herb for the cure. Gradually, with all the exercise. The king began to lose weight and feel better. On the thirty first day.....



**14. Pronounce the following words aloud. Repeat them.**

Majesty      Treatments      Rare      Herb      Medicine  
Recovery      Gradually      Wise      Wealth Lifestyle

**15. Study the dictionary meanings of the words given in the grid.**

Majesty	supreme greatness or authority; sovereignty:	මන්ජස
Treatments	medical care given to a patient for an illness or injury	ඡරනිකාර
Rare	not occurring very often	දුර්ලභ
Herb	Any plant with leaves, seeds, or flowers used for flavouring, food, medicine	ඔසු
Medicine	<u>treatment</u> for <u>illness</u> or <u>injury</u> , or the <u>study</u> of this	ඔෂධය
Recovery	A return to a normal state of health,	ඡරකෘතිමත් වීම
Gradually	by small degrees or little by little:	ක්රම ක්රමයෙන්
Wise	sensible or prudent	බුද්ධිමත්
Wealth	a <u>large amount</u> of <u>money</u> or <u>valuable</u> possessions that someone has	ධනය
Lifestyle	someone's way of <u>living</u>	ජීවන රටාව

**16. Read the picture story aloud. You can go in front of the mirror or to the garden.**

**17. Learn the spellings and the meanings of the words given in the grid.**

**Get an adult to dictate the words.**

Check how many words you got correct.

.....  
.....  
.....

**18. Are the following sentences true (✓) or false (X) correct the false sentences?**

(i) A wise man has not come to the country.

.....

(ii) The wise man refused to come to the palace.

.....

(iii) The king walked to the wise man's house.

.....

(iv) The wise man has lost lot of weight.

.....

(v) The unhealthy lifestyle made the king unhappy.

.....

**19. Fill in the blanks in the following sentences using the words given in the box.**

lifestyle	gradually	recover	wealth
majestic	rare	unhealthy	wise

(i) In Kandy Perahera, the Tooth Relic is carried by the ..... tusker.

(ii) As the sun rises, the morning mist ..... fades away.

(iii) We should avoid ..... foods such as hamburger and chips.

(iv) His ..... has not made him happy.

(v) The .....leader stopped the disaster by taking correct decisions.

(vi) Unhealthy .....will make you ill.

(vii) There are many kinds of ..... wild orchids in the botanical garden

(viii) I think you need some rest to ..... from illness.



**20. Find the similar words and match.**

majesty	actions
treatments	dignity
medicine	intelligent
wise	drug
wealth	routine
lifestyle	prosperity

**21. Was it good Answer the following questions.**

- (i) Who visited the country one day?
- (ii) .....  
news to the king?  
.....
- (iii) When did the king visit the wise man?  
.....
- (iv) What was the wise man's advice to the king for a speedy recovery?  
.....
- (v) For how many days has he walked to the wise man's house?  
.....

**22. Complete the dialogue between two people in that country. Use the utterances given in the box.**

- A: Hi friend, we have met after a long time.
- B: .....
- A: I heard about the illness of our king.
- B: .....
- A: Really, has the wise man found the herb to cure him?
- B: .....
- A: What is the cause for his illness?
- B: .....  
He had asked him to eat fruits and vegetables and cut down sugar.
- A: .....
- B: Yes, we should.

- Of course, we are.
- We too should follow his advice.
- I think so.
- As the wise man said, it was the unhealthy lifestyle
- Now he is OK.

**23. Write five sentences using the new words you have learnt from the story.**

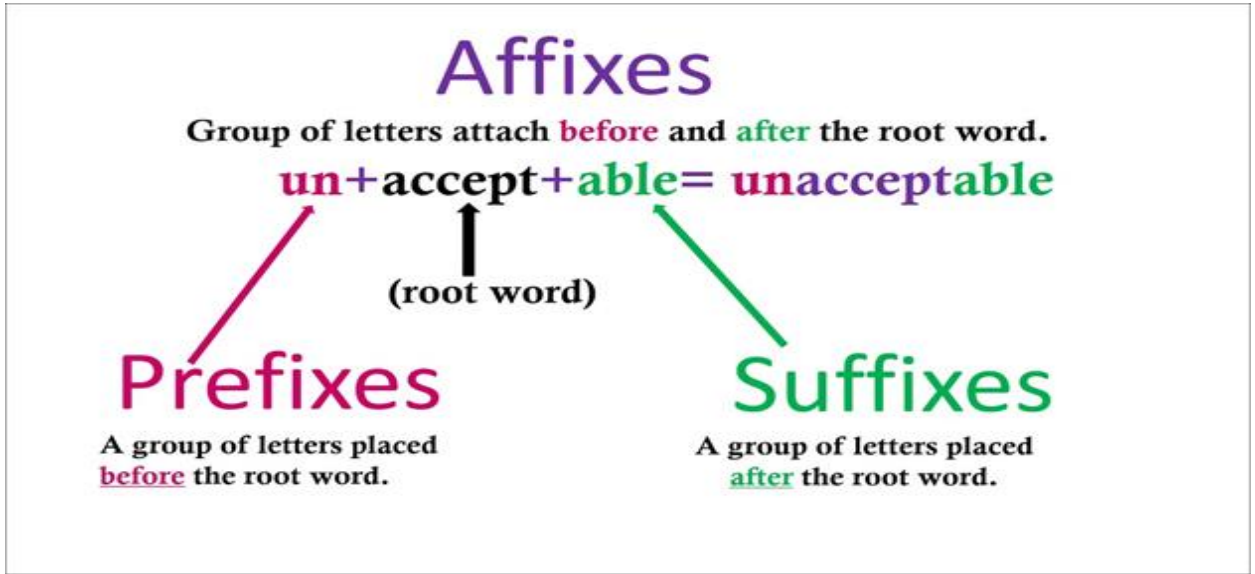
.....  
.....  
.....  
.....  
.....

**24. What is the advice you learnt from this story? Write it on the lines given below.**

.....  
.....  
.....

**25. Write a different ending to the story.**

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....



- **Affix** - නව වචනයක් සෑදීම සඳහා වචනයේ ආරම්භයට හෝ අවසානයට ඇමුණුමක් එක් කරනු ලැබේ.
- **Prefix** - වචනයේ ආරම්භයට උපසගර්ශ එකතු කරනු ලැබේ.
- **Suffix** - වචනයේ අවසානයට උපසගර් එකතු කරනු ලැබේ.
- **Affix** - ஒரு புதிய வார்த்தையை உருவாக்க ஒரு வார்த்தையின் தொடக்கத்திலோ அல்லது முடிவிலோ ஒரு இணைப்பு சேர்க்கப்பட்டுள்ளது
- **Prefix** - வார்த்தையின் தொடக்கத்தில் முன்னொட்டு சேர்க்கப்பட்டுள்ளது.
- **Suffix** - வார்த்தையின் முடிவில் முன்னொட்டுகள் சேர்க்கப்படுகின்றன.

Added to the beginning of the word	Added to the end of the word	
Un-happy	ful/ fully beautifully	beautiful
Dis- advantage	-less use	useless
Im- patient	-ness fit	fit ness
	- ment agree	agreement
	-ation/-ion recommend prevent	Recommendation prevention
	-able adore	adorable
	-ly sad	sadly

2.Let’s learn the meanings of some prefixes and make new words using prefixes.

Prefix	Meaning	Examples.
Un	Not, in reverse, opposite of the root word.	<b>Un</b> sure, <b>un</b> employment, <b>un</b> wrap
Dis	Not, reverse	<b>Dis</b> like, <b>dis</b> agree, <b>dis</b> appear
im	Not	<b>Im</b> possible, impolite, <b>im</b> pure, <b>im</b> moral

3.Combine the words with the suitable prefix to form meaningful words.

Write them in the box given

<b>un</b>  <b>dis</b>  <b>im</b>	tidy like wanted clear mobile balance	untidy
--	--	--------

**4. Let's learn the meanings of some suffixes and make new words using them .**

Suffix	Meaning	Examples.
-able	To have the ability or quality	Portable, manageable
-less	Without / lacking	Fruitless, powerless.
-ly	In the manner of	Happily, sadly
-ment	result of	Development. agreement
-ness	like	Happiness, sadness
-full	full of / having the quality of	Hopeful, powerful.

**5. Combine the words with the suitable suffix to form meaningful words.**

**Write them in the box given**

hour
comfort
suit
govern
treat
sweet
tooth
colour

<b>-able</b>
<b>-less</b>
<b>-ly</b>
<b>-ment</b>
<b>-ness</b>
<b>-full</b>

suitable

**6. Complete each sentence using the word given in brackets in its correct form. (both prefixes and suffixes)**

- (i) The children played in the park ..... ( happy)
- (ii) The books you have lent me are ..... ( use)
- (iii) The farmer wanted to remove the ..... plants. (fruit)
- (iv) Students in my class are ..... (friend)
- (v) It was .....to sleep because of the noise. ( possible)

7. Find affixes from your Pupils book and fill the grid given below.

-ly	- ment	- able	- ed	dis-	Un-	Miss-

8. Underline the prefixes and suffixes in the story.



**The phone**

Mom had been charging her cell phone, she looked at the

phone to see if it had finished charging. The phone was not charged. It had been disconnected. “Who disconnected my phone charger?” asked Mom. “It wasn’t me” said Mike. “Do not be dishonest Mike” said Mom. “Okay,

I am sorry, Mom I disconnected your phone charger,” mike said sadly. “You also disobeyed me. I told you not to touch it” said mom. “I needed to charge my game.” Said Mike. “I dislike your behavior. Mike, you cannot play with your game today.” Mom said. “Can you make my game disappear, Mom? I do not want to disobey you again” Mike said.

9. Find **prefixes**, **suffixes** and the **root word**, in the list of words given below.

	<b>prefix</b>	<b>root word</b>	<b>suffix</b>
Unfriendly	un	Friend	ly
Disorganization			
Impossible			
Incorrectly			
Delightful			
Discouragement.			
Repayment			
dissatisfaction			

**10. Underline the correct word to complete the sentences.**

- (i) Our class ..... (teacher, teach) is very kind.
- (ii) The superstar sang ..... (beautiful, beautifully) on the last day.
- (iii) Teacher asked me to ( miswrite, rewrite) the report.
- (iv) Mary had to sell her neckless to (repay, repayment) her debts.
- (v) His attitudes are (unfriendly, disfriendly)

**11. Add prefixes or suffixes to the following words meaningfully and write sentences.**

happy	exam	friend	colour
manage	honest	hope	correct.

.....

.....

.....

.....

**12. Describe the children in the pictures. Remember to use affixes.**





If I understand "Conditionals", I will be happy".

We use "Conditionals" to talk about; (අසම්භාවීය ක්රියා )

-Real situations ( සත්‍ය සිදුවීම්)

-imaginary situations ( මවාගත් සිදුවීම)

There are different types of conditionals.

There are two clauses (වක්‍ය කොටස්) in a conditional sentence.

- Conditional clause (කොන්දේසිය)
- Main clause (Resulting clause) (ඵරතිඵලය)

### If type 1

We use the conditional type 1 to talk about possibilities in the present or the future.

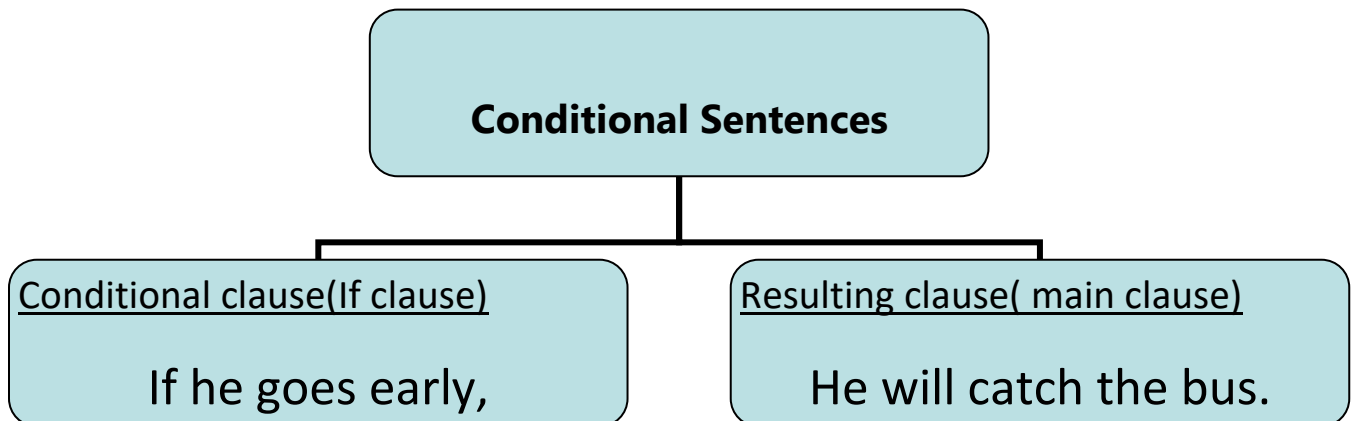
(ෛමහේදී, කොන්දේසිය ඉටු වුවහොත් ඵරතිඵලය ලබා ගැනීමට හැකිය.)

Look at the following examples.

- If it is sunny, we will go to the park.
- If you study well, you can get good marks.
- If she invites me to the concert, I will go there.

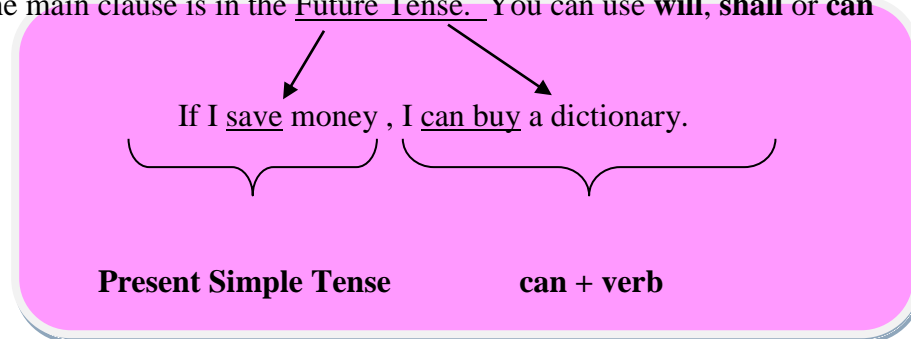


Now look at the chart.



Here the conditional clause is in the Present Tense,

The verb in the main clause is in the Future Tense. You can use **will, shall** or **can**



**We use this type of conditional to talk about possibilities in the present or the future. You also can change the position of the clauses.**

**E.g.**

- \* If I save money, I can buy a dictionary.
- \* I can buy a dictionary, if I save money.
- \* If he is hungry, he will have a snack.
- \* He will have a snack, if he is hungry.

1. Let's look at more examples. Try to identify the conditional clauses and the main clauses. Mark them separately.

C- conditional clause

M- main clause

1. If you come to my place, I will give you a flower plant.
2. He will be late to class, if he does not get up early.
3. If you listen to the radio, you will get the latest news.
4. The ground will get wet, if it rains.
5. If you don't wear a mask, you will be in trouble.

2. Match the clauses to get meaningful sentences. then write them in the space provided.

- a. If you practise the violin everyday, .....
- b. If Sanu follows my advice, .....
- c. If I pass the exam,.....
- d. If they eat fast food too much, .....
- e. If you get wet in the rain, .....

I will go to the university. they will get fat. you will get ill. he will be safe. you can play it well.
--

3. Choose the correct answer.

- a. If you watch the film, you will have a good time. ( have / will have)
- b. If he ..... fresh vegetables, he will live longer. ( eat / eats)
- c. If we don't go now, we .....the bus. (will miss, missed)
- d. She will be happy, if we .....to see her. (going / go )
- e. They will read the whole story, if they .....it. (likes / like )

**4. Fill in the blanks with the correct verbs to make meaningful sentences.**

Use will/shall/can /should where necessary.

- a. If you want to relax, you ..... (listen) to music.
- b. If your brother gets angry, he .....(shout aloud) in the room.
- c. If she.....(be) late, she will miss the lesson.
- d. If they .....(invite) me, I will join the trip.
- e. We..... (play) again, if the rain stops.

**5. Look at the following pictures. Can you complete them using the conditional Type1?**



If .....every day, you will have good teeth.



If ....., she will not catch illness.



If we listen to the teacher carefully , .....



If Raju....., he will be clean.



If ....., he will burn it.

### If type 2

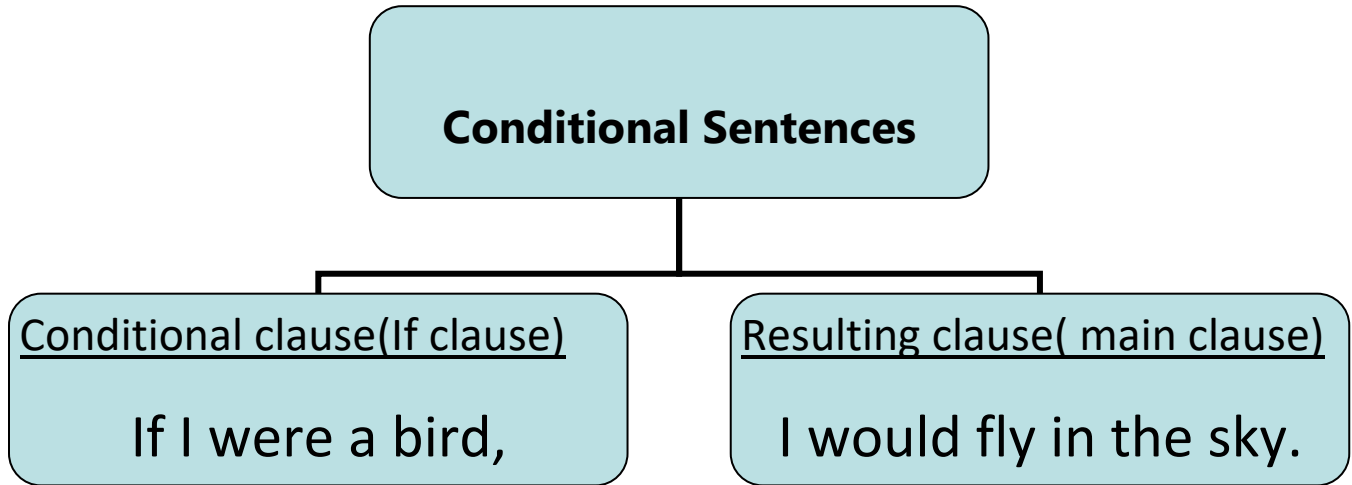
We use the conditional type 2 to talk about imaginary situations in the present or the future

මෙහිදී, කොන්දේසිය ඉටු වී නම් ජරනිඵලය ලබා ගැනීමට හැකියාව තිබුණි. නමුත් එය සිතුවිල්ලක් පමණි.)

Look at the following examples.

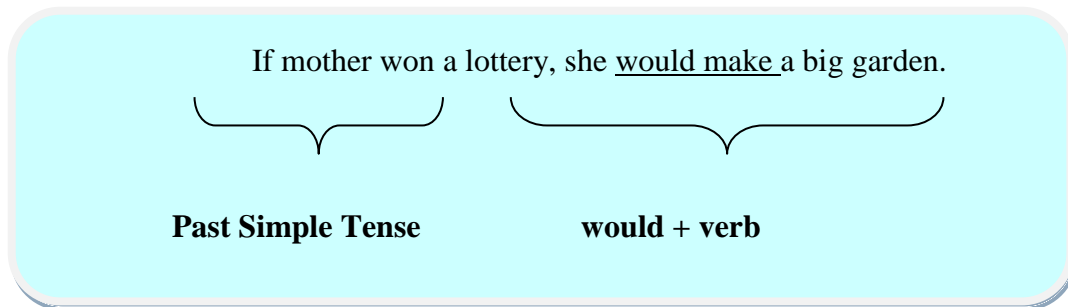
- If I knew the answer, I would tell it.
- If were you, I wouldn't do such a thing.
- If I won a lottery, I would buy a car.

Now look at the chart.



Here the conditional clause is in the Past Tense.

The verb in the main clause is formed by adding **would** to the verb



We use this type of conditional to talk about imaginary or unreal situations in the present or the future. You also can change the position of the clauses as in Type 1.

**1. Let's look at more examples. Try to identify the conditional clauses and the main clauses.**

**Mark them separately.**

**C- conditional clause**

**M- main clause**

- a. If I saved a lot of money, I would buy a big house.
- b. If you were sick, you would go to the doctor.
- c. If she fell down, she would hurt herself.
- d. If my uncle went abroad, he would not come back.

e. She would win the prize, if she knew the answer.

2. Fill in the blanks with the correct form of the verb.

- a. If he .....(fall) asleep, he would not crash the car.
- b. If she lost her job, she .....(find) another one.
- c. If I won a lottery, I .....(buy) a car.
- d. If I .....(be a cat, I would catch rats)
- e. They would help her, if she .....(need) help.

3. Write meaningful sentences using the table.

If	I	worked hard	I	would	be happy
	We	spoke English well	we		see a lot of animals
	He	gave me a book	he		have a lot of fun
	She	came to the party	she		read it.
	They	were rich	they		see the mountains.
	You	my house was in the forest	you		play outside.
	It	didn't rain	the teacher		sing lovely songs.
		did my homework			enter the university.
			get a better job.		
			buy a big land		

e.g. If I were rich, I would buy a big land.

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....

4. Manul is a boy who always imagines things. Write what he imagines if the Covid 19 pandemic is over.



1. if the Covid 19 pandemic was over, we would go to school again.
2. If we went to school again, .....(meet friends)
3. If....., we would organize a class trip.
4. If we organized a class trip, ..... (have fun)
5. If we had fun, .....(never forget) it.

5. Select suitable clauses from the two boxes to make meaningful sentences.

- Conditional clauses**
- If I had your phone number,
  - If I had internet facility,
  - If they joined me in their group,
  - If she came to the party,
  - If he had time,
  - If I knew English well,

- Resulting Clauses**
- I would give a call to you.
  - I would follow the online lessons.
  - I would get more information.
  - we would have a lot of fun.
  - he would study for the test.
  - I would get a better job.

.....

.....

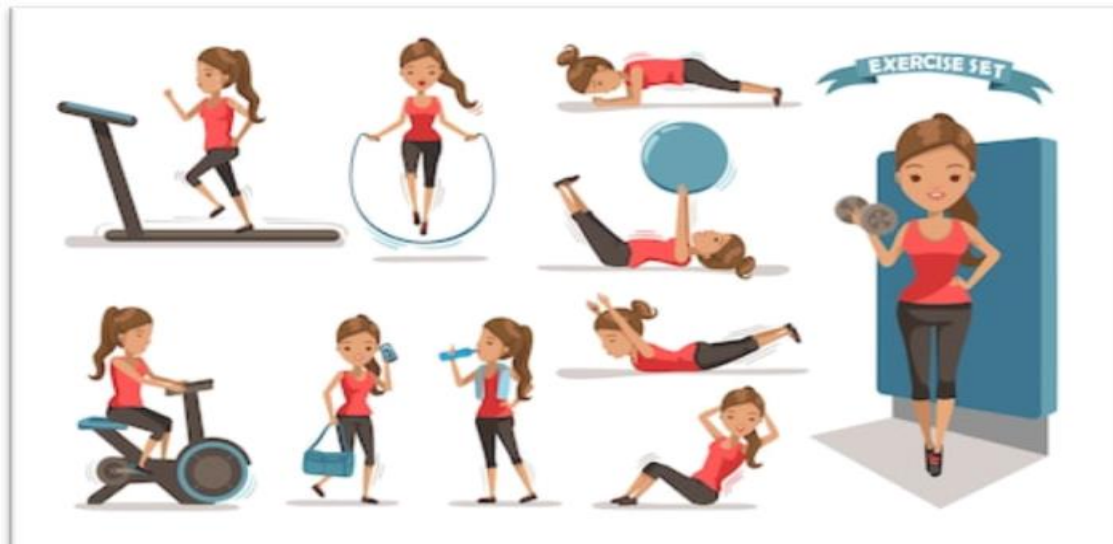
.....

Now try to do the exercise in your textbook page 97- 99.

### 1. Pre questions

Study the pictures and answer the questions.

- What is the girl doing?
- Have you seen people doing these activities?
- Can you name some of these activities?
- Do you engage in these activities?
- Are they important?
- Why are they important?



Physical fitness refers to being healthy in body. Being physically fit gives us the ability to engage in daily activities and sports without being unduly tired. Together with nutrition, rest and relaxation, physical exercises also play a major role in determining the level of a person's physical fitness

There are many ways that exercises help us to be healthy. Thus, exercising is very useful in maintaining a healthy weight. **It** also helps to improve heart and lung health besides increasing our energy levels. Another advantage is that regular physical exercises also contribute to preventing illnesses. Exercising brings down unhealthy cholesterol levels and minimizes the risk of heart disease. Apart from **that**, when you are physically active, you sleep better at night. A good night's sleep relaxes and rejuvenates your body. As a result, you feel refreshed and stress – free.

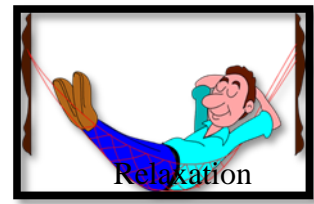
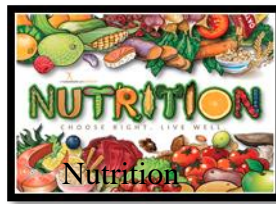


**2. Pronounce the following words aloud. (You can get the support of an adult.)**

Physical, unduly, nutrition, relaxation, major, overweight, regular, contribute, preventing, minimizes, disease, rejuvenate

**3. Read the above text aloud. (Get the help of an adult for pronouncing unfamiliar words.)**

**4. Match the meanings with the words and write on the space given. The first one is done for you.**



[Physical / Unduly/ Nutrition/ Relaxation/ Major/ Overweight/Regular/ Preventing/ Minimizes/ Disease/ Rejuvenate/contribute]

- |       |   |         |
|-------|---|---------|
| I.    | Very important/ Foremost                  | - Major |
| II.   | Stopping something happening              | -.....  |
| III.  | Connected with the body/bodily            | -.....  |
| IV.   | Something that you do to rest             | -.....  |
| V.    | Done/ happening often and usual           | -.....  |
| VI.   | Reduces/ Lessens/Decreases                | -.....  |
| VII.  | Make younger                              | -.....  |
| VIII. | An illness/Sickness                       | -.....  |
| IX.   | Too heavy or fat                          | -.....  |
| X.    | Food or nourishment                       | -.....  |
| XI.   | Excessively / overly / unreasonably       | -.....  |
| XII.  | To give something/to help somebody/donate | -.....  |

**5. Fill in the blanks with the words you learnt to make meaningful sentences.**

**The first one is done for you.**

[minimizes / regular / physical / nutrition / major / overweight / preventing / relaxation ]

- I. Physical fitness is very important.
- II. Eat healthy food to get good .....
- III. Obesity is a ..... health problem.
- IV. We must try not to become .....
- V. .... makes you refreshed.
- VI. .... exercises contribute to maintain a healthy body.
- VII. A balanced diet helps in ..... malnutrition.
- VIII. Good health habits ..... health problems.

**6. Try to build up five new sentences using the words you learnt.**

- I. ....
- II. ....
- III. ....
- IV. ....
- V. ....

**7. What are the advantages of exercising? Mark true (√) or false (×) appropriately.**

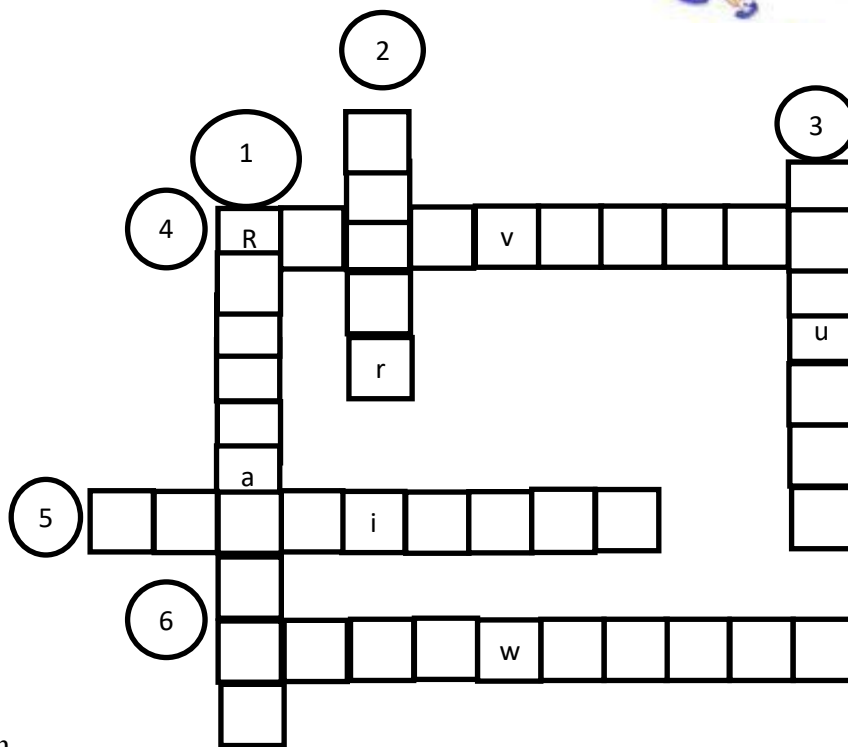
**One is done for you.**

When we exercise,	
we burn calories	√
we become overweight	
we can maintain a healthy weight	
we can improve the heart and lung health	
we can decrease our energy level	
we can prevent illnesses	

it brings up unhealthy cholesterol level	
we minimize the risk of heart diseases	
we become physically active	
we lose night's sleep	



9. Complete the puzzle.



Down



1. Something that you do to rest after work.
2. Very important or serious.
3. Done or happening often and usual.

Across

4. To make someone look younger
5. .... plays a big role in determining the health.
6. Very fat.

**10. Underline the best answer to complete the sentences. The first one is done for you.**

- I. Physical fitness refers to .....
- being tired
  - being healthy in body
  - being overweight
- II. Physical fitness of a person is determined by .....
- nutrition, rest and exercises
  - Illnesses, sleep and food
  - cholesterol weight and exercises
- III. When we ....., we burn calories.
- exercise
  - sleep
  - eat
- IV. Exercising is very useful in .....
- increasing unhealthy weight
  - Preventing illnesses
  - Improving the risk of heart disease
- V. When you are physically active .....
- you will be tedious
  - you sleep better at night
  - you increase the level of cholesterol
- VI. .... relaxes and rejuvenates your body.
- A good night's sleep
  - Tedious exercises
  - A high level of cholesterol

**11. Answer the following questions.**

i. What does physical fitness refer to?

.....

ii. What plays a major role in determining one's physical fitness?

.....

iii. How can you feel refreshed and stress free?

.....

**12. Find similar words from the text.**

1. Everyday .....

3. Reduces: .....

:2. Restore: .....

4. Main : .....

**Find opposite words from the text.**

1. Useless: .....

2. Disadvantage: .....

3. Healthy : .....

4. Irregular : .....

**13. What do the following words refer to?**

“It ” in paragraph 2 line 2 :

.....

“that ” in paragraph 2 line 5 :

.....

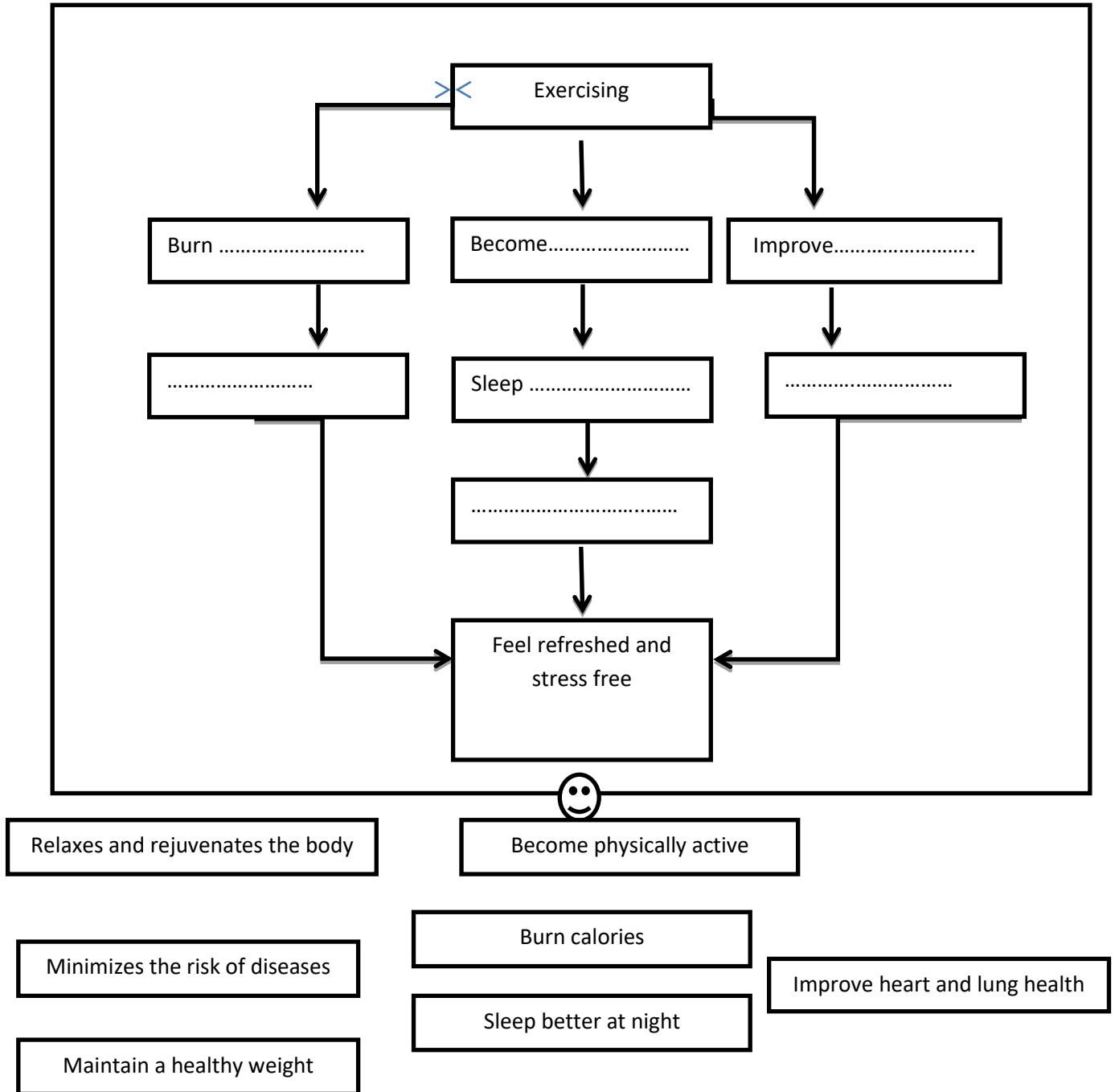
**14. Encircle the best answer.**

- This text is about,
  - How to relax your body.
  - How exercises help us.
  - The risk of heart diseases.

**15. Can you suggest your own topic for the paragraph?**

.....

16. Use the given captions appropriately and complete the mind map.



17. Practice the following dialogue with your friend over the phone. Take turns.



Thilina : Hello! Parami, How are you?

Parami : Hello! Thilina, I'm fine. Thank you. Hope you are keeping well too.

Thilina : Hmmmm.... not bad. By the way, I need an advice from you.

Parami : Sure. I'm ready to help you. Tell me.

Thilina : I've been eating a lot since we were given holidays. So, I'm over-weight now and feel like losing my fitness.

Parami : So, why don't you start exercising? It is the best solution.

Thilina : How can exercises help me?

Parami : There are many ways. Mainly, it burns calories and helps to maintain a healthy weight. It helps to improve heart and lung health and minimizes the risk of heart diseases too.

Thilina : What else ?

Parami : Further, when you are physically active , you sleep better at night.

A good sleep relaxes and rejuvenates your body.

Thilina : Wow! Then I will feel refreshed and stress free.

Parami : Exactly!

Thilina : Then, I'll engage in regular exercises daily. Thank you very much. Bye.

Parami : You are welcome . Bye.

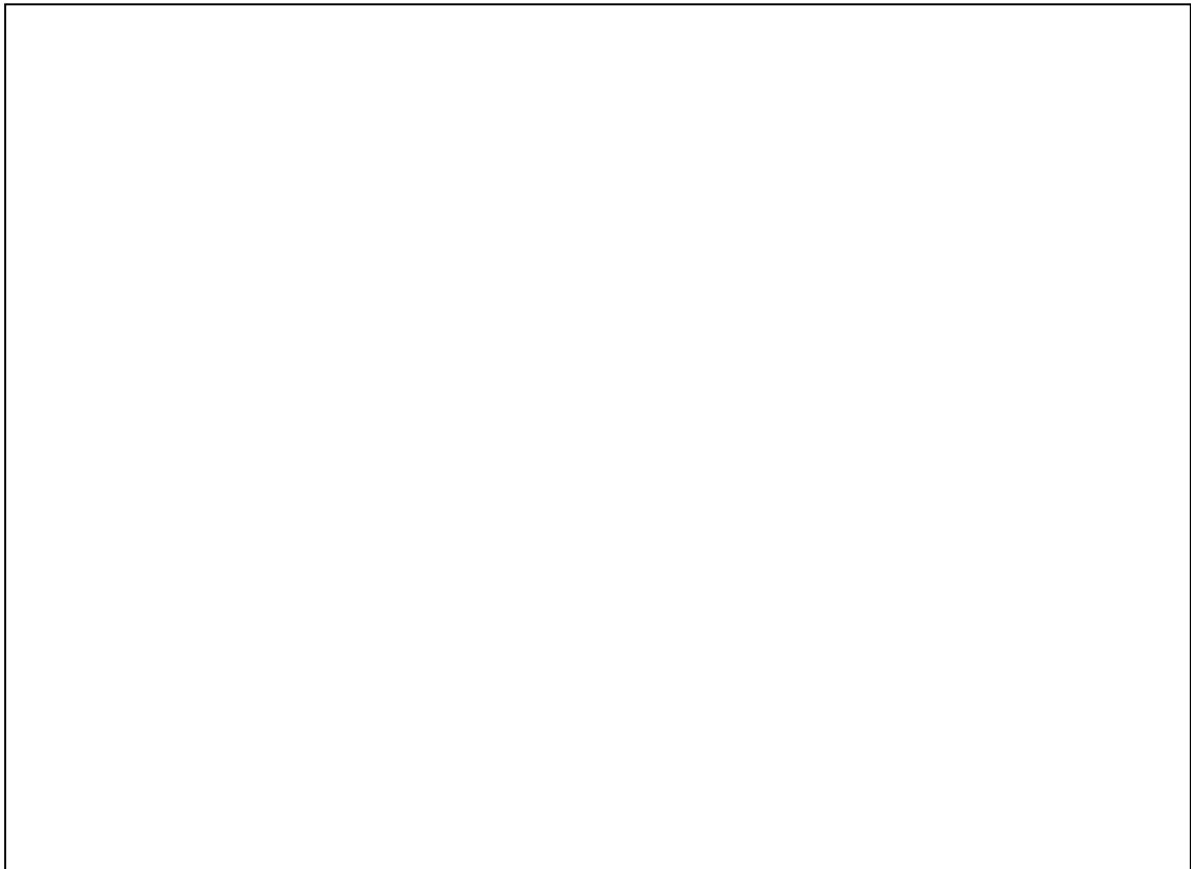
18. Read the above telephone conversation again and list out “**The value of exercises**”.

The value of exercises

- .....
- .....
- .....
- .....
- .....

**19. Lead a conversation with one of your friends/your parents or an adult/ explaining the value of exercises, using the points you listed. (If you cannot find a partner act out the conversation taking turns.)**

**20. Write a short letter to one of your friends, explaining the value and the importance of exercises.**





## 1. Pre questions

Study the pictures and answer the questions.

- Have you seen people do these activities?
- Can you name some of these activities?
- Do you engage in these activities?
- What are the tiresome activities?
- What are the enjoyable activities?



In modern society, addiction to television, smart phones and computers tends to keep people away from physical activities. **This** is very harmful to our health. Contrary to what some may believe, exercising does not have to be tedious or monotonous. It does not have to be merely stretching, running or lifting weights. **It** can be an enjoyable activity such as hiking cycling or dancing. You can turn it in to a social event which you can enjoy with your friends. This way it will boost not only your physical well-being but your mental well-being too.

## 2. . Pronounce the following words aloud. (You can get the support of an adult.)

Addiction / tends / harmful / Contrary / tedious / monotonous / merely / stretching / lifting weights / boost / well-being / mental.

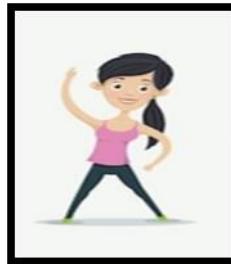
3. Go in front of the mirror and read the above text aloud. (Get the help of an adult for pronouncing unfamiliar words.)

4. Match the meanings with the words and write them on the blank.

Addiction /	Tends /	Harmful /	Contrary /	Tedious /
Monotonous /		merely /	Stretching /	weight Lifting /
	Boost /	Well-being /	Mental	

- a) Opposite / completely different -.....
- b) Helps to increase/improve -.....
- c) Related to the mind -.....
- d) Difficult to stop something -.....
- e) likely to do something -.....
- f) Causing damage -.....
- g) Just / only -.....
- h) Too long, slow and tiresome -.....
- i) Lack in variety and interest -.....
- j) An exercise of extending body parts -.....
- k) The state of being comfortable and happy -.....
- l) An exercise of picking up/raising heavy objects -.....

6, Match the pictures with the activity. Write the words.



Stretching	Running	Swimming	
weight Lifting	Hiking	Dancing	cycling

7. Rearrange the following words to make meaningful sentences.

The first one is done for you.

a. from/ keeps /physical /people /Addiction for watching TV / activities / away .

Addiction to watching TV keeps people away from physical activities.

b) harmful / addiction to mobile phones /health / to /our /is

.....

c) not / exercising / tedious /should / be

.....

d) can / exercising/ activity / be / enjoyable / an

.....

e) friends / exercises / we / enjoy / can /with

.....

f) boost / well-being / mental / exercises / can

.....

**8. Try to build up five new sentences using the words you learnt from this lesson.**

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....

**9. If the statements are correct put a (√). If not put a (X).**

One is done for you.

Addiction to television is not harmful to our health	X
Addiction to television keeps people away from physical activities	
Exercising has to be tedious	
Exercising has to be merely running or stretching	
We can enjoy Exercising with others	
we cannot turn Exercising into a social event	
Exercises can boost only our physical well-being	

**11. Complete the sentence by selecting the correct phrase from the box given below.**

**The first one is done for you.**

- I. Addiction is a big problem in the modern society.
- II. Getting away from physical activities .....
- III. Exercising does not have to be .....
- IV. There are many enjoyable exercises like .....
- V. Exercising is a social event .....
- VI. Exercising boost your .....

- |   |
|---|
| <ul style="list-style-type: none"> <li>➤ Tedious or monotonous.</li> <li>➤ <del>in the modern society</del></li> <li>➤ which can enjoy with friends</li> <li>➤ is very harmful to health.</li> <li>➤ physical and mental well-being</li> <li>➤ hiking , cycling, swimming or dancing</li> </ul> |
|---|

**12. Answer the following questions.**

a. What keeps people away from doing physical activities?

.....

b. How can you turn exercises in to a social event?

.....

c. Name three enjoyable physical activities?

.....

**13. Find similar words from the text.**

1. Dangerous: .....

3. Dull : .....

2. Bodily .....

4. Activity: .....

**Find opposite words from the text.**

Old fashioned: .....

Vary : .....

Physical : .....

lessen : .....

**Find adjectives for the following words from the text.**

1. ....society

2. .... event

**14. What do the following words refer to?**

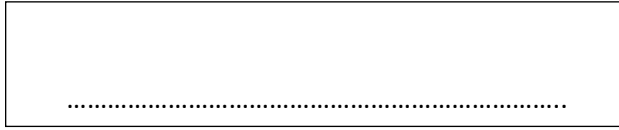
“ **this** ” in line 2 : .....

“ **it** ” in line 4 : .....

**15. Circle the best answer.**

- This text tells about,
  - Bad effects of watching TV.
  - Exercising is very tedious.
  - The enjoyable aspect of exercising.

**16. Can you suggest a creative topic for the text?**



**17. Can you remember the Telephone conversation between Parami and Thilina on exercising? Here is another telephone conversation between them. Practice this dialogue with your friend. Take turns.**

Parami: Hello! Thilina, How are you? Hope you are enjoying exercising.

Thilina : Hello! Parami, I'm fine. Thank you. Exercising is quite good. But it is not enjoyable as watching TV or playing video games.

Parami : Oh! Seems you are addicted to TV and smart phones, which you keep away from physical activities.

Thilina : May be. But I feel they are not tedious and monotonous like exercising.

Parami : That's what you believe. But exercising does not have to be merely Stretching, running or lifting weights.

Thilina : Then, what else can we do?

Parami : There are many ways. It can be an enjoyable activity such as hiking cycling or dancing.

Thilina : You mean it is like a social event ?

Parami : Exactly! You can enjoy with your friends too.

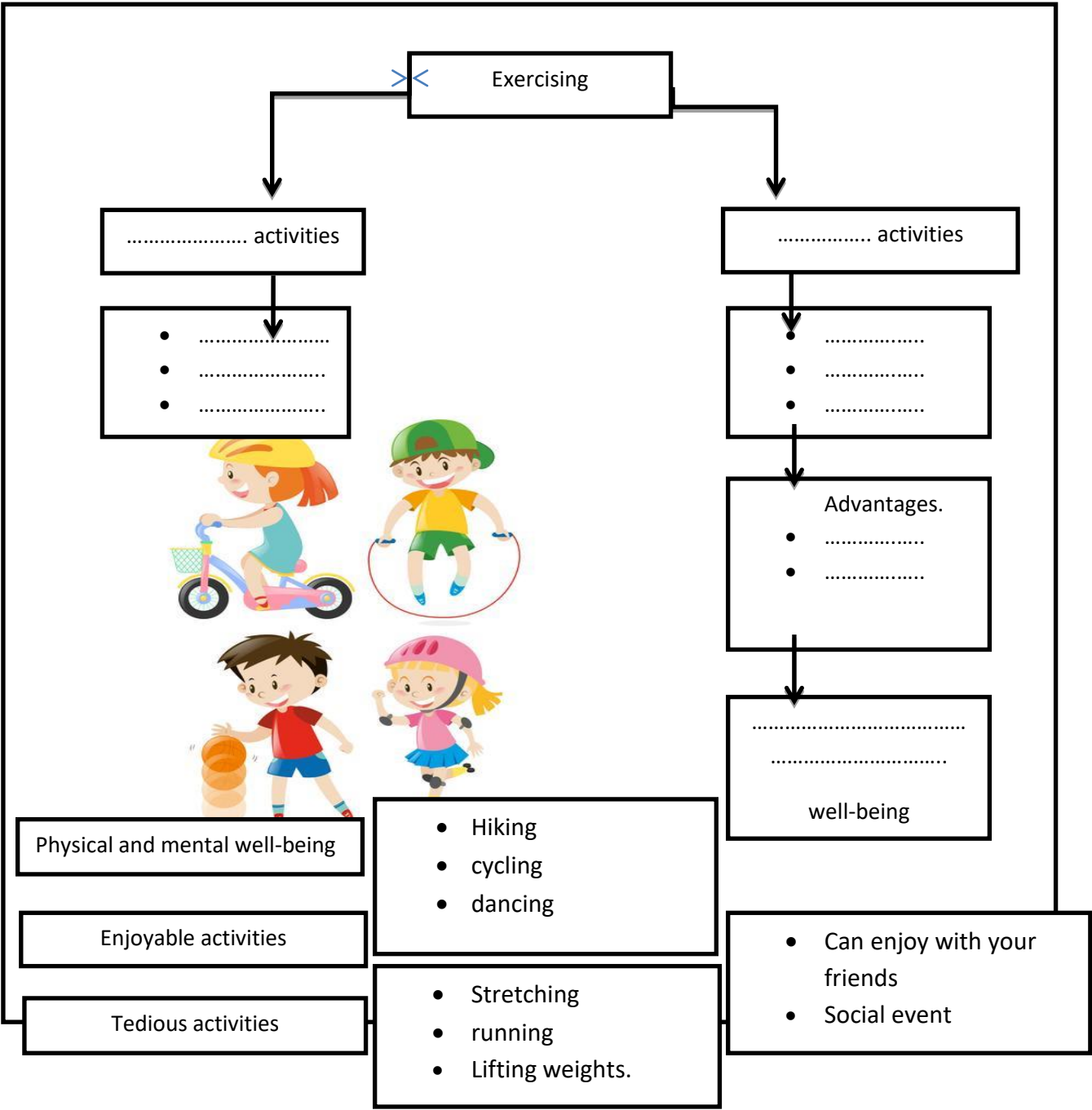
Thilina : Wow! That sounds great.

Parami : I'm sure , it will boost not only your physical well-being but also your mental well- being too. Start enjoying exercising. Good luck...!

Thilina : Yes. How nice of you. Thank you very much. Bye.

Parami : It's a pleasure . Bye.

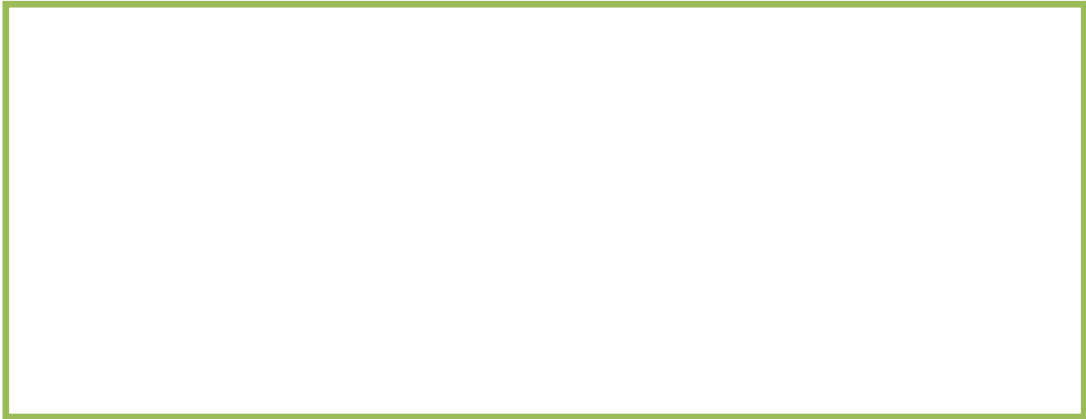
18. Use the information in the above conversation and fill in the blanks of the flow chart given below. Use the clues if needed.



**19. Think and suggest more enjoyable physical activities that you can do for exercising.**

- .....
- .....
- .....
- .....
- .....

**20. Prepare a poster to the class wallpaper on “Exercising in an enjoyable way”**



**21. Write a short speech that you can deliver when you go back to school, explaining how you can enjoy your exercising. Start like this,**

Good morning all of you! I am ..... in grade 9. I’ m going to make a short speech on how can you enjoy your exercising.

Most of you may think that exercising is very tedious and monotonous. But,....





## 1. Pre reading questions

Study the picture.

- Who are the friends talking in this dialogue?
- What are they talking about?
- Are they students?
- Where are they?



## Activity 1-Act out

The teacher has given the students an *application* form to fill in the three *optional* subjects that they hope to study in grade ten. Nisali and her friends are discussing the optional subjects they hope to *select*.

**Kalani:** When do we hand over the application?

**Nisali:** On or before the 15<sup>th</sup>. Have you *decided* on the three subjects you want to follow?

**Kalani:** Oh, that's the hardest decision. I don't know what to choose.

**Amali:** Me neither. I like almost all these subjects.

**Raju:** Come on! You can only select three.

**Nisali:** Mmmm... I'm going to select English *Literature*. I like it.

**Amali:** I like it too but **my** mother wants me to do Art.

**Raju:** That's a good *decision*. I've seen **your** *drawings* and They're quite good.

**Amali:** Oh! Thank you, Raju.

**Kalani:** Can I *change* the subjects once I have selected them?

I mean if they're too difficult for me?

**Nisali:** No I don't think so.

**Amali:** Shouldn't we discuss this with our parents before we make a decision?

**Kalani:** Yes, we should.

**Raju:** Hey, what's this? Do you know anything about Design and Technology?

**Nisali:** Design and Technology? It's the first time I've heard of it.

**Raju:** Let's meet our teacher and ask **her**. She's sure to know about it.

## 2. Practice pronouncing these words loudly.

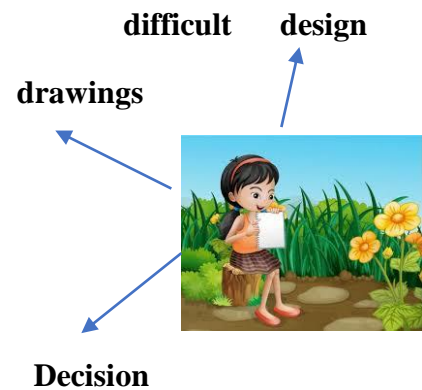
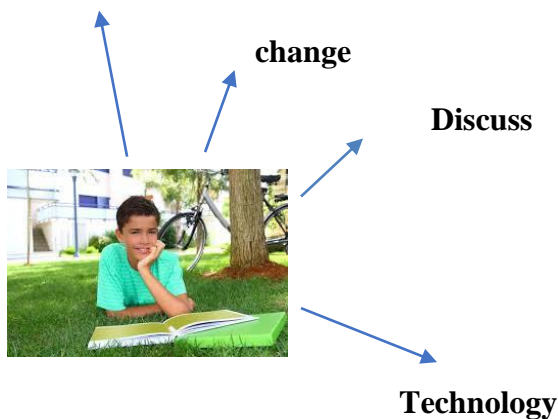
(You may get help from an adult / teacher/ dictionary for pronouncing difficult words)

<i>decision</i>	<i>drawings</i>	<i>change</i>	<i>Literature</i>
<i>difficult</i>	<i>discuss</i>	<i>Design</i>	<i>Technology</i>

## 3. Read the dialogue in front of your mirror or in your home garden.

(You may get help from an adult / teacher/ dictionary for pronouncing difficult words)

### Literature



**4. Match the meanings of these words.**

word	meanings
Literature	A choice we make after considering something.
Design	A picture or diagram.
Difficult	Talking about something with another person.
Decision	Machinery and equipment developed using scientific knowledge.
Drawings	Make something different
Discuss	An art form especially prose, fiction, drama and poetry.
Technology	Hard or tough
change	A plan or sketch.

**5. Learn the spellings and the meanings of the words given in question 4.**

(Get an adult to dictate the words.)

Check how many words you have got correct.

.....

**6. Rearrange the followings words to make a meaningful sentence. *One is done for you.***

<b>a.</b>	Students/form/given/application/the/form/The/has/ an/teacher/to	The teacher has given the students an application form.
<b>b.</b>	and/ Nisali /friends /discussing / are/ about subjects	
<b>c.</b>	English Literature / going/ / I'm / to / select /	
<b>d.</b>	Art / my / wants / to / mother / me/ do	
<b>e.</b>	I / Can / subjects / change / the / selected / have / I / once	
<b>f.</b>	Design and Technology / know/ you / about / Do / anything	

**8. State whether the following sentences are true (√) or False (X)**

**Correct the false sentence and write it in the given space.**

- (i) Parents have given students application to fill. ( )  
.....
- (ii) There are five optional subjects for the students in grade 10. ( )  
.....
- (iii) The application should be handed over on the 15<sup>th</sup>. ( )  
.....
- (iv) Raju is going to select English Literature. ( )  
.....
- (v) Subjects cannot be changed after the selection. ( )  
.....

**9. Answer the following questions.**

- 1. How many friends are talking to each other?  
.....
- 2. What is the date mentioned?  
.....
- 3. Who finds it hard to select subjects?  
.....
- 4. Who is good at drawing?  
.....
- 5. Are they going to the teacher finally?  
.....

**10. Find similar words from the text.**

- (i) choose ..... (ii) mother and father .....
- (iii) tough ..... (v) remain .....

**11. Find opposite words from the text.**

- (i) bad ..... (ii) after .....
- (iii) dislike ..... (v) easy .....

**12. Find adjectives from the text to describe the following words.**

- (i) ..... time (ii) ..... ten
- (iii) ..... subject (v) ..... decision
- (iv) ..... Literature (vii) ..... mother

**13. Find what these pronouns refer to in the text.**

The word 'my' in (line 7) .....

The word 'your' in (line8) .....

The word 'we' in (line14) .....

**14. Try to build up 5 sentences using the words learnt in question 4.**

**Get help from adults.**

.....  
.....  
.....  
.....  
.....

**17 Suggest a title for the text.**

.....

**18. Look at following picture and fill in the blanks with words in the brackets. *One is done for you.***



**(black board / fence/butterfly / three / flying / on/ toys / fence/ below / spectacles /beautiful / children / in front / studying**

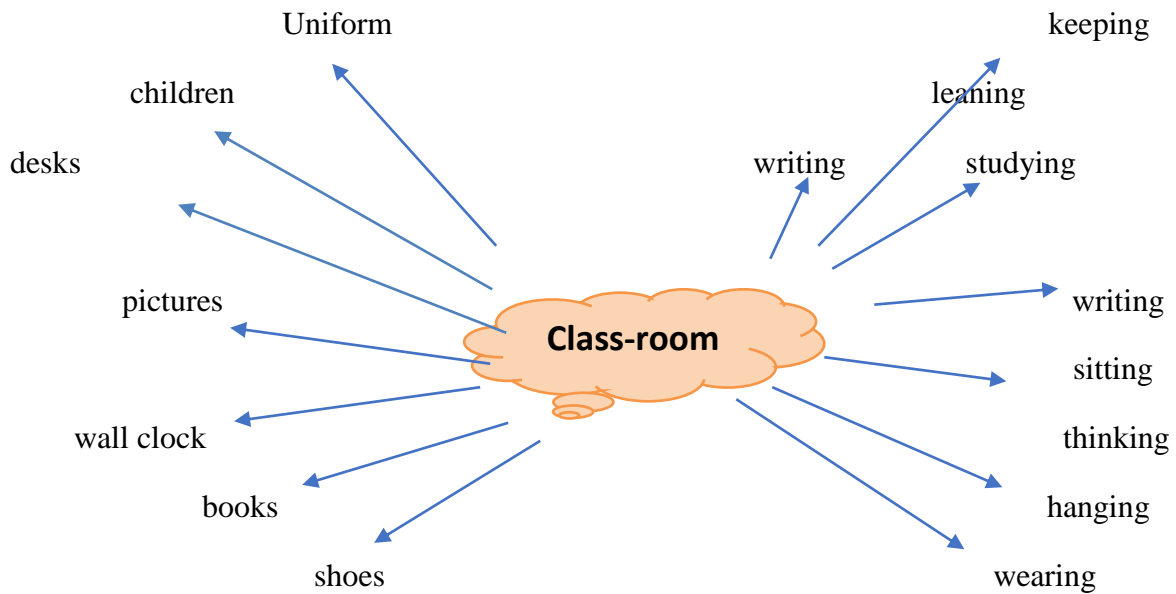
This a picture of a garden. There are many **children** in this picture. One boy is playing with his ..... while others are ..... There are two girls and ..... boys. There is a teddy bear ..... the tree. The ..... is in front of the big tree and some sums are written ..... it. The girl in the middle is wearing a pair of ..... A bee and a ..... are flying on the air. There are many ..... flowers. There is a wooden ..... behind the black board.

19. Write a paragraph with the help of the words below and continue writing.



**Nouns**

**Verbs**



This is a picture of a **class room**. There are many students **studying**. There are many wooden **desks** and chairs. ....

.....

.....

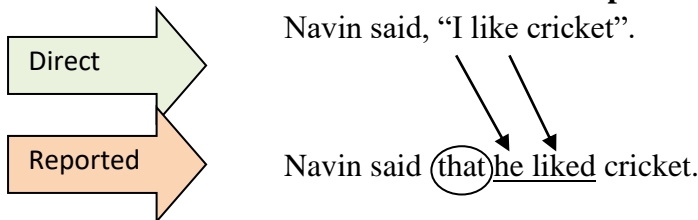
1. Pre questions

Study the following sentences. Put a tick (✓) under the correct tense. *One is done for you.*

	Present tense	Past tense	Present perfect	Past perfect
I like chocolate.	✓			
I liked the music.				
Did you watch the online lesson?				
I have painted the picture.				
Does Leela water the plants?				
You are a kind girl.				
It was a beautiful gift.				
Malithi had finished all the home work.				
Have you discussed the plan?				
The dog didn't eat meat.				
They had gone to the market.				

කෙනෙක් විසින් පවසන ලද දෙයක් තවත් කෙනෙකුට ප්‍රකාශ කිරීමේදී මෙම වියාකරණ රීතිය භාවිත කෙරේ.

- We have two ways of reporting.
- We can use the actual words or use reported speech.



- We use reported speech to share information that we heard from another person or share information that we got from TV, newspaper, internet etc.



- The tense in the direct sentence changes in the reported speech.

- Study the chart and identify the change.

Actual / Direct Speech	Reported Speech
<b>Present Simple</b> She said 'I live in a small village'.	<b>Past Simple</b> She said that she <b>lived</b> in a small village.
<b>Past tense</b> He said 'I <b>learnt</b> a lot'.	<b>Past perfect tense</b> He said he that <b>had learnt</b> a lot
<b>Present perfect tense</b> The teacher said 'Menu <b>has left</b> the class'.	<b>Past perfect tense</b> The teacher said that Menu <b>had left</b> the class.
<b>Past perfect tense</b> Mother said 'they <b>had gone</b> out'.	<b>Past perfect tense</b> Mother said that they <b>had gone</b> out.

- Now study the change of pronouns

Personal Pronouns		Possessive Pronouns		Demonstrative Pronouns	
<b>I</b>	<b>He / she</b>	<b>my</b>	<b>his / her</b>	<b>this</b>	<b>that</b>
<b>You</b>	<b>I / we</b>	<b>your</b>	<b>my / our</b>	<b>these</b>	<b>those</b>
<b>We</b>	<b>they</b>	<b>our</b>	<b>their</b>		

- Notice the changes of the time

Time	
two weeks ago	two weeks earlier
last night	the night before
yesterday	the day before/the previous day
today	that day
now	then
this afternoon	that afternoon
tomorrow	the next day/ the following day
next week	the following week
in a week	a week later
yet	by the time

- The change of place  
**here** → **there**
- Remember the commonly used reporting verb  
'Said that'



**2. Study the examples and complete the grid. Cover your answers and say the correct answer aloud.**

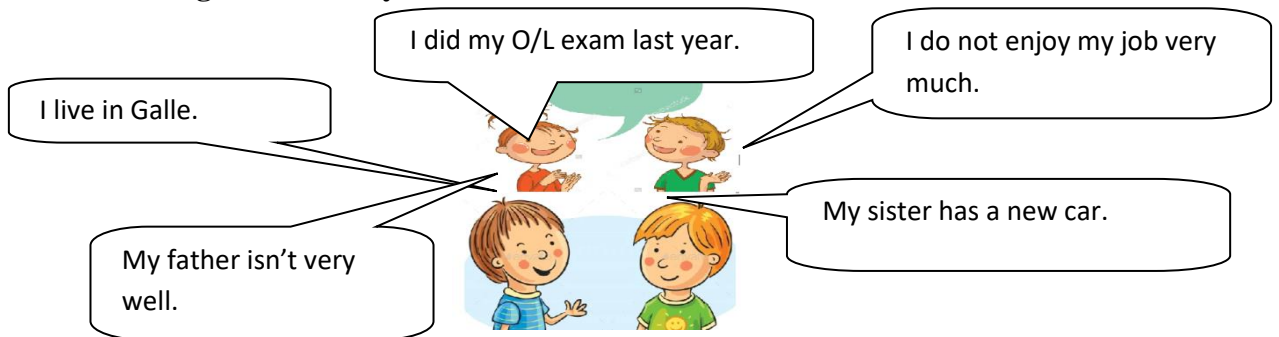
present simple	I like ice cream	She said (that) she liked ice cream.
	I study French.	
	I wake up at 6.	
	I read story books.	
	I plant vegetables.	
past simple	I bought a car	He said (that) she had bought a car OR She said (that) she bought a car.
	I made a new dish.	
	I wrote a poem,	
	I gave a present.	
	I took a photo.	
present perfect	I haven't seen Malani.	She said (that) she hadn't seen Malani.
	I have collected many sea shells.	
	I have made cupcakes.	
	I have washed my hands.	
	I used fresh fruits.	
past perfect*	I had taken English lessons before	He said (that) she had taken English lessons before.
	I had written a play.	
	I had decorated the wall.	
	I had completed the work.	
	I had sung a song.	

3. Look at these pictures. They are entering the school after the special vacation. Report what they have told.



He said..... She said..... The teacher said.....

4. Yesterday you met Amanda. You hadn't seen her for a long time. Here are some of the things she said to you.



Rearrange and tell another friend what Amanda said.

- a) said /Amanda /she /that/ lived/ Galle/ in    *Amanda said that she lived in Galle.....*
- b) a year before / Amanda told me / she/ that/ had done / her O.L exam  
.....
- c) she did not enjoy /she said that /her job very much  
.....
- d) a new car/ she said that/ had / her sister  
.....
- e) her father/ she told/ wasn't very well /me that  
.....

5. Mark if the following sentences correct (✓) or wrong (X)? Correct the wrong sentences and rewrite.

- (i) She said she had help me.   
.....
- (ii) Mihiran told me that he go to a party last night.   
.....
- (iii) Janani said she studied this evening.   
.....
- (iv) He said he felt hungry.   
.....

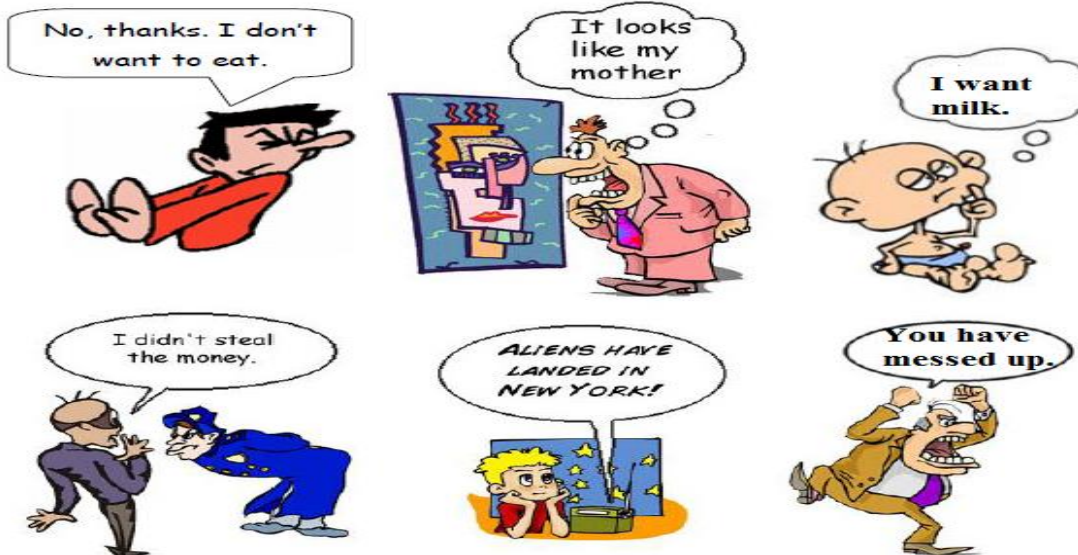
6. **Underline the correct answer**

The following is not a situation where we use reported speech.

- (i) report something
- (ii) tell someone, what somebody else said
- (iii) share information that we got from TV
- (iv) recite a poem



7. **Change the following utterances into reported speech and say.**



7. **Ask one in the family to tell you something in English. Try to report it correctly.**

Mother said 'You hungry?'

say... tell...

Mother said that you were hungry.

8. **Reporting questions.**

We use 'if' / whether' to report a 'yes /no' question

**Direct Question**

Do you love me

Have you ever been to Kandy?

**Reported Question**

He asked me if I loved him.

She asked me if I had ever been to Kandy.

**Reporting 'Wh' questions (What, where, why, who, when, how)**

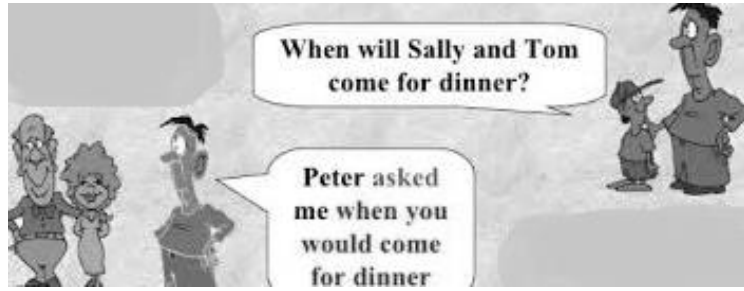
- reporting verb is 'asked or enquired'.
- 'wh' word remains the same
- tense / pronouns changes as per rules ....sentence ends with a '.' Not '?'.

**Try out!!**

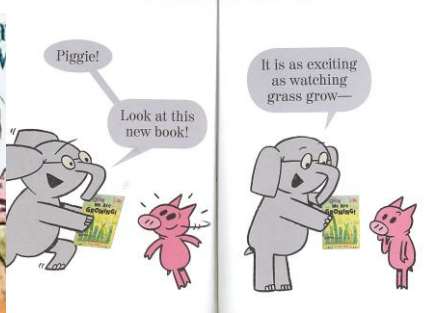
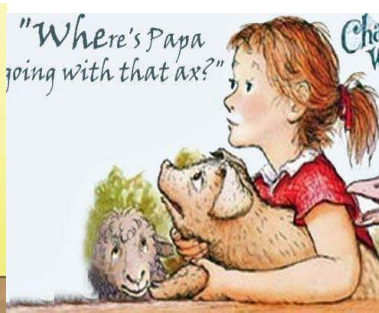
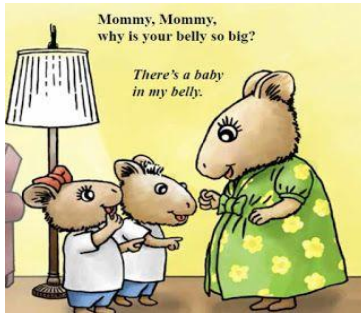
“Where have you gone?”

“Why did he shout?”

“What do you want?”



**10. Study the pictures. Change the utterances into reported speech.**



.....

.....

.....

.....

.....

.....

.....

**11** Kumar has just returned from the school trip. His family members wanted to know everything about it. Given below are the questions they asked. Read the questions and complete the description. *The first one is done for you.*

- Father: At what time did you come?
- Mother: son, can you tell us about the trip.
- Brother: what places did you visit? Have you saved all the photos?
- Elder sister: Did you go to the beach?
- Younger sister: what have you bought for me?

**Kumar’s description.**

My father (1) wanted to know at what time I had come home. Mother asked me whether I (2)..... them all about the trip. my brother asked me what (3)..... and whether (4)..... all the photos. My elder sister asked (5)..... to the beach. My baby sister wanted to know (6)..... brought for her.

**12. Read the following text between Mary and her sister Hiruni. Report it to your friend.**

When I walked into the room. Mary was there. She asked, 'What are you doing?' I said 'I just came for dinner'. 'I already ate before I came home,' I said. 'Well, have some dessert' she said. 'No', I said. 'Why not', she shouted. 'Because I already ate', I said. 'Fine' she said and I left the room.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**13. Watch the news telecast and report five news items to the family members using reported speech.**

.....  
.....  
.....

## Lesson 11

## But he did not give up

### 1.Pre questions

Study the picture.

- Can you name the person in this picture?
- What is he famous for?
- Is he a Scientist?
- Have you heard/read about this inventor?

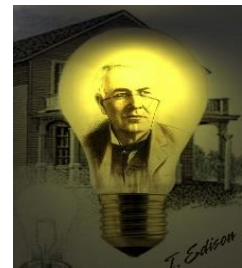


At around 5:30 in the evening on December 10, 1914, a *huge explosion* broke out in West Orange, New Jersey. **It** happened in the famous *inventor* Thomas Edison's plant. In no time most of the buildings were in flames. Although many fire departments rushed to the scene, the fire was too *powerful* to be put out *quickly*.

Edison's 24-year-old son Charles painfully watched the fire destroy his father's work. Edison calmly walked over to him. In a soft voice he told his son, "Go and call your mother and all her friends. **They**'ll never see a fire like this again. "When Charles objected, Edison said, 'It's all right. We've just got rid of a lot of rubbish,'" Edison could have wept, yelled in anger, or locked himself in his house in a state of *depression*. But instead, **he** put on a smile and told his son to call his mother to enjoy the *spectacle*.

Later, at the scene of the *blaze*, Edison told one of the reporters, "Although I am over 67 years old, I'll start all over again tomorrow." He stuck to his word and *immediately* began the *crucial* task of rebuilding his plant.

The flames had destroyed years of *priceless* records and *prototypes*. But after just three weeks, with a loan from his friend Henry Ford, Edison got a part of the plant up and running again. His *employees* worked double shifts and set to work producing more than ever. Edison became a *legend* in history because he did not give up easily.



**2. Practice pronouncing these words loudly.**

(You may get help from an adult / teacher/ dictionary for pronouncing difficult words)

Explosion / huge / powerful / inventor / quickly / depression / crucial / spectacle / blaze /  
immediately /priceless / prototype / employees / legend /

**3. Read the text in front of your mirror or in your home garden.**

(You may get help from an adult / teacher/ dictionary for pronouncing difficult words)

.....  
.....  
.....

**4. Match the meanings of these words.**

- explosion
- huge
- powerful
- quickly
- inventor
- depression
- spectacle
- crucial
- employees

- despair
- show
- strong
- massive
- blast
- important
- workers
- instantly
- creator

**5. Learn the spellings and the meanings of the words given in question 4.**

Get an adult to dictate the words.

Check how many words you have got correct.

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....







**9. State whether the following sentences are true (√) or (X)**

**Correct the false sentence and write it in the given space.**

(vi) The fire broke out in the morning ( )

.....

(vii) It took place on December 10, 1917 ( )

.....

(viii) The fire took place in the inventor's plant ( )

.....

(ix) The inventor is Hendry Ford ( )

.....

(x) Edison was a very determined person. ( )

.....

**10. Under line the best option that expresses the meaning of the sentences given below**

**1. "The fire was too powerful to be put out quickly."**

- a. the fire was so bright
- b. the fire was under control
- c. the fire was uncontrollable
- d. the fire was very slow

**2. Charles painfully watched the fire destroy his father's work.**

- a. Charlies was happy
- b. He was furious
- c. He was sad
- d. He was shocked

**11. Answer the following questions.**

(i) What is the time mentioned in this text?

.....

(ii) When did the explosion break out?

.....

(iii) How old was Edison's son?

.....

(iv) Who did Edison call to watch the fire?

.....

(v) What did the flames destroy?  
.....

**12. Find similar words from the text.**

- (i) upsettingly ..... (ii) abolish .....  
(iii) working long hours ..... (v) making .....

**13. Find opposite words from the text.**

- (i) small ..... (ii) slowly .....  
(iii) hard ..... (v) happily .....

**14. Find adjectives from the text to describe the following words.**

- (i) ..... explosion (ii) ..... departments  
(iii) ..... voice (v) ..... task

**15. Find adverbs from the text to describe the following words.**

- (i) ..... watched (ii) ..... walked  
(iii) ..... began (v) give up .....

**16. Find what these pronouns refers to in the text.**

The word 'it' in (paragraph 1 line 2) .....

The word 'they' in (paragraph 2 line 3) .....

The word 'he' in (paragraph 2 line 5) .....

**17. The main idea of the text is.....**

**Hard work will not support**

- A. Determination
- B. Failure
- C. Laziness

**18. Suggest a title for the text.**  
.....

**19. Use the conjunctions to join the following sentences.**

**E.g. Although** many fire departments rushed to the scene, the fire was too powerful to be put out quickly.

**Since** tomorrow is a holiday let's play badminton.

We couldn't do our project **until** the power was reconnected

**He is fat. He can run very fast.**  
.....

**The cricket match was postponed. It rained heavily.**  
.....

**Rohan was not allowed to play. He finished his home work**

.....

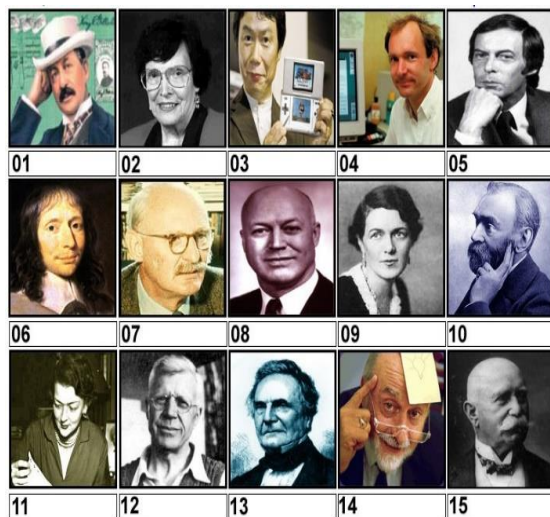
**20. Draw a picture describing the fire in the plant.**



**21. Imagine that you are Edison's son; write how you would have felt when the fire took place in the plant.**

.....  
.....  
.....  
.....  
.....

**22. Find information about one of the following inventors and make a booklet and take it school as it reopens.**



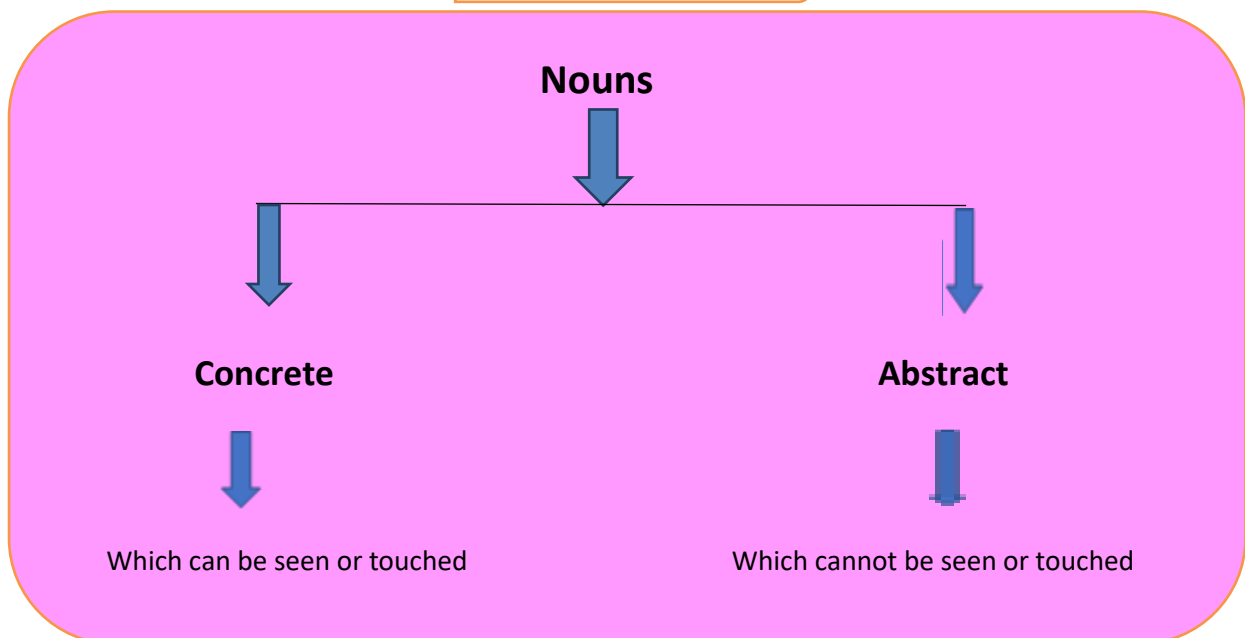
- Read the following sentences.

1. This is my **mother**.

2. Her **love** for me is immeasurable.

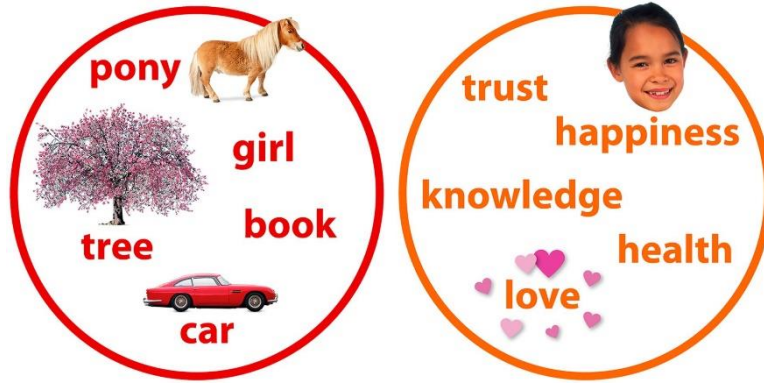
- What are these highlighted words? Are they verbs or nouns?
- Yes. They are nouns! But what is the difference between these two nouns?
- You can see and touch your '**mother**', but can you touch her '**love**' towards you?
- Let's look at them.

### Abstract Nouns



- A **concrete noun** refers to physical things or objects in the world, such as a dog, a ball, or an ice cream cone.
- An **abstract noun** refers to an idea or concept that cannot be seen or touched with our eyes or hands like freedom, sadness, or permission.

<u>Concrete Nouns</u>	<u>Abstract Nouns</u>
are words for things that	are words for things that
you <b>can</b> experience directly	you <b>cannot</b> experience directly
through the senses.	through the senses.
e.g. <b>shoe, table, house, key</b>	e.g. <b>freedom, love, education</b>



1. Select the abstract and concrete noun and write it in the relevant box.

school	doctor	pain	love
Intelligence	mirror	sweats	beauty
trust	education	text books	imagination
man	pizza	luck	internet
dream	cloud	hunger	beach

Concrete Noun	Abstract Noun

2. Circle the abstract noun in each sentence. The first one is done for you.

friendship

- a. We need to think about the importance of
- b. Can you see the love this father has for his son?
- c. After a delicious dinner everybody patted their stomach with satisfaction.
- d. Her eyes were full of hope.
- e. We would like to do justice to people.
- f. My childhood memories are a great joy for me.

**4. Write five more abstract nouns.**

.....

.....

.....

.....

.....

**5. Make 5 sentences with the abstract nouns you learnt in this lesson.**

.....

.....

.....

.....

.....

**Countable Nouns and Uncountable Nouns**

*Nouns can be countable or uncountable.*

➤ **Countable nouns** can be counted. They can be used in the singular and the plural.

**E.g.**

- **dog**, cat, animal, **man**, person.
- **bottle**, box, liter.
- **coin**, note, dollar.
- **cup**, plate, fork.
- **table**, chair, **suitcase**, bag.

➤ **Uncountable nouns** cannot be counted. They can be used only in the singular form.

**e.g.**

- **music**, art, love, **happiness**.
- advice, **information**, news.

- furniture, luggage.
- **rice, sugar, butter, water.**
- electricity, gas, power.
- **money, currency.**

## Articles with Uncountable Nouns

### ‘The’

You can use the article “the” with uncountable nouns to talk about specific things.

For example:

- **The** water is very cold.
- I am listening to **the** news.
- I love **the** art in the museum.

### Instances where ‘No Articles’ are used

No articles can be used in front an uncountable noun when you are talking about something in general.

For example:

- He loves listening to **music**.
- **Milk** is an important part of this recipe.

## Articles with Countable Nouns

### Number

You can use numbers in front of countable nouns.

For example:

- I have **two** kids.
- We have **three** dogs, **two** cats, and **six** fish as pets.

### A/An

You can use “a/an” in front of singular non-specific countable nouns. This means that you are talking about something in general/nonspecific.

For example:

- She has **a** cat.
- Can I have **a** book please?
- Joe is **an** English teacher.

### The

You can use “the” in front of singular and plural specific countable nouns.



- I like **the** book you gave me.
- I like **the** books you gave me.

### No Article

No articles can be used in front of countable nouns when you mean all or any of it.

For example:

I am eating with my **friends**. (this can mean with some of my friends or all of my friends)

I like **dogs**. (this means that I like all dogs in general)

She hates **cats**. (this means that she hates all cats in general)

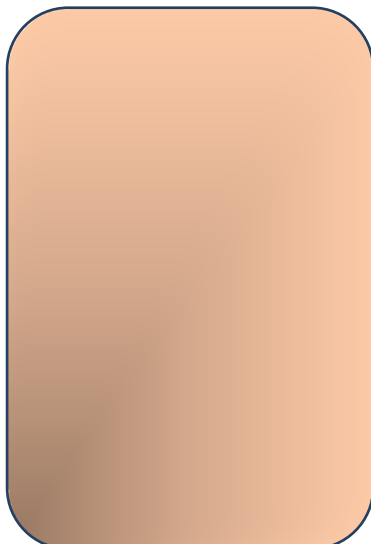
1. Find the countable and uncountable nouns and write them in the relevant Box.















1. coffee
2. teacher
3. homework
4. toothpaste
5. tea
6. bench
7. money
8. happiness
9. fear
10. music
11. butter
12. horse
13. flashlights
14. furniture
15. paper
16. anger
17. album
18. fear
19. music
20. milk

**Countable Nouns**

**Uncountable Noun**



**2. Write ' C ' beside the box if it's countable write ' U ' if its uncountable.**

1 	2 	3 
Carrots <input type="checkbox"/>	Tomatoes <input type="checkbox"/>	Broccoli <input type="checkbox"/>
4 	5 	6 
Potatoes <input type="checkbox"/>	Rice <input type="checkbox"/>	Peppers <input type="checkbox"/>
7 	8 	9 
Strawberries <input type="checkbox"/>	Eggs <input type="checkbox"/>	Cherries <input type="checkbox"/>
10 	11 	12 
Cheese <input type="checkbox"/>	Apples <input type="checkbox"/>	Soup <input type="checkbox"/>

**3. Fiil in the blanks.**

1. When we moved, we packed all the .....(furnitures/ furniture).
2. They have two .....(dog / dogs) in there house.
3. I had so much .....(coffee / coffees) today.
4. Thank you for giving me so much .....(information / informations)
5. I invited all the .....(girl/ girls) in the class.

**4. Fill in the blanks with the correct answer.**

1. Can I borrow .....(an/a/some) pen?
2. There are ..... (a / an / some) elephants over there.
3. This information ..... (is/ are) just what I needed.
4. There .....(is / are) nine boys in the class today.
5. Anna's hair .....(is/ are) long and beautiful.
6. I am thirsty. Can you get me .....(a / some) water?
7. Be carefull! There .....(is/ are) oil on the floor.
8. My grandmother wanted me to buy .....(a / an / some) eggs for her.
9. Can you give me .....(a / an / some) cheese?
10. How..... (many / much)money is there in the bag?

**5. Make 5 sentences using uncoutable nouns you learnt today.**

.....

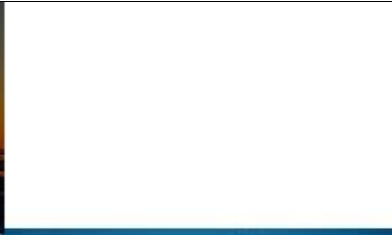
.....

.....

## 1. Pre questions

Study the pictures given below carefully, as they will help you to answer the following questions.

- How will you feel when there is no sunshine?
- Have you ever imagined a day without the Sun?
- Can you see things around you when it is dark?
- Do you know where the Sun is located in the solar system?



Have you ever wondered how important the Sun is to us here on **Earth**? What would happen if sun suddenly disappeared?

The Sun is a star and it is the **centre** of our **solar system**. Everything in our solar system **revolves** around the sun. Therefore, the is **crucial** to life on Earth as well as to the **existence** of all the other planets around us.

The Sun's immense mass draws all the other **planets** in the solar system towards it. Since the earth and all the other planets are moving very fast through space, the Sun's presence keeps them moving around it. If the Sun were to suddenly **disappear**, The Earth and the other planets would continue their forward motion, and fly off into outer space in a straight line.

**2. Practice Pronouncing these words loudly.**

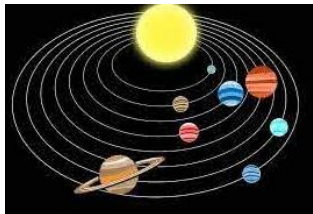
Earth / centre / solar system / revolves / crucial / existence / planets / disappear

**3. Read the text in front of the mirror or in your home garden.**

Get help of an adult /teacher /dictionary for pronouncing difficult words.

**4. Match the words with the pictures**

<b>1. Sun</b>	<b>2.Solar system</b>	<b>3. Stars</b>	<b>4. Earth</b>	<b>5. Planets</b>
---------------	-----------------------	-----------------	-----------------	-------------------












**5. Learn the spellings and the meanings of the words given in question 2**

**6. Re-arrange the following words to make meaningful sentences.**

i) gives / light / The Sun / us

.....

ii) is / star / the / a / Sun

.....

iii) revolves / the Earth / around / the Sun

.....

iv) is / the solar system / the Sun / in / of / the centre

.....

v) crucial / the Sun / to life / is / the Earth / on

.....



**8. Match 'A' with 'B'. Write the correct number in the box.**

A	B
1. Earth	middle
2. Centre	Cannot see any more
3. Disappear	The planet which we live
4. Existence	Large natural objects travel around the Sun.
5. Solar system.	important
6. Revolves	presence
7. Crucial	The Sun and all the nine planets .
8. Planets	Moving in around

**9. Read the passage again and answer the questions given below.**

1. Where is the Sun placed in the solar system?

.....

2. What draws all the other planets in the solar system towards the Sun?

.....

3. What will happen to the Earth and the other planets, if the Sun suddenly disappears?

.....

**10. Say whether the following statements are True (T) or False (F)**

1. The Sun is not a star.
2. The Sun is crucial to life on Earth.
3. The Earth is a planet in the solar system.
4. The Sun's presence keeps the Earth and all the planets moving.


**11. Underline the correct answer**

1. The Earth and other planets move very .....through space.

( slowly / fast )

2. The Sun's presence keeps .....moving around it.

( the Earth / the Earth and the other planets )

3. Everything in our solar system revolves around the .....

( Sun / Earth )

**12. Use the following words and complete the given sentences.**

**crucial / existence / centre / disappears / revolves**

1. The Sun is located in the ..... ( middle) of our solar system.
2. Everything in our solar system ..... ( go around) the Sun.
3. The Sun is ..... (important) to life on earth.
4. The Sun is also important to the ..... ( living) of all the living things including the planets around us.
5. What will happen to the Earth, if the Sun suddenly .....? ( cannot see)

**13. a) Find similar words to the following from the text**

- i) immediately - ..... iii) important - .....
- ii) middle -.....iv)presence - .....

**b) Find opposite words to the following from the text**

- i) Slow - ..... iii) appear - .....
- ii) absence - ..... Iv) backward - .....

**14. Suggest a title for the text**

.....

**15. Complete the following puzzle.**



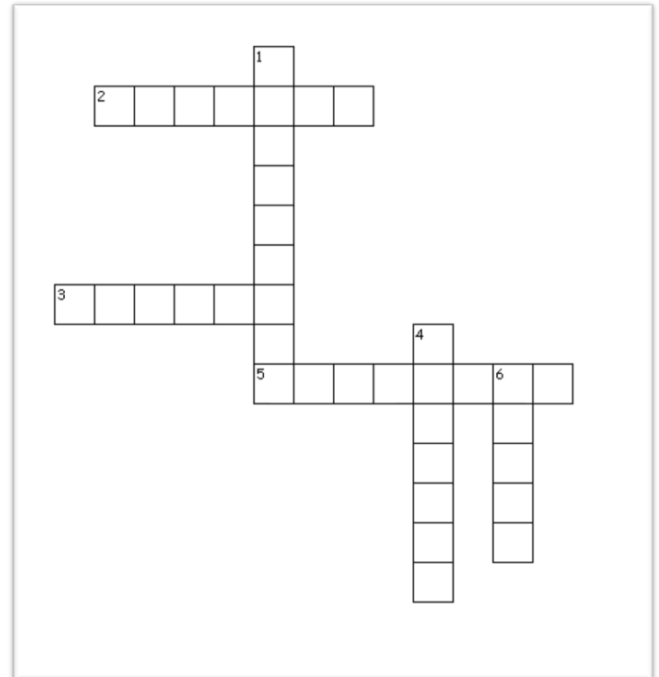
**Across**

- 2. A similar word for important.
- 3. The Sun is in the ..... solar system.
- 5. The Earth ..... the Sun.

**Down**



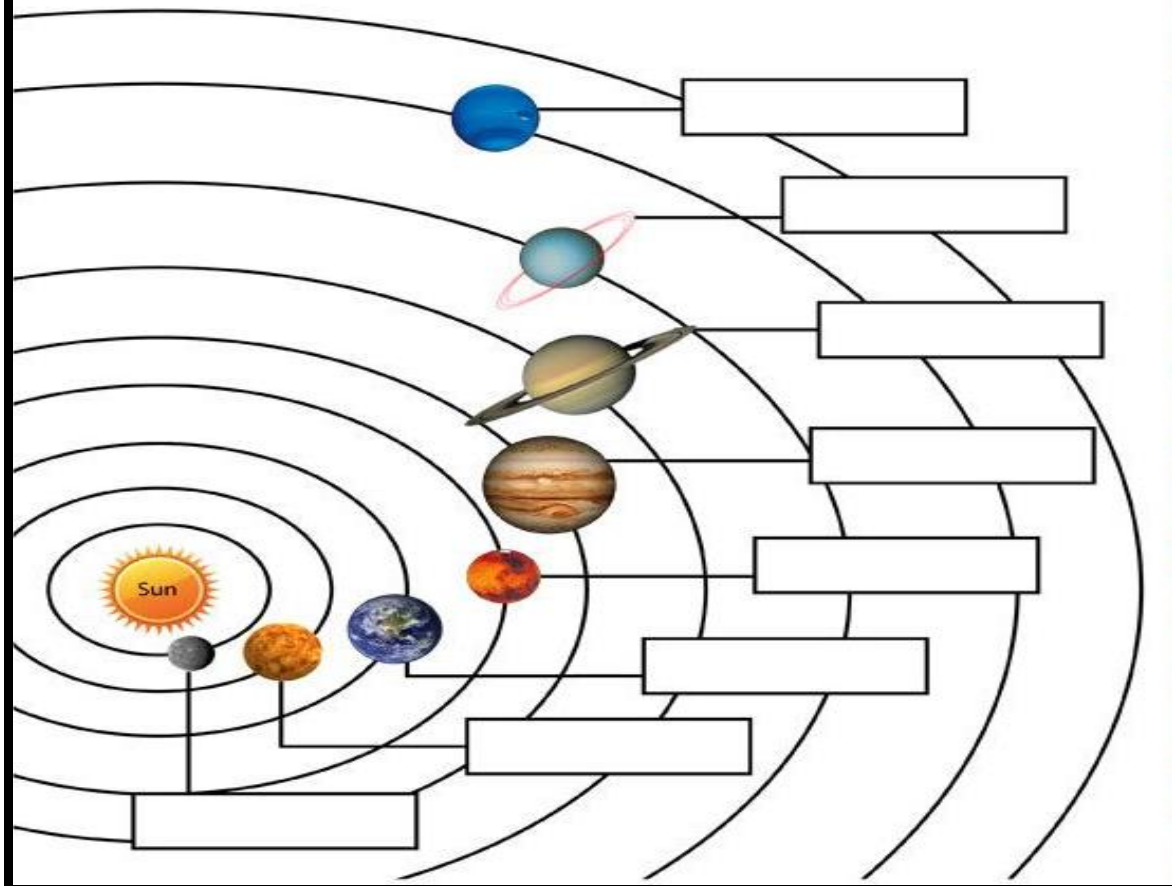
- 1. Opposite of appear is .....
- 4. There are nine of these in our solar system.
- 6. The planet which we live in.



**16. Study the following picture and complete the work sheet given below**



Identify the planets and write their names.



17.,Make a model of the solar system using the materials which you can find at home.

Now write a report about the solar system in your own words.



❖ Then write the things you used to create your Solar system.

- .....
- .....

18 . Next you write or draw the steps you followed to make the solar system . Name all the planets in the solar system.

First .....

Then .....

Next .....



**19. Following is a telephone conversation between you and your friend. Complete it using the phrases given below and practice it with somebody at home or your friend over the phone.**

Samitha : Hello ,can I speak to Hasitha please?

Hasitha : .....

Samitha : Hi Hasitha! What are you planning to make for the exhibition?

Hasitha : I want to make a solar panel.

Samitha : Wow .....

Hasitha : Thank you; What are you going to make?

Samitha : .....

Hasith : That's going to be very useful for our next lesson. What did you use for the planets?

Samitha : .....

Hasitha : That's great ! You can even use clay or mud balls.

Samitha : Oh yes.. I'll upload some photos to your phone.

Yes please.

Yes , Speaking.

The Solar system .

I made balls from paper pulp.

That sounds interesting.

**20. Create your own verse / poem on Sun**

**SUN**



## 1. Pre questions

Can you match the pictures with following descriptions?

- The Sun gives light to the Moon to shine.
- The Earth would be a colder place to live without the Sun.
- The Sun takes eight and a half minutes to heat the Earth.
- Plants need sun light to grow.



## Continuation from 'A day without the Sun'

So what would happen to us if the Sun suddenly went out? As light from the Sun takes eight and a half minutes to reach the Earth, we wouldn't notice it immediately but nine minutes later, we'd find ourselves in complete darkness. ( paragraph 1 )

As the Sun was **illuminating** the Moon, it too would disappear! The same would happen to many other **celestial bodies** in the sky, such as planets, which we see only because of the Sun's reflected light. They too would disappear in a similar **fashion** like the Moon. ( paragraph 2 )

Without the Sun's warmth, earth would quickly become a much colder place. Fortunately, earth **retains** enough heat fairly well, so humans would not **freeze** instantly. But within a year, the global **surface** temperature could drop well below – 100 degrees F! However, with time it will continue to drop to about – 400 degrees F. ( paragraph 3 )

Without the Sun's rays, all **photosynthesis** on Earth would stop. All plants would die and, eventually, all animals that **rely** on plants for food – including humans -would die, too. While some inventive humans might be able to **survive** on a Sun-less earth for several days, months, or even years, life without the Sun would eventually **prove** to be impossible on Earth. ( paragraph 4 )

**2. Pronounce the following words aloud. Repeat them.**

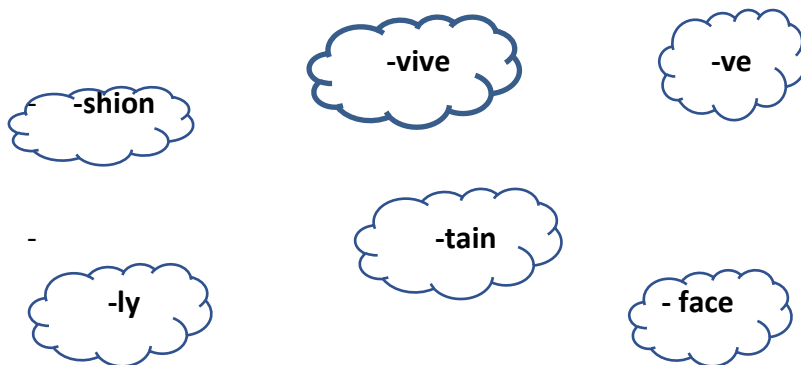
Illuminating / celestial bodies / fashion / retain / freeze /surface / photosynthesis / rely /survive /prove

**3. Go in front of the mirror or to the home garden and read the text aloud.**

Get help of an adult /teacher /dictionary for pronouncing difficult words.

**4. Learn the spellings and the meanings of the words given in question 2**

**5. Find the second half of the word from the cloud and complete the words.**



1. Re.....
2. Fa.....
3. Sur.....
4. Re.....
5. Sur.....
6. Pro.....

**6. Match the meanings of the following words. Write the correct number in the box.**

1. retain		top layer
2. fashion		live
3. surface		hold
4. rely		Moon, Sun , Stars and other planets
5. survive		style
6. prove		light
7. illuminate		depend on
8. photosynthesis		turn into ice
9. freeze		Show with examples
10.celestial bodies		Plants making their own food using Sunlight.

**7. Match the words that go with the following illustrations and write them in the space provided.**

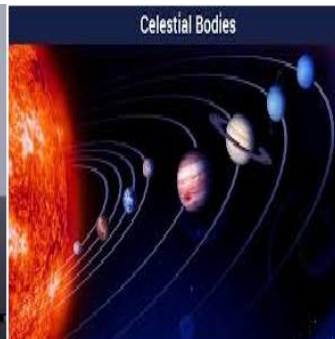
Celestial bodies/ freezes / Photosynthesis / illuminating



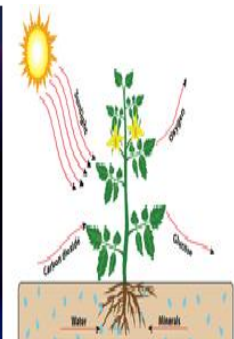
Coloured bulbs are ..... the city.



Water ..... at 32 degrees Fahrenheit.



There are nine ..... in the solar system.



Making the own food using Sunlight is called .....

**8. Rearrange the words given within the brackets to make meaningful sentences.**

i) **The Sun's reflection** ( Moon / illuminates / / the )

.....

ii) **The Earth will be** (the Sun / cold / without )

.....

iii) **Photosynthesis** ( will stop / the Sun / without )

.....

iv) **All humans rely** ( Sunlight / die / on plants / would / without)

.....

v) **Life on Earth** ( without / the Sun / impossible /is)

.....

**9. Read the passage again and answer the questions given below.**

1. After how long we will we find ourselves in complete darkness?

.....

2. Name the objects in the sky that will disappear without the Sun?

.....

3. Will the humans freeze without the Sun's warmth?

.....

4. Who might be able to survive on a Sun-less Earth for few years?

.....

**10. Say whether the following statements are True (T) or False (F)**

1. Light of the Sun takes only five minutes to reach the earth.

2. The Sun does not illuminates the Moon .

3. The Earth retains heat fairly well.

4. The plants need the light of the Sun to produce their own food.


**11 . Underline the correct answer.**

**a) If the Sun suddenly disappears,**

i. Everything will freeze immediately.

ii. We will have light for few days.

iii. We will be in complete darkness after nine minutes.

**b) Without the Sun's rays,**

i. Plants can make their own food.

ii. Plants cannot make their own food.

iii. Plants will live for many years.

**c) If the Sun disappears who will be the last to die?**

i. Animals      ii. Plants      iii. Humans

**12. Use the following words and complete the given sentences. Meaning of the word that comes in the blank is given within the brackets.**

**surface / prove / rely / survive/ retain**

1. Children always ..... (depend) on their parents.
2. Some plants can ..... (hold) lot of water.
3. The plastic ..... (top layer) can be easily cleaned.
4. Plants or animals cannot ..... (live) without food or water.
5. The Term Test marks will ..... (show) that you have worked hard.

**13. Find similar words to the following from the following words.**

**(inventive / similar / fortunately / instantly)**

- i) immediately - .....      iii) creative - .....
- ii) Luckily - .....      iv) alike - .....

**14. Find adjectives (word/s describe a noun) to the following from the text.**

- i) ..... darkness      iii) ..... temperature
- ii) ..... light      iv) ..... humans

**15. Find adverbs ( word/s that describe a verb) to the following from the text.**

- i) Freeze .....      ii) notice .....

**16. What do the following pronouns refer to**

- i) The pronoun 'it' (paragraph 2, line 1) .....
- ii) The pronoun 'They' (paragraph 2 line 3) .....
- iii) The pronoun ' it' ( paragraph 3 line 4 ) .....

17. Select the best title for each paragraph. Write the number of the paragraph in the space provided.

- i) The Sun and its warmth .....
- ii) Food without the Sun .....
- iii) No Sun, No Light! .....
- iv) The Sun and the Moon .....

18. Complete this Dialogue between the Science Teacher had with the group leaders of the Science class.

Group 1.

Saduni explains her answers using the presentation she has prepared.

Teacher: Sanduni, can you tell me why plants need Sunlight?

Sanduni :. Yes, Teacher . Plants need Sunlight because they

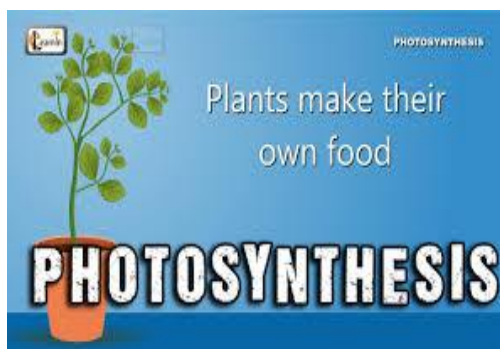
.....

Teacher : What do you call this process?

Sanduni : We call it .....

Teacher : Well Done, that's wonderful!

PLANTS NEED SUNLIGHT



Group 2

Namal presents the views of his group. Fill in the blanks suitably.

Teacher : Namal can you tell us, What would happen if the Sun Suddenly disappeared?

Namal : Yes , The Moon and the other ..... would disappear.

Teacher : What other changes you would observe?

Namal : The plants ..... and - the Earth would .....



Group 3

Teacher : Thenuka can you tell me how long does it take the Sun light to reach the Earth?

Thenuka : Yes, It takes .....

Teacher : After how long we will notice the complete darkness Thenuka?

Thenuka : .....

Teacher : Yes, you are correct.





## 1. Pre-reading questions

1. Which is the different picture?
2. Are the other pictures sunny or gloomy?
3. Do you think they have sunlight like us?
4. If not, can you guess how they get sun light? (Look at the pictures carefully)



The villages of Rjukan, Norway, and Viganella, Italy, are **both** situated in a deep Valley. The mountains around this valley block the sun's rays from reaching the village for up to six months every year. Therefore, **neither** Rjukan **nor** Viganella enjoy the luxury of sunlight like we do in those months. Can you imagine the lives of people in this village without sunlight for almost six months?

This is how they brighten their day. To illuminate those darker winter months, the village has built huge mirrors that track the sun and reflect daylight downwards. Rjukan completed its huge computer-controlled mirror, that will reflect a 600 square metre beam of sunshine into the town square below.

**Not only** Rjukan **but also** Viganella use the same method to get sunlight to their village.

## 2. Pronounce the words aloud. Repeat.

Norway                      Italy                      valley                      imagine                      almost                      huge  
brighten                      illuminate                      reflect                      downwards                      mirror                      sunshine

**3. Go in front of the mirror or to the home garden and read the text aloud.**

Get help from a friend/ an adult/ teacher/dictionary for pronouncing difficult words.

**4. Match the definition with the words and write in the given space. One is done for you.**

Situated-.....  
 huge -.....  
 Imagine - .....  
 beam - .....  
 town square -.....  
 luxury -...**a state of great comfort** .....  
 almost -.....

a place use for community gatherings	very large	nearly
located	<del>a state of great comfort</del>	
think	a line of light	

**5. Learn the spellings and the meanings of the words given in question 2.**

Get an adult to dictate the words.

Check how many words you got correct!

.....  
 .....  
 .....  
 .....  
 .....  
 .....

**6. Rearrange the following words to make meaningful sentences/ questions.**

1. village/ Rjukan/ a/ Italy/ in/ is	
2. is/ It/ situated/ deep/ in/ valley/a	
3. sunrays/ block/ the mountains/ the	
4. this/ can/believe/ you?	
5. live/ sunlight/ They/ without	

**7. Build up sentences using following words.**

E.g. Sunlight-We can't live without **sunlight**.

- winter- .....
- mountains- .....
- valleys- .....
- sunlight- .....
- imagine- .....
- reflect- .....
- without- .....

**8. Do the puzzle. (one is done for you.)**

**Across**

- 1. We are lucky as we have warm .....throughout the day.
- 4. One of the coldest seasons in the European countries.
- 5. we can complete our work during ....., before it gets dark.
- 6. The light is reflected through this to see our image
- 7. A low land between two mountains.

**Down**

- ↓ 1. The place where villagers live.
- 2. Opposite word of "with"

						3.W						
		1. s	u	n	s	h	i	n	e			
		2.V										
4.W		n			r		h			6.m		
		l						u			r	
5.d		y		i		h						
		g								o		
			7.	a	l			y				

9. Are the following sentences true (✓) or false (✗) ? Correct the false sentences.

- 1. Rjukan is situated in a deep valley.
- .....
- 2. This area gets sun light throughout the year.
- .....
- 3. They use huge mirrors to track the sunlight.
- .....
- 4. The light they track are not sufficient to illuminate the darker winter months.
- .....
- 5. The mounted mirrors reflect beams of sunlight.
- .....

10. Underline the correct answer.

- 1. The reason for the sunlight not reaching the village is,
  - (i) The rivers
  - (ii) The mountains
  - (iii) The animals
- 2. Reflecting means,
  - (i) Throw back without absorbing
  - (ii) Collecting
  - (iii) Retaining

11. Answer the following questions.

- 1) What blocks the sun's rays from reaching the village?  
.....  
How many months does this village not get sun rays every year?  
.....
- 2) Does Viganella have the same problem?  
.....

12. Find similar words from the text.

- i. stop up - .....
- ii. comfort- .....
- iii. light up- .....
- iv. assume/ think- .....
- v. throw back - .....
- vi. nearly- .....

13. Find opposite words from the text.

- i. lead- .....
- ii. small- .....
- iii. poverty- .....
- iv. dies- .....
- v. absorb- .....

14. Find adjectives from the text to describe the following words.

- i. ....valley
- ii. ....sunlight
- iii. ....mirrors
- iv. ....months
- v. ....winter

15. Understanding the pronouns.

The word “they” (in line 1 paragraph 2) refers to .....

The word “its” (in line 2 paragraph 2) refers to .....

16. Circle the best answer

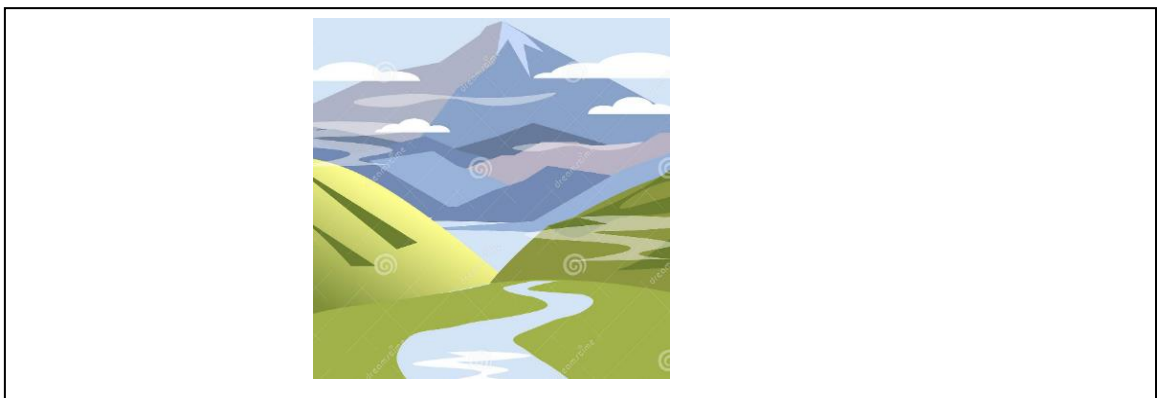
The main idea of the text is that

- i. Fight
- ii. Defeated
- iii. Nothing is impossible.

17. Suggest a title for the text.

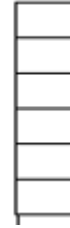
.....

18. Make a poster prompting “How the villagers of Rjukan brought the sun down.”



19. Rearrange the following sentences in order to build a meaningful paragraph.

- a. Therefore, it was in the darkness.
- b. The people lived there suffered a lot.
- c. Huge mirrors are mounted to reflect the sun beams.
- d. They found a solution for this problem.
- e. The village didn't get sunlight for nearly six months.
- f. The town square could be illuminated with this light.



.....

.....

.....

.....

.....

20. Join the following sentences with “Both” “not only.....but also” or “neither.....nor”.

E.g. **Both** my sister and I go to school together.

**Not only** my sister **but also,** I like Ice-cream

**Neither** my sister **nor** I eat eggs.

1. ....Ravin and Navin enjoy luxury of the hotel.
2. ....Navin.....Ravin wanted to visit Norway.
3. ....rich people .....the poor people need to fulfil their needs.
4. ....people in Rjukan and Viganella are really lucky.
5. ....the villages are situated in valleys.
6. ....Rjukan .....Viganella get sufficient sunlight for nearly six months.

situated- පිහිටා ඇත	luxury- සුඛෝපභෝගී	huge- දැවැන්ත
Imagine- සිතන්න	mountain- කඳු	mirror- කැඩපත
reflect- පරාවර්තනය	without- නොමැතිව	beam- කදම්භය
Illuminate- ආලෝකමත් කරන	block- වාරණය	almost- පාහේ
town square- නගර වතුරලය		

## 1. Pre questions

Study the picture

- Are the children same?
- Are they happy?
- What are they doing?
- Find some words from the poem which describe the picture?



### *Be Yourself*

The world would like to change you;  
there are pressures all around.  
You must decide just who you are,  
then firmly hold your ground.

You have an image of yourself,  
an ideal sense of you;  
and to this vision you must always  
struggle to be true.

You know what you are good at,  
and you know where talents lie;  
but if you're ruled by others,  
your uniqueness could pass by.

Remember there is much to learn;  
but all new things aren't good.  
Wisdom lies in what you've learned  
and what you have withstood.

So, be yourself and don't allow  
the world to take control.  
Preserving your identity  
is life's most precious goal.



Bruce B. Wilmer

2. Listen to the audio or watch the video of the poem if possible. Pronounce/say the following words aloud. Repeat them. Get the help of an adult for correct pronunciation.

wisdom	firmly	struggle	change
image	identity	pressures	world
talents	ideal	decide	vision

3. Go in front of a mirror or to the home garden and read the poem aloud. By heart any stanza and recite it with the correct pronunciation and facial expressions.

Get help of an adult /teacher /dictionary for pronouncing difficult words.

4. Read and match the words with their meanings. Write the correct number in the box. *One is done for you.*

**Word Bank**

(i) world	(ii) change	(iii) pressure	(iv) decide	(v) firmly
(vi) image	(vii) ideal	(viii) vision	(ix) struggle	(x) talents
(xi) wisdom	(xii) identity			

**Dictionary meaning**

- a) come or bring to a determination in the mind
- b) the capacity of being able to see
- c) the fact of being who or what a person or thing is
- d) the earth, together with all of its countries and people
- e) continuous physical force
- f) make someone or something different
- g) most suitable
- h) the quality of having experience, knowledge, and good judgment
- i) to try very hard to do something when it is difficult
- j) the impression that a person, gives to others
- k) in a strong or definite way
- l) natural ability or skill

(a)	<input type="text" value="iv"/>	(b)	<input type="text"/>	(c)	<input type="text"/>	(d)	<input type="text"/>	(e)	<input type="text"/>	(f)	<input type="text"/>
(g)	<input type="text"/>	(h)	<input type="text"/>	(i)	<input type="text"/>	(j)	<input type="text"/>	(k)	<input type="text"/>	(l)	<input type="text"/>



**5. Learn the spelling and the meanings of the words given in question 4.**

Get an adult to dictate the words.

Check how many words you got correct!

.....

.....

.....

.....

.....

.....

.....

.....

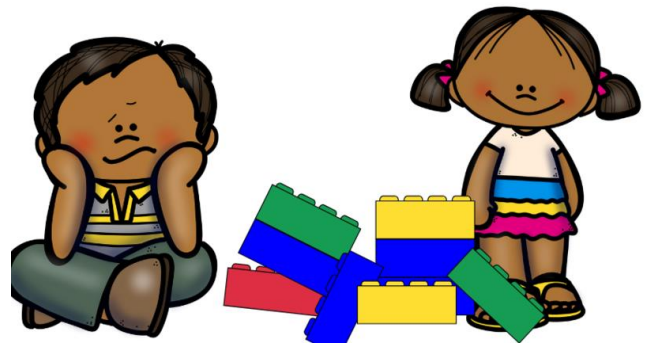
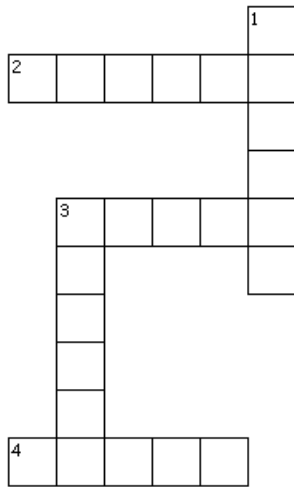
**6. Rearrange the following words to make meaningful sentences or questions. *One is done for you.***

all /in /live /same /We /world/ the	We all live in the same world.
pressures/ there/ you /are/ around	
decide /must /you /who/ are/ you	
should /firm/ you /be	
have / we /all /image /own/ our	
person / ideal /an /be!	
have/ do/ own /you /vision/ your ?	

**7. Try to build up 5 sentences using the words learnt in question 4. Get help from adults.**

- a .....
- b .....
- c .....
- d .....
- e .....

**8. Do the puzzle**



**Across**

- 2. Make someone or something different
- 3. The earth together with all of its countries and people
- 4. The general impression of a person

**Down**

- 1. Come or bring to a resolution in the mind
- 3. The quality of having experience, knowledge, and good judgment

**8. Are the following sentences true (✓) or false (X)? Correct the false sentences.**

- i. The earth would like to change you   
.....
- ii. Others must decide who you are.   
.....
- iii. You should create your own image.   
.....
- iv. Your vision should be true.   
.....
- v. If you are not ruled by others your uniqueness would be gone.   
.....
- vi. You should not have wisdom.   
.....

**9. Underline the correct answer**

**The poem tells the reader about**

- (v) the importance of having your own image
- (vi) being unique
- (vii) having the own identity
- (viii) all of the above

**The poet values the**

- (i) new things
- (ii) old things
- (iii) whatever learnt with wisdom
- (iv) the knowledge



**10. Answer the following questions**

- i. What is the title of the poem?  
.....
- ii. Who is the author of the poem?  
.....
- iii. What advice does the poet give on how to be 'yourself'?  
.....
- iv. Would you like to be 'yourself'?  
.....
- v. How can you be 'yourself'?  
.....
- vi. What are the qualities that you should develop to be 'yourself'?  
.....
- vii. Who would stop you being 'yourself'?  
.....

**11. Find similar words from the poem**

- (i) novel:.....(ii) permit:.....
- (iii) correct:.....(iv) abilities:.....

**Find opposite words from the poem**

- (i) bad:.....(ii) ease:.....
- (iii) inexpensive:.....(iv) give in:.....

**Find adjectives from the poet to describe the following words**

- (i) .....things (ii) .....identity  
(iii) .....goal (iv) ..... sense

**Find rhyming words**

- (i) around/..... (ii) you .....  
(iii) lie/..... (iv) good .....

**12. Understanding pronouns**

The word **'this'** (stanza 2, line 3 ) refers to .....

**13. Circle the best answer**

**The main idea of the poem is that**

- (i) It is bad to be yourself  
(ii) It is good to have your own unique image  
(iii) You should always listen to the others and change yourself

**14. Suggest a different title for the poem**

.....

**15. Join the following sentences with 'and' and 'but' (conjunctions). *One is done for you.***

- *The others would like you to change. Don't change.*  
*The others would like you to change but don't change.*.....
- You should have talents. You should have your own vision.  
.....
- Learn the new things. Develop your wisdom.  
.....
- Ananda is clever boy . He never shares his notes with others.  
.....
- Gimhani is busy. She finds time to be with her friends.  
.....

**16. Write a note to your friend informing him / her what you have learnt from the poem.**

**17. Make a card. Write some interesting advice for your best friend to follow during the Covid 19 pandemic time. Keep the card safe, hand it over when the school reopens. You may use the following words and phrases.**

wake up early / be safe/ obey the teachers / work hard / be happy



**Be  
proud.  
Be  
confident.  
Be yourself!**

**22. Write your own poem and make it creative with a picture. Write a suitable tile. Recite it and record it. Send it to your English teacher (if possible). Be ready to present it to the class.**

