

SELF LEARNING PACK



Grade 11

First Term

- Mr. Nimal Dissanayake - Provincial Director of Education (Southern) Provincial Guidance & Supervision
- Mrs. Shanthi Senevirathna - Additional Provincial Director of Education (Southern) Provincial Guidance & Supervision
- Mr. Lakmina D. Karunanayake - Assistant Director of Education (English) Provincial Coordinator - Planning and Coordinating
- Mrs. Dhanesha Lakmini Ginige - Deputy Director of Education (English) - Zonal Education Office, Galle. Academic Guidance and Zonal Supervision.

Panel of Editors

- Mr. D. W. Ananda - In - Service Advisor - Galle
- Mrs. W. M. Disna Konara - In - Service Advisor - Galle
- Mrs. D. M. M. B. Dissanayake - In - Service Advisor - Galle
- Mrs. Hasanthi Uralagamage - RESC Coordinator - Galle
- Mr. Prasanna Handungoda - RESC Teacher Trainer - RESC Galle
- Mr. Pradeep Koswatta - Resource Person, Galle

Panel of Writers

- Mr. D. W. Ananda - In- Service Advisor -Galle
- Mrs. W. M. Disna Konara - In - Service Advisor - Galle
- Mrs. D. M. M. B. Dissanayake - In -Service Advisor -Galle
- Mr. Pradeep Koswatta - Resource Person, Galle, Teacher of English, G/ Piyatissa Model School
- Mr. Prasad Muhandiram - Teacher of English, G/ Malharus Sulhiya National School
- Mrs. Aruni S. Koswatta - Teacher of English, G/ Saint Aloysius College
- Mr. P. W. D. Wijerathne - Teacher of English, Hemmaliya Maha Vidyalaya
- Mrs. E. A. M. S. R. Ekanayaka - Teacher of English, G/ Saint Aloysius College
- Mrs. Thushara P. Bathigama - Teacher of English, G/ Ihalagoda Vijaya Maha Vidyalaya
- Mrs. Prarthana Abeyrathna - Teacher of English, G/ Kithulampitiya Ananda Vidyalaya
- Mrs. P. Padmini Dissanayake - Teacher of English, G/ Kalahe Sumangalodaya Vidyalaya

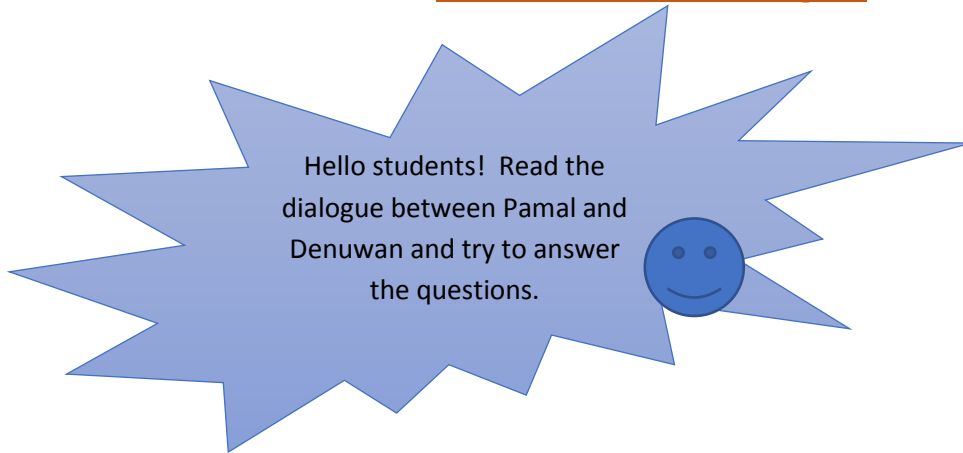
CONTENTS

Lesson	Page
1. Let's read a dialogue	4
2. Let's read notices	6
3. Let's write a simple story	8
4. Let's improve our vocabulary through homophones	10
5. Let's write instructions	14
6. Let's learn how to describe a picture	16
7. Let's read a folk tale	18
8. Let's write a simple paragraph	21
9. Let's learn conditional clauses – Type 1 and Type 2	23
10. Let's read a poem	25
11. Let's transfer information to other forms	27
12. Let's learn about prepositions	29
13. Let's read and write	31
14. Let's read a text and answer the questions	33
15. Let's learn antonyms and synonyms	36
16. Let's use masculine and feminine forms of nouns	38
17. Let's write a note	40
18. Let's learn affixes	42
19. Let's learn reported speech - statements	47
20. Let's learn reported speech – Questions and Imperatives	49
21. Let's learn how to construct a simple sentence	51
22. Let's read and match the situations	53
23. Let's learn to write a simple paragraph about environmental pollution	55

Competency – Extracts necessary information from various types of texts

Competency Level –5.3 Transfers information into other forms.

Let's read a dialogue



Pamal is searching for a house to buy. Read the dialogue between Pamal and Denuwan. Then complete the description. The first one is done for you.

P – Pamal **D - Denuwan**

P - Good morning!

D - Good morning! Come in.

P – I'm Pamal from Galle.

D- I'm Denuwan. Are you the one who called me last night?

P-Yes, of course. I like to purchase your house. Can I see inside?

D- Ok. Shall we see one by one.

P- Well, what's this room?

D- This is the visitors' room. It was built outside the house. There is no connection with the house.

P- Good. How many rooms are there except this?

D- There are four rooms.

P- What are they?

D- The master bedroom. It is a big one. There are two rooms for children and one for the servants.

P- Kitchen?

D- Yes, the kitchen, the dining room and the common wash room are there.

P- Are there attached bathrooms for every room?



D- Why not? Every room has an attached bathroom, even for the servants.

P- Who is the owner of the house?

D- My mother.

P- Where is she?

D- She is at her home.

P- Can I meet her?

D- Yes, let's go there.

1. Fill in the blanks.

Pamal is searching for a house. He is from 1) Galle. There is a 2)..... room outside the house. It has no 3)..... with the house. There are 4) rooms except the visitors' room. The biggest room is the 5)..... bedroom. There is a 6)..... wash room. They are going to meet Denuwan's mother.

2. Find and write the following information.

1. The thing for sale.....
2. Name of the buyer.....
3. Number of rooms.....
4. The biggest room.....
5. The owner of the house

Dear Students,

Circle the matching face Can/Yes - 😊 Can't/No - ☹️

Now I can read simple dialogues for information. - 😊 ☹️

I learnt to transfer information into other forms. - 😊 ☹️

Competency : - 5 Extracts necessary information from various types of texts

Competency Level: - 5.2 Extracts specific information from various types of simple texts.

Match the lines given below with the correct notice. Write the correct number in the given box.

NOTICES



1 Notice

There will be a Science exhibition on 3rd of July, 2021 from 9 a.m. to 5 p.m. at Galle Town Hall. We warmly welcome you all.

08.06.2021 The Secretary
Science Society

2 Notice

There will be an English seminar for O/L students at Vijaya Vidyalaya, Matara. It will be held on 18th of July. Please contact Ms. Pawani (Phone No. 0718184723) for more details.

08.06.2021 The Secretary
English Club of Vijaya Vidyalaya

3. Notice

There will be a Blood Donation campaign on 15th of July 2021 from 9 a.m. onwards in the school main hall. Donors are welcome.

08.06.2021 School Development Board
Unawatuna M.V.

4 Notice

A Shramadana campaign will be held on 20th of June 2021 from 8.30 a.m. to 3.30 p.m. to clean the ward No. 16 of Karapitiya hospital. Lunch will be provided. All are invited.

08.06.2021 Lions Club of Galle

5. Notice

There will be an Eye Clinic organized by Lakmini Opticians, Galle Branch on 15th of June from 8.30 a.m. to 4.00 p.m. You can get checked your eyesight free of charge, throughout the day.

08.06.2021 Manager
Lakmini Opticians
Galle Branch

1) Ranul, Our Robot animal will be shown there. Ask your parents to join you. Chamath	
2) Aunt, Let grandma to know that there is a good chance to get checked her vision. Sandun	
3) Uncle, Please come and pick me up as I want to join that social work. Amali	
4) Niluka, If you are searching for a help to study for your exam there is a great opportunity. Hiruni	
5) Sister, I will be going to school on 15 th of July for a special event. Younger Brother	

Dear students,

Circle the matching face.

can/yes



can't/No



1). I can read and understand the above notices.



2). I can select the correct response to the given notice.



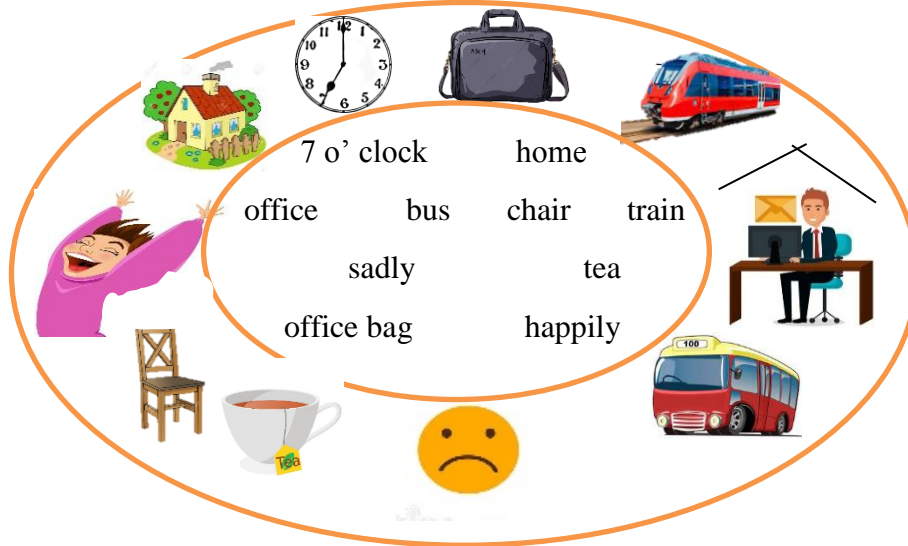
Competency - Uses English creatively and innovatively in written communication

Competency Level - Writes poems and stories




- Objectives -
1. Students will be able to read and understand a simple story.
 2. Students will be able to write simple sentences to build up a simple story




Let's write a simple story



1). Match the words with the pictures





2). Now let's complete the story given.

At  Kamal left  and took his usual  to Colombo.

Then he caught his  to his  He sat on his 

and had a cup of.....  . Later he started his work  Unfortunately

he found that his.....  had been changed to another. He returned

home..... 

3). Match the endings to complete a meaningful story.

It was a Sunday morning and Mala got up

She ran.....

She saw.....

At once a beautiful bird

Suddenly she covered.....

Mother bird took the egg

Mala felt sad and walked slowly into her room.

1. early in the morning
2. a beautiful egg on a leaf.
3. to the garden.
4. behind a bush and waited
5. appeared among the bushes.
6. into its mouth and flew

4). Now let's write the story.

.....

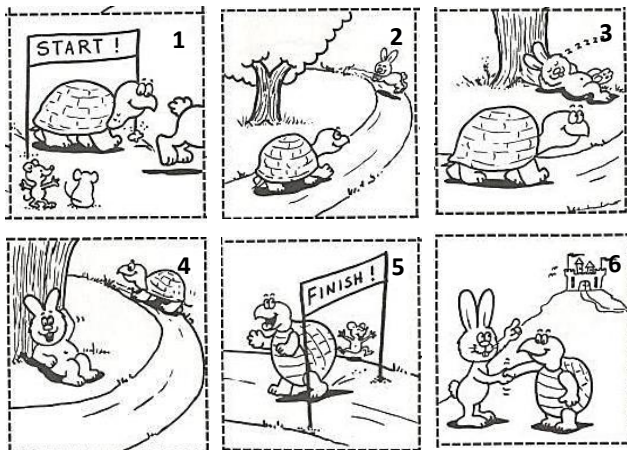
.....

.....

.....

.....

5) Let's write a story using the pictures given.



.....

.....

.....

.....

Dear students,

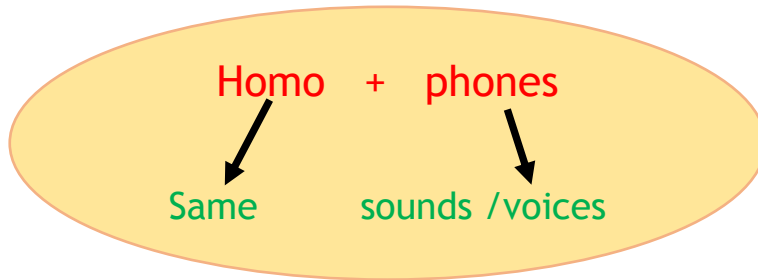
Circle the matching face  can/yes  can't/No

- 1). I can read and understand a simple story.
- 2). Now I can write simple stories.

Competency Level 4.7 Uses nouns, verbs, adjectives and adverbs appropriately

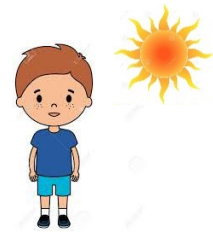
Let's improve our vocabulary through homophones

Homophones are words having same sounds or pronunciation. But they have different meanings and spellings.



E.g.

son Sun



sea see



right write



rose rows

pair pear



Activity one . Fill in the blanks using the words given.

1. Our teacher us to read the poem in the class. (allowed / aloud)
2. My friend owes me a large of money and he has to do extra work to pay me back. (some, sum)
3. Can you see Pawan in the hall because I didn't him return (hear / here)
4. We are going to meet principal in an (hour / our)
5. I will you at the shop. (meat / meet)
6. I don't know the in Nuwara Eliya is Sunny these days. (weather / whether)
7. I love to see the beautiful chairs made of (wood / would)
8. Until she reduces her I have to for our marriage. (wait / weight)

9. I to work on my bike along a narrow (road / rode)
- 10 When I was looking at the sky a sudden gust of wind the window shut. (blue / blew)

Activity two

Read and find the suitable words for the blanks. Write them.

1. prey / pray

Rizma went to mosque to On his way back he saw an eagle playing with its"

2. right / write

Sunil wanted to a letter to his best friend. But he could not do it as his hand was injured.

3. sea / see

The we these days is very rough.

4. peek / peak

We went to the of the mountain. There, we had a chance to at the beautiful girls who were climbing.

5. red / read

Last year I the story "The lady on carpets."

6. Sun / son

Her innocent was playing alone under the scorching

7. fair / fare

I do not go to the very often as the bus is very high.

8. rare / rear

I only fish.

9. hole / whole / hall

The class was taken to the main but the rain water began to seep through a big of the roof.

10. desert / dessert

We didn't have any chance to have a when we were lost in the

Learn these words and enhance your knowledge of homophones. (If need use a dictionary)

see - sea	wear - where	rise - rice	buy - by
road - rode	grate - great	pray - prey	would - wood
rose - rows	know - no	meet - meat	whole - hole
so - sow	male - mail	cell - sell	blue - blew
hire - higher	bare - bear	right - write	threw - through
made - maid	dessert - desert	aloud - allowed	caught - court
plain - plane	pause - paws	role - roll	pair - pear
some - sum	our - hour	for - four	waist - waste
brake - break	hair - hare	seen - scene	red - read
wait - weight	peace - piece	whether - weather	I - eye
leak - leek	tail - tale	night - knight	be - bee

Activity three

Circle the correct word.

- 

plain / plane
- 

meat / meet
- 

sell / cell
- 

male / mail
- 

paws / pause
- 

waste / waist
- 

knight / night
- 

court / caught

Activity Four

Select the suitable words to complete the story.

My best friend is Sandil. He lives in Kandy. He is clever at sports and he will (bee / be) a national sportsman one day. Last (week/ weak) he (one / won) the 100m race in the Provincial Competitions (Sow / So), I wanted to (see / sea) him to congratulate.

I (road/ rode) to Kandy on my bike but on the way I (saw / sow) my (break / brake) light indicator was on. Luckily , (their / there) was a garage nearby. A mechanic wearing a (blue/ blew) uniform repaired my bike. The problem was with a (peace / piece) of wire but he took two (hours / ours) to find the reason and finally it was a (waste / waist) of time because the repair was not urgent .

My friend gave me a (worm / warm) welcome and I congratulated him for his victory. He directly invited me (for / four) lunch as it was already late. His (made / maid) had prepared a delicious (meet / meat) curry with some boiled (leaks / leeks) and carrots.

In the evening, I had to (where / wear) a sweater to go out as it was chilly. We climbed up a (peak / peek) of a mountain. (Their / There) was a beautiful temple. My friend wanted to fulfill a (wow/ vow) which he had made before the competition. On our return, we (bought / boat) some sweet (pears / pairs) for the (dessert / desert) after dinner.

Dear Students, Underline your response.

Now I know what homophones are
I can use them correctly in sentences.

Yes, I do
Yes, I can

No, I don't
No, I can't

Competency - Uses English creatively and innovatively in written communication.

Competency Level - Write instructions

- Objectives -
1. Students will be able to identify what an instruction is.
 2. Students will be able to write simple instructions appropriately.

Let's write instructions

1). Let's read the word circle and identify the instructions.

Wear masks don't spit everywhere wash hands keep two metre distance stay home drink hot water

2). Now match the instructions with the pictures. Write the number.



5

Wear masks

3). Sort out and write the 'DO' s and "DON'T" s.

- | | |
|---|---------------------------------|
| a. Brush your teeth at least twice a day. | e. Use the pedestrian crossing. |
| b. Don't tear books. | f. Don't scribble public places |
| c. Wear seat belts. | g. Don't feed animals here. |
| d. Don't litter everywhere. | h. Don't bathe here. |

“ DO”s	“ DON’T”s
1. Brush your teeth at least twice a day. 2. 3. 4.	1. Don’t litter everywhere. 2. 3. 4.

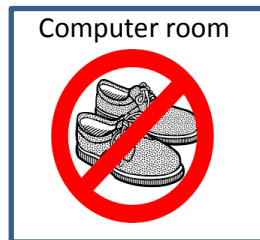
4). Circle the instructions.

- a). Madara cleans her room every day.
- b). Don’t bathe here.
- c). Keep your belongings on the rack.
- d). He makes a kite.
- e). Wash the fruits and vegetables before eating.
- f). Don’t throw garbage everywhere.

5). Let’s write instructions



touch/ wet paints



remove/ shoes



sit /beds



Play/electrical appliance



park/here

Dear students,

Draw the matching face



can /yes



can't/No

1). Now, I know what instructions are.

2). I can write instructions.

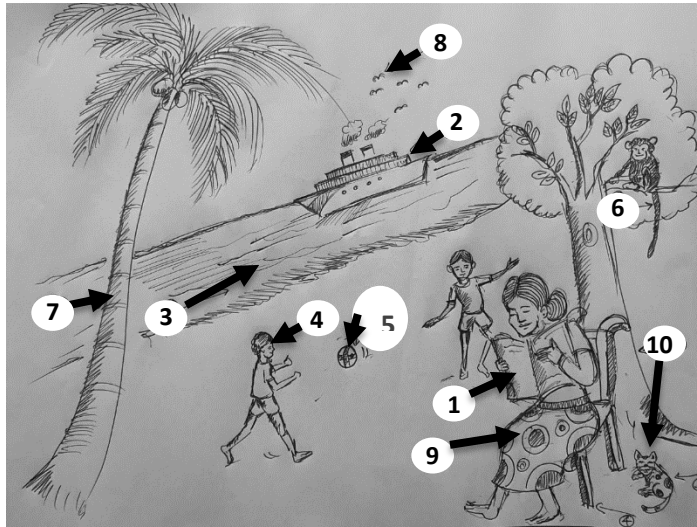
Competency - Uses English creatively and innovatively in written communication

Competency Level - Describes pictures.

- Objectives -
1. Students will be able to describe a picture.
 2. Students will be able to write simple sentences using the given picture clues.

Let's learn how to describe a picture

1). Match and write the number in the cage



- book
- woman
- cat
- coconut tree
- sea
- ship
- birds
- ball
- boy
- monkey

2). Match the phrases given.

- A woman
- A ship
- A monkey
- Two boys
- Five birds
- A cat

- sitting on a branch.
- reading a book
- playing with a ball
- flying in the sky
- sailing in the sea
- near the woman

3). Look at the picture and make sentences now.

There	are	cat near the woman.
	is a	two books
		monkey
		two boys

- 1) There is a monkey.
- 2) There are.....
- 3).....
- 4).....

A ship		reading a book.
A woman	is	playing with a ball.
A monkey		sitting near the woman.
Two boys	are	sailing in the sea.
A cat		flying in the sky.
Five birds		sitting on a branch

- 1). A woman is reading a book.
- 2). A ship is
- 3).
- 4).
- 5).
- 6).

4). Let's write two sentences to describe the pictures given.



1. There is a boy.
2. He is writing a letter.



1.
2.



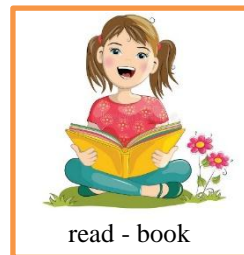
1.
2.



1.
2.



1.
2.



1.
2.

Dear students,

Circle the matching face

	can /yes	can't/No
1). I learnt how to describe a picture.		
2). Now I can describe a picture.		

Competency – Extracts necessary information from various types of texts

Competency Level –5.5 Reads and understands simple folk tales.

Let's read a folk tale



Before reading the story try to answer these questions

1. What is a folk tale?
2. Have you heard folk tales?
3. Who related them to you?
4. Are they interesting?
5. Can we learn lessons from them?

Read the following folk tale and answer the following questions.

How a thief was caught

Long ago there was a man called Simon, who was a notorious thief. One day he stole a box of jewels belonging to a rich villager called Appuhamy. Appuhamy complained to the village headman. As soon as the headman heard the news, he suspected Simon of stealing the jewels. However, there was no evidence against him and the headman advised Appuhamy to wait until he devised a plan to catch the thief. The headman knew that Simon owned a white bull.



Ten days later Simon was falsely accused of stealing the white bull which everybody knew belonged to him. They all knew that Simon and his wife were very fond of the animal. On the appointed day, Simon appeared before the headman with witnesses to prove that the bull belonged to him.



While the case was being heard, a man was sent to Simon's house. The man explained to Simon's wife that the judgement was likely to be against Simon and suggested giving a box of jewels to the headman to get the judgement in Simon's favour.

Simon's wife handed over the box of jewels to the man. When the box was given to the headman, he called Simon and said, "I have a box of jewels here sent by your wife. Can you describe the jewels in it?" Simon was unable to do so.



Then the headman addressed Appuhamy. "I have a box of jewels here. I do not know whether it contains the jewels you lost ten days ago. You will now be given the opportunity to describe them." Without any hesitation, Appuhamy described the jewels, and the box was handed over to him.

Turning to Simon, the headman said, " Even an expert thief will be caught someday. Before I send you away, you will be given fifty lashes. Your white bull will be sold as soon as we find a buyer. After the animal is sold, the money will be given to the village temple."

1. Underline the correct answer

1. The notorious thief was

- a) Appuhamy
- b) Simon
- c) The headman

2. Simon stole

- a) a horse
- b) a box of jewels
- c) a white bull

3. a) Simon

- b) Simon's wife
- c) Appuhamy

gave a box of jewels to the man.

4. Appuhamy described

- a) the appearance of the white bull.
- b) the contains of the box.
- c) the contains of the jewel box.

5. Simon will be given

- a) one hundred lashes.
- b) fifty lashes.
- c) forty lashes.

2. Answer the following questions.

a) What did the owner of the jewels do?

.....

b) Whom did Simon appear before the headman with?

.....

c) Why did Simon's wife hand over the box of jewels to the man?

.....

d) Who could not describe the box of jewels?

.....

e) What is the lesson we can learn from this story?

.....

3. Write a folk tale you have heard.

Dear Students,

Circle the matching face Can/Yes - 😊 Can't/No - ☹️

I can read and understand a story. - 😊 ☹️

I can find specific information from a story. - 😊 ☹️

I can write a folk tale. - 😊 ☹️

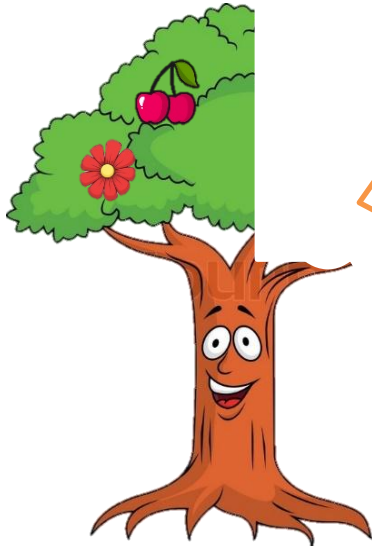
Competency - Uses English creatively and innovatively in written communication.

Competency Level - Writes descriptions of people, animals places and things.

- Objectives -
1. Students will be able to read and understand a simple paragraph.
 2. Students will be able to write simple paragraphs

Let's write a simple paragraph

1). Let's read what the tree says.



- I give flowers, fruits and leaves
- I'm green
- I am very helpful and useful to you all
- I am tall
- I provide medicine, shade and food
- I help to build houses
- Please protect me.
- I stop soil erosion

2). Now let's write few sentences using the sentences given.

Let's start like this..

Trees are green. They are tall.....

.....

.....

.....

.....

.....

.....

.....

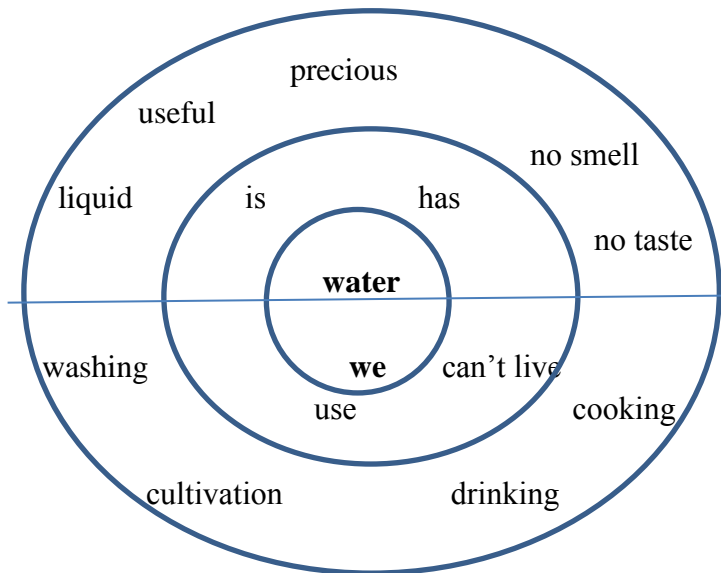
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We must protect them.

3). Write a paragraph on “water” using the given clues.



Start like this.

Water is precious. It has

.....

.....

.....

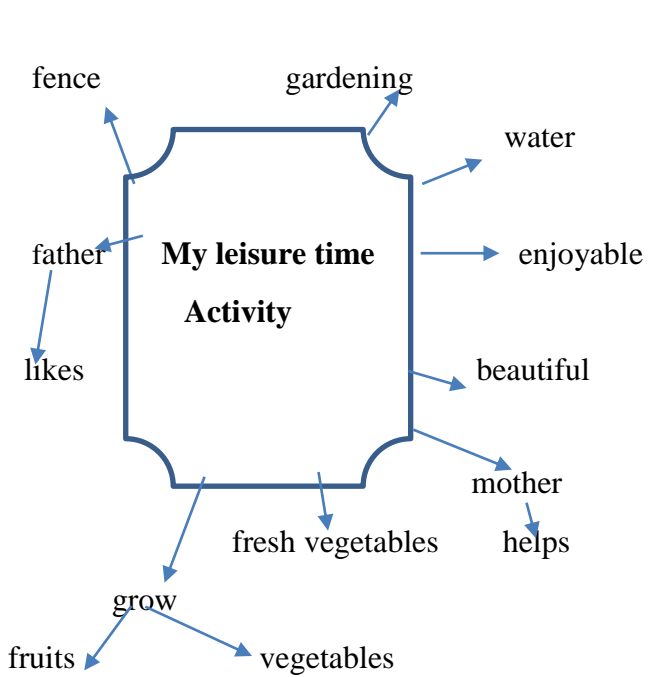
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.....

.....

4). Now, let’s write a simple paragraph on ‘My Leisure time Activity’.



My Leisure time Activity

My leisure time activity is gardening. It.....

Dear students,

Circle the matching face 😊 can /yes ☹️ can't/No











1). I learnt how to write a simple paragraph.

2). Now I can write a simple paragraph.

Let's learn conditional clauses– Type I and II

Competency- Uses English grammar for the purpose of accurate and effective Communication
 Competency level- Uses the conditional clauses appropriately.

1). Look at the pictures and select the clauses given in the box. Write the correct clause in the space provided.

1.	 Lahiru	.....		.....
	
2.		.....		.....
	
3.		.....		.....
	
4.		.....		.....
	
5.	 Mr. Silv	.....		.....
	
(condition) If			result	

- win the match
- pass the exam
- gets up early
- play well
- studies hard
- catch the train
- has lots of money
- wears a mask
- buy a car
- be safe

Now let's look at the pictures again and complete following sentences


1. **If** Lahiru gets up early, he **will** catch the train.
2. **If** they, they win the match
3. she, she..... pass the exam
4. **If** you....., your family
5.

Let's look at the following sentence.

If you give me your note book, I will return it tomorrow

↓
Present tense
↓
Future tense

If you give me yournote book,
I will return it tomorrow

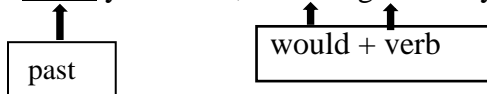


Refer to the table and build conditional sentences.

If	I have two pens they grow more vegetables children read story books it rains today Mr. Silva sells his car	they will sell them at the Sunday fair they will get good practice to write stories I will give you one he will buy a new car we will stay at home
----	--	--

We know about “IF” (conditional) clauses –*type -1*. Now Let’s look at *type -2*

If I found your book, I would give it to you.



I would give your book if I found it

Now let’s find the difference of type –1 and type -2

If Conditional clause Type -1	If Conditional clause Type -2
<i>If I <u>get up</u> early, I <u>will catch</u> the train</i>	<i>If I <u>got up</u> early, I <u>would</u> catch the train</i>
present future	past would

Match the clauses and form meaningful sentences

If you come to our place, We would visit our grandparents I will call her If I knew your address If you informed earlier, I will ask for a glass of water If my father had a motorbike, If it doesn’t rain today If you didn’t behave well, You will get healthy body	if I know her phone number I would send you a letter my mother will give you a birthday present if father came home early I would arrange some refreshments I will water the flower plants in the evening I would report to the principal. if I am thirsty if you eat fresh fruits and vegetables I would take you for a ride
--	--

Use your own ideas and complete these clauses to form conditional sentences.

- If I am sad,
- If I came to school early,
- If my friend is absent,
- I would give him a beautiful birthday present
- If I had a lot of money,

Dear students,

Draw the matching face. can/yes
can't/no

- I learnt about *if* condition.
- Now I can use *if* condition in my writing

Competency – Extracts necessary information from various types of texts.

Competency Level – 5.4 Reads and responds to simple poems

Let's read a poem

Read the poem below.

The Microbe

The Microbe is so very small
You cannot make him out at all.
But many sanguine people hope
To see him through a microscope.
His jointed tongue that lies beneath
A hundred curious rows of teeth;
His seven tufted tails with lots
Of lovely pink and purple spots,
On each of which patterns stands
Composed of forty separate bands;
His eyebrows offer tender green;
All these have never yet been seen-
But scientists, who ought to know,
Assure us that they must be so....
Oh! let us never, never doubt
What nobody is sure about!



Hilaire Belloc.

1. Answer the following questions.

1. Can we see the microbes from our naked eyes?

.....

2. How can we see him?

.....

3. What kind of a tongue does he have?

.....



4. Write the rhyming words for the following words

a) Small -.....

b) Hope -.....

c) Stands -.....

d) Green -.....

5. Who is the poet?

.....

2. Correct the following sentences.

1. Microbes are large.

.....

2. They can be seen through telescopes.

.....

3. He has seven tongues.

.....

4. He has no spots.

.....

5. The poet is anonymous.

.....

Dear Students,

Circle the matching face

Can/Yes -



Can't/No -



I can read and understand a poem. -



I can find specific information from a poem. -



Competency Level : 5 – Extracts necessary information from various types of texts.

Competency Level : 5.3 – Transfers information to other forms.

Let's transfer information to other forms

Test 01 – Read the text and complete the table given.

The students of grade 11 like to spend their free time playing different games. Most of the boys like to play cricket while most of girls prefer playing volleyball. Out of the twenty boys in the class twelve students play cricket and the other boys play volleyball. Only five girls like to play badminton. Cricket and volleyball are played at the school playground. But badminton is played in their home garden.



Sport	Number of boys	Number of girls	Places they play
Cricket			
Volleyball			School playground
Badminton			



Test 02 – Read the following dialogue and complete the message. Use only one word in each blank.

The first one is done for you.

Kasun : Hello ! Good morning. Could I speak to Hansa please?

Hansa : Yes, speaking

Kasun : Hansa, this is Kasun.

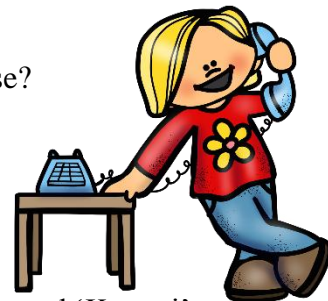
Hansa : Hello ! Kasun any special news?

Kasun : Yes, I got to know that there's a good stage drama named 'Kuvani'

at the Medical Faculty Auditorium next Monday at 3 o'clock. Let's watch it.

Hansa : That's a good idea. Where do we meet?

Kasun : At Karapitiya bus station. Let's meet at 4 o'clock?



Hansa : Fine. Let's ask Shan to join. What about Kamal?

Kasun : I visited him yesterday but he was not at home.

Hansa ; Then, Let's send a note.

Kasun; Alright.I will do it.

Note

Kamal,

I came to meet you but you were not at home. There is a good stage (2).....

called 'Kuveni' at Medical Faculty (2). ,Karapitiya at 3 o'clock. Let's watch it.

Shan is coming too.(4). wants you to 5. us.

We planned to meet at 6) bus Station at 4 o'clock.

Kasun

Test 3 - Read the conversation and find the details for the following .

Name of the stage drama ;

Venue ;

Date and time;

Test 4 - Now, Let's design a poster to advertise the drama "Kuveni".



Dear Students,

Circle the matching face Can/Yes -



Can't/No -



I can read and understand a text.

I can find specific information from a text.

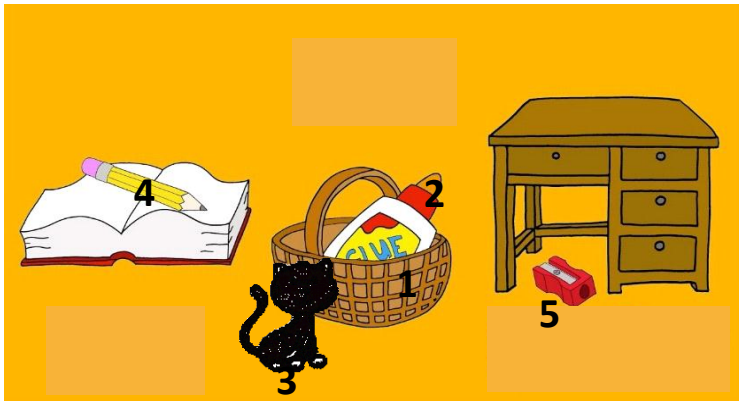
Let's learn about prepositions.

Competency - Uses English grammar for the purpose of accurate and effective communication.

Competency Level-Uses prepositions appropriately.

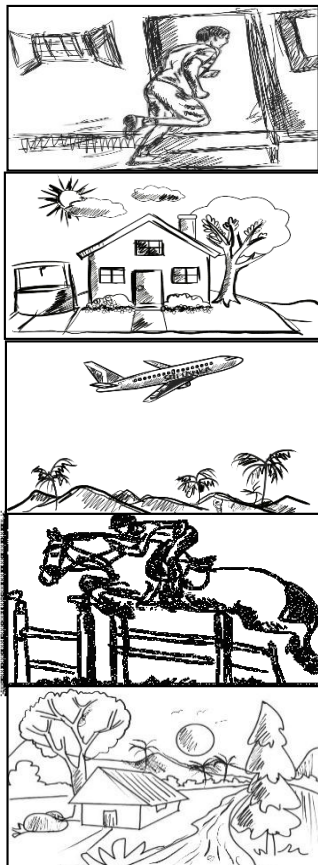
Objectives - Students will be able to use selected prepositions appropriately in their day today life situations.

1). Match the prepositions with the situations.



- under
- in
- between
- on
- near

2). Underline the prepositional phrases and match the pictures.



An aeroplane is flying in the sky.

A horse is jumping over the fence.

The house is between the tree and the well .

A man is running into the house.

A river is flowing through the village.

3). Fill in the blanks with correct prepositions.



Mr. Silva was playing with his son the floor. Suddenly someone knocked the door. He stood up and hit his head.



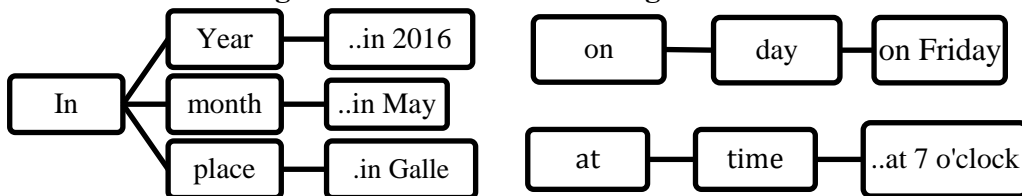
My mother was cutting some vegetables the kitchen. At once our cat jumped the knife and she cut her thumb.



I was walking the park when a bird flew closely my head.

(through, in, over, on, at, over)

4) . Let's follow the chart given and fill in the blanks given.



- Vesak isMay.
- It was celebratedSunday.
- He will visit my place5 o' clock.
- She hopes to sit for the G.C.E. O/L examination.....2022.
- Martin Wickramasinghe lived. Koggala.

5). Now let's make sentences using the following prepositions

over -

on -

in -

under -

near -

at -

Dear students,

Draw the matching face. can/yes 😊 can't/No ☹️

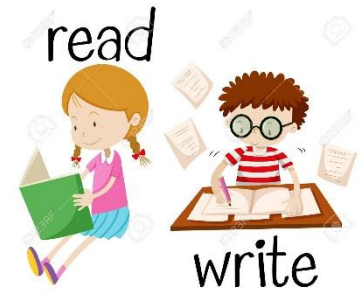
- I learnt about prepositions.
- Now I can write simple sentences using prepositions.

Competency – Extracts necessary information from various types of texts.

Competency Level – 5.6 Extracts the general idea of a text.

Let's read and write

Reading and writing are just as essential to language learning as speaking is. In fact, they can even help your speaking skills.



Covid-19 has resulted in schools shut all across the world. As a result, education has changed dramatically with the distinctive rise of online learning.

Online learning is a great opportunity for students to learn from anywhere with a single connection of the internet. In that period everyone had been stuck at home for months.

But as you all know there are pros and cons of online learning. Categorize the given points into the two columns. Write only the number.

1. Online learning cuts many of the costs like travelling expenses.
2. Requires internet and computer skills.
3. Less interaction and less supervision.
4. Sit at home and learn.
5. Social distancing- avoid face to face contact and can be safe during the pandemic period.
6. More pressure on parents.
7. No any traffic issues.
8. Misuse of the internet and social media.



9. Technical issues like power breakdown.
10. Weather can be influenced.
11. Dressing well is not needed.
12. Allows to learn on a personal schedule that suits them best.

Advantages of online learning	Disadvantages of online learning

2. Essay writing

Now write an essay on “Online learning”. In the first paragraph write the advantages of online learning. In the second paragraph write the disadvantages of online learning. In the third paragraph write your opinion whether you like it or not and the reasons for your opinion.



Dear Students,

Circle the matching face Can/Yes - 😊 Can't/No - ☹️

I can read and understand a text. - 😊 ☹️

I can write an essay after reading points. - 😊 ☹️

Competency – Extracts necessary information from various types of texts.

Competency Level – 5.2 Extracts specific information from various types of simple texts.

Let's read a text and answer

Now we are going to read a part of the editorial of the Sunday Observer dated 14th of March 2021 on “A pandemic year.” We all have the experiences of pandemic era. Therefore try to answer these questions.

1. What do you know about Corona disease?
2. Are there Corona patients in your area?
3. Were you able to support the helpless people during this pandemic season?
4. How?
5. How do you feel during this pandemic season?

A pandemic year

It has been exactly one year since the World Health Organization (WHO) declared Covid-19 as a global pandemic. Within that one year, Covid-19, a viral disease caused by a coronavirus, has infected 120 around the world and claimed 2.6 million lives. In Sri Lanka 87,000 people have been infected while just over 500 have died as a result of Covid-19.



Needless to say, it was a year that turned the world upside down. The virus that originated in Wuhan, China (the exact origins are still being probed), quickly spread to all four corners of the world thanks to international travel. By the time most countries closed their borders, it was too late. Most countries including Sri Lanka



went into lockdown for months on end. While this approach did reduce infections, it was untenable especially for developing countries from a socio economic perspective. Thus most countries have now learned to live with the virus, albeit in “New



Normal” conditions, where we have to constantly wash hands, wear a mask, keep the distance from the next person and avoid travel as much as possible.

The last time the world faced a pandemic of this magnitude was a century ago. The Spanish flu claimed an estimated 50 million lives. While we have indeed learned a lot more about viruses since then (in 1920, it was not even possible to see them), the basic precautions outlined above are still the same. Moreover, there is still no cure for any viral disease.

But we do have one weapon against covid-19 that they did not have back in 1920 - a vaccine. Not one, but several. In fact, this can be hailed as the biggest scientific breakthrough in this century as no vaccines have been manufactured and introduced to the market in less than one year. (It took four years to develop the Ebola vaccine). A combination of inventions, almost unlimited funding and international cooperation made this possible.



Margaret Keenan, a 91-year-old grandmother from the UK made history last December by becoming the first person in the world to receive a Covid-19 vaccine outside of a trial. This was a magical moment indeed, for humanity and science, for scientists managed to create a fully safe and scientifically endorsed vaccine for the dreaded Coronavirus in under one year.

Now I am going to explain the difficult words. Try to find the words quickly.

I will mention the numbers of the paragraph, line and the word, and you have to find the word. I have explained the words.

- 1. The first word - In the first paragraph, fourth line, sixth word,**

Infected – Infected means contaminated with harmful organism.

- 2. The second word – In the second paragraph, second line, first word.**

Originated- It means caused to begin.

- 3. The third word-in the same paragraph, seventh line, first word.**

The word is **untenable** –It means not permanent.

- 4. The next word –In the third paragraph, first line, eleventh word.**

Magnitude – the meaning is size.

- 5. The last word- In the third paragraph, fourth line , second word**

Precautions – An action taken beforehand to avoid risk or ensure a good result

1. Indicate whether the following sentences are true or false. Write “T” for True and “F” for False.

- 1. Within one year covid-19 infected 30 million around the world.
- 2. Most countries include in Sri Lanka went into lock down for months.
- 3. About a hundred years ago the world faced a problem like this.
- 4. The Chinese flu claimed an estimated 50 million lives.
- 5. It took 4 years to develop the Ebola vaccine.

2. Now read the editorial again and write the answers for the following questions.

1. What do WHO stand for?

.....

2. Where did virus originate?

.....

3. Mention the precautions we must follow to reduce or avoid Covid 19 infections.

.....

4. Is there any cure for any viral disease?

.....

5. Who was the first person in the world to receive covid-19 vaccine outside of a trial?

.....

Dear Students,

Circle the matching face Can/Yes - 😊 Can't/No - ☹️

I can read and understand a text. - 😊 ☹️

I can extract specific information from a text. - 😊 ☹️

Competency level 4.3: Finds synonyms and antonyms for given words

Let's learn Antonyms and Synonyms

Amali: Hello Maria! What are you doing there?

Maria: Hello Amali! I'm searching for some meanings of some words.

Amali: What are those books?

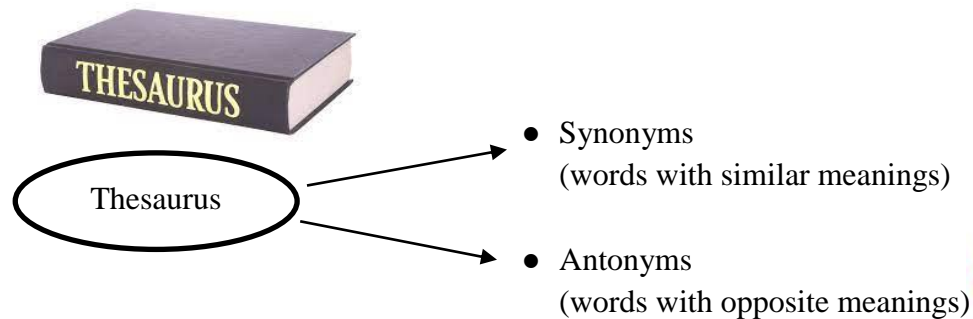
Maria: Oh! One is a dictionary and the other one is a thesaurus.

Amali: I know the dictionary, but what is a thesaurus? They seem alike. Is there a difference between these two? I've no idea....

Maria: Here look! This is what this page says about the thesaurus.

Amali: Now I got it. To find synonyms and antonyms I need to refer the thesaurus.

Maria: That's right!



(1) Match A with B and find the synonyms. The first one is done for you.

- | A | B |
|------------------|------------|
| (a) Vehemence | misconduct |
| (b) Horseplay | motherland |
| (c) Conquest | violence |
| (d) Homeland | consultant |
| (e) Physician | wage |
| (f) Remuneration | invasion |
- An arrow points from (a) Vehemence to violence.

(2) Find the antonym to the word given and underline it. The first one is done for you.

- (a) Important - paramount, dominant, trivial, eminent
- (b) Illusions - realities, misconceptions, hallucinations, fantasies
- (c) Ancient - antique, modern, archaic, timeworn
- (d) Stable – balanced, reliable, insecure, durable
- (e) Deliverance – release, salvation, hold, discharge
- (f) Cheap – economical, inexpensive, budget, costly

(3) Find the words from the box that match the following definitions

- (a) The act of giving knowledge to others and the act of receiving knowledge from someone else. _____
- (b) The science that deals with emotional and mental processes

- (c) Careful management of available resources _____
- (d) A paid occupation, especially one that involves prolonged training and a formal qualification _____
- (e) A worker trained with special skills, especially in science and engineering

Profession education technician psychology economy

(4) Find a synonym and an antonym to the following words

- (a) cold -
- (b) brave -
- (c) clever -
- (d) beautiful -
- (e) tidy –

Self Evaluation

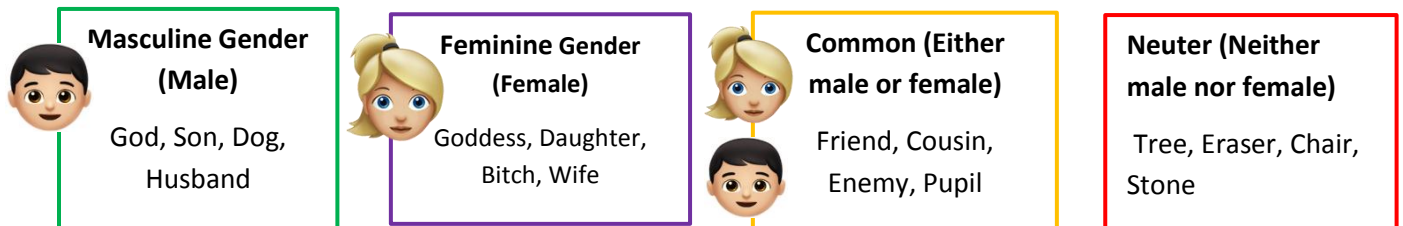
- I know the difference between antonyms and synonyms. Yes/No
- I know how to use them meaningfully. Yes/No

Let's learn Masculine and Feminine forms of nouns













Can you remember that the nouns are classified according to gender?

Gender of a noun refers to whether the noun is masculine, feminine, common or neuter.







Gender can affect the form and behaviour of the word.



(1) Select the correct masculine and feminine nouns from the box and match them with the pictures.

Mother
Hen
Rooster
King
Peahen
Queen
Girl
Peacock
Lioness
Father
Lion
Boy

Note: Arrows in the original image point from 'Girl' to the girl picture and 'Boy' to the boy picture.

(2) Read and underline the word which does not belong to the same gender as others.

- (1) Hero, Uncle, Heroine, Brother
- (2) Bachelor, Hare, Master, Actress
- (3) Stewardess, Spinster, Empress, Gentleman
- (4) Vixen, Palace, Desk, Table
- (5) Goose, Mare, Doe, Bull
- (6) Ram, Thief, Leopard, Stallion

(3) Fill in the blanks using the words in the box.

<u>Humans</u>		<u>Animals</u>	
<u>Masculine</u>	<u>Feminine</u>	<u>Masculine</u>	<u>Feminine</u>
1. Son	<u>Daughter</u>	1. Boar	<u>Sow</u>
2. Brother in law	.....	2. Bull-elephant	.....
3.	Hostess	3.	Nanny goat
4. Prince	.....	4. Dog	.....
5.	Duchess	5.	Vixen
6. Monk	.....	6.	Lioness
7. Bridegroom	.....	7. Drake	.....
8. God	.....	8. Stallion (Horse)	.....
9.	Land lady	9. Drone	.....
10.	Heiress	10.	Goose
11. Wizard	.....	11.	She-bear

Host, Witch,
Billy-goat, Duke,
Princess, ~~Sow~~,
Lion, Bride, Bee,
Landlord, Fox,
Duck, Bear,
Sister in law,
~~Daughter~~, Cow-
elephant, Nun,
Hare, Mare,
Bitch. Gander.

(4) Rewrite the following sentences changing the masculine nouns into feminine nouns.

(1) My nephew lives in Canada with his father.

My niece lives in Canada with her mother.

(2) We saw a lion and a tiger at the zoo.

.....

(3) The lad went to the river with his stallion.

.....

(4) The prince ordered the servants to bring the hero to the palace.

.....

(5) There is a beautiful drake and a cob swimming in the pond.

.....

(6) The boy gave alms to the monk.

.....

Dear Students, Underline your response.

I can identify 15 masculine and feminine nouns.

Yes, I can

No, I can't

I can use them in sentences.

Yes, I can

No, I can't

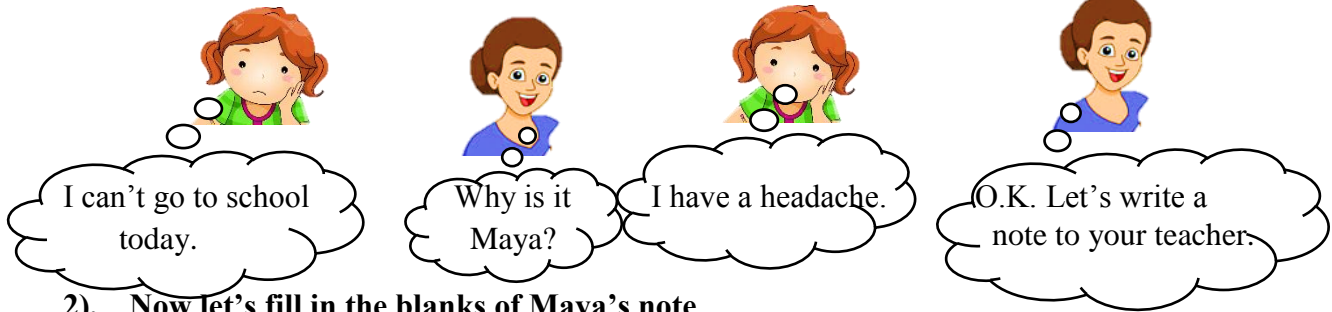
Competency - Uses English creatively and innovatively in written communication.

Competency Level - Writes for personal purposes.

- Objectives -
1. Identifies the format of a note.
 2. Students will be able to write a note.

Let's write a note

1). Let's read the bubbles given.



2). Now let's fill in the blanks of Maya's note.

NOTE

Sara,
I can't come to (1).....today as I have a
(2) Please (3)..... it to the
class (4).....
(5)

3). Let's re-arrange and write the note in the space given.

- a). we'll be back home around 6 p.m.
- b). Mother,
- c). I have to stay after school for play practice
- d). Son – Prabath.
- e). Don't worry
- f). Nethul and Nizar are with me.

NOTE

Mother,

1).....
2).....
3).....
4).....
5).....

4). Let's help Sanuli to write her note to Sinali including all the details given.

I received a birth day invitation from my friend, Sinali. But I can't attend to the party because of our alms giving. Later, I hope to visit her place and now I just send a note wishing her.



NOTE

Sinali,

I received your birthday invitation. Thank you
.....
.....

Sanuli

5). Read the guidelines given and write a NOTE.

Your grandfather was admitted into ward no. 56, Karapitiya hospital due to a severe fever.

Write a NOTE to your mother requesting to bring lunch and bedclothes.

NOTE

Mother,

Grandfather was.....
.....
.....
.....

Dear students,

Draw the matching face. 😊 can /yes ☹️ can't/No

- 1). I learnt how to write a note.
- 2). Now I can write a note.

Competency Level 4.4 – Use affixes to change the meaning of the words.

Let's learn affixes

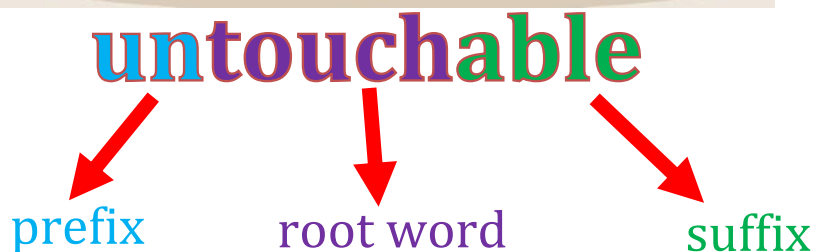
What is an affix ?

From the word itself we understand that it's something regarding fixing.



So, an **affix** is a letter or group of letters generally added to a root word that can modify its meaning.

Affixes can be mainly divided into two categories as **Prefixes** and **Suffixes**.



- A prefix is a word part that is added to the beginning of a word to make a new word.

E.g. un + lucky = unlucky

pre + historic = prehistoric

The following prefixes help us to make the opposite of a word.

dis, un, ir, il, in, im, non, mis

- E.g.
- advantage – **dis**advantage
 - official – **un**official
 - relevant – **ir**relevant
 - legal – **il**legal
 - do – **un**do
 - ability – **in**ability
 - patient – **im**patient
 - stop – **non**stop
 - information – **mis**information
 - ability – **in**ability



Let's learn the meaning of some common prefixes.

Anti- (against)	Super (Above)	Inter (Between)	Over (Too much)
Antisocial	Superfood	Interact	Overwork
Antibiotic	Superstar	Intermediate	Overdue
Antiseptic	Superman	Interdepend	Overjoyed
Antifreeze	Supernatural	Interpersonal	Overeat
Antiviral	Supercool	Interwar	overload

Un (Not)	Fore (Before)	Sub (under)	Mono (Singular)
Unfinished	Forecast	Subtitle	Monotone
Unfriendly	Foresee	Subcontinent	Monolingual
Undone	Forefather	Subsystem	Monocycle
Unknown	Forehead	Subcommittee	Monorail
Unlike	Foresight	Subconscious	Monodrama

Mis (wrongly)	Re (Again)	Mid (Middle)	Co (with)
Misinterpret	Rewrite	Midpoint	Coexit
Misfire	Reiterate	Midway	Coincidence
Misunderstand	Replay	Midnight	Cooperation
Misconduct	Reunite	Midland	Copilot
Mismanage	Remake	Midline	Co-worker

Activity one

Make a new word by adding a prefix.

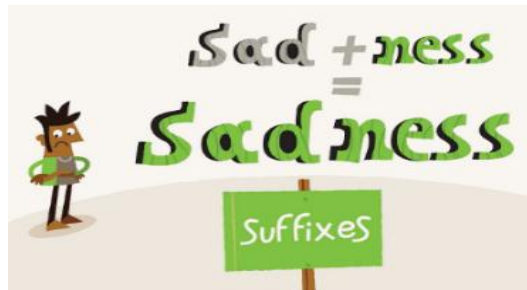
- | | |
|--------------------|----------------------|
| 1. paid - | 6. national - |
| 2. agree - | 7. government -..... |
| 3. courage - | 8. do - |
| 4. married -..... | 9. expensive - |
| 5. colour-..... | 10. popular -..... |

A suffix is a word part that is added to the end of the word. It usually changes the word class.

The following are some common suffixes.

some, ship, ment, ful, fully, er, est, ly, less, able, sion, tion, ize, nce, ous

- E.g. use -usable
 danger- dangerous
 success – successful
 friend – friendship
 manage – management



☐ When adding a suffix to a word, the following spelling changes may occur.

- ✓ Happy + ly happily (y changes to 'i')
- ✓ Hope + full hopeful (The last 'e' is omitted)
- ✓ Permit + ion Permission (t to ss)

Let's learn the meaning of some common suffixes.

-ment (condition)	-ship (Position held)	-less (without)
Enchantment Argument Achievement Encouragement Excitement	Friendship Hardship Scholarship Partnership Fellowship	Helpless Meaningless Hopeless Spotless colourless

-Ly (Related to/ Quality)	-Al (Pertaining to)	-ful (Notable for)
Quickly Unfortunately Mainly Finally Sadly	Musical Fictional Regional Accidental Logical	Handful Playful Hopeful Thankful Useful

So, prefixes and suffixes help us to guess the meaning of an unknown word.

Activity Two

Make a new word by adding a prefix or a suffix.

- | | |
|----------------------|---------------------|
| 6. commit - | 6. locate - |
| 7. cycle - | 7. predict - |
| 8. fortunate - | 8. common - |
| 9. connect - | 9. trouble - |
| 10. inform - | 10. believe - |

Activity Three

Complete the sentence by adding a suitable affix to the root word given in brackets.

1. The video I watched regarding vandalism was very (inform)
2. Mr. Kushagra is the (manage) of this company.
3. The bullet(slight) missed the target.
4. Some Sri Lankan cricketers were (physical) injured at the Lahore attack.
5. Tharangi was the (pretty) girl at that party.
6. They had an (argue) over the port city project.
7. My teachers (courage) me to learn hard.
8. (gradual) man learnt to build a shelter of his own.
9. It was a very good (decide).
10. I saw the (advertise) in the 'Daily News' newspaper.

Activity Four

Complete the following sentences selecting a suitable suffix from the box below which suits the word in brackets.

<i>ful, ive, ment, tion, ous, al, ism,</i>
--

1. Mrs. Sahabandu works at the office in Galle. (region)
2. Synopharm vaccine gives us the against the Covid 19 virus. (protect)
3. We must be very when we go out during this pandemic period. (care)
4. I don't think that online education is at rural areas. (effect)
5. The of the Ruhunu Hospital is handled by Navaloka Group. (manage)
6. Using a mobile phone while driving can reduce our (concentrate)
7. is a major foreign exchange earner in Sri Lanka. (tour)
8. We need to know the of that area before going there. (situate)
9. I couldn't listen to the (announce)
10. The ancient Egyptians were people. (courage)

Activity Five

Do the activity in your school English work book page 3 Activity 4

Self-Evaluation

(a) Now I know what prefixes and suffixes are.

Yes/No

*(b) Now I can guess the meaning of a difficult
word when there is a prefix or suffix in it.*

Yes/ No







Let's learn reported speech - Statements

Competency - Uses English grammar for the purpose of accurate and effective communication

Competency level - Uses reported speech accurately

Objectives - Students will be able to use reported speech properly

01). Look at the pictures given and match with the utterances given.

1	Raj 	"We are playing"
2	Shani 	"I am sad"
3		"I want a car"
4	Boys 	"I can't speak Tamil"
5	Clerk 	"I am Happy"
	My father  Tamil	"I am Happy"

02). Now look at the picture and complete the following.

1. Direct speech - Raj said "I am sad"
Reported speech - Raj said that he was sad
present
past
2. Direct speech - Shani said "I am happy"
Reported speech - Shani said that she was happy
3. Direct speech - Boys said "we are playing."
Reported speech - Boys said that they.....
4. Direct speech - The clerk said "I want a car."
Reported speech - he.....
5. Direct speech - My father said "I can't speak Tamil"
Reported speech -

03). Now let's see the change (backshift) in tense.

Direct	Reported
Present tense	Past tense
is/are	was/were
will	would

Raj said "I clean the classroom"
 Raj said that he cleaned the classroom.

Past tense	Past perfect
Was/were	had been

Children said "we ainted the classroom"
 Children said that they had ainted the classroom.

❖ A change in **pronouns**

Direct	Reported
I	he/she
We	they
our	their
my	his/her
me	him

Amal said "I want my book"
Amal said that he wanted his book.
 Children said "we are in our ground"
 Children said that they were in their ground.
Lahiru said "I was in the class with my friend"
Lahiru said that he had been in the class with his friend.

❖ No change (backshift)

(Direct)

Asha says "I like English".
 Asha says that She likes English.

(Reported)

My father says "I am reading a book"
 My father says that he is reading a book.

❖ A change in time.

Today that day
 Yesterday the day before/the previous day
 Last week the week before/the previous week
 Next week the following week

Tomorrow the next day/the following day
 Now then
 Here there
 This that

Q4). Now let's write the following in reported speech.

- Teacher said "I want to go away with my family for a holiday next week"
 Teacher said that he wanted to go away with his family for a holiday following week.
- Our cricket team said "we played our semi – final yesterday"
 Our cricket team said that had played semi-final
- Arun said "I visit my brother in hospital".

- She says "I can't come to the party".

- They said "We are working for the country now".

Q5). Given below are some ideas of a group of students for the annual exhibition in their school.

"I have beautiful pictures"
Kasun

"I am making a robot"
Ravisha

"I will ask my father to join"
Sahan



I arrange desks and chairs
Pamitha

"I decorate the main hall"
Dilini

"I have prepared a new device"
Kasuni

- Kasun said that he had beautiful pictures.
-
-
-
-

Dear students,

Draw the matching face  can/yes  can't/No

- I learnt about reported speech.
- Now I can use reported speech.

Let's learn reported speech – Questions and Imperatives

- Competency - Uses English grammar for the purpose of accurate and effective Communication
 Competency level- Uses reported speech accurately
 Objectives- Students will be able to use reported speech properly

01). Look at the pictures given and match with the utterances given.



- A Our uncle asked “What can I do?” B. Arun asked “When did it start raining?”
 C Manager asked “How do you come to office?” D Ajith asked “Where are you going?”
 E Mr. Silva asked “Which job have you applied for?”

02). Now let's write them in reported speech.

- Manager asked “How do you come to office?” (Direct speech)
 Manager asked how I came to office. (Reported speech)
- Our Uncle asked “What can I do?” (Direct speech)
 Our uncle asked what he could do. (Reported speech)
- Arun asked “When did itraining?”
 Arun asked when it.....
- Ajith asked “Where are you going?”
 Ajith asked where I
- Mr . Silva

03). Let's write the following in reported speech.

Our teacher asked “Where did you go last week ? ” (Direct)
 Our teacher asked where I had gone previous week. (Reported)
did + go = went
had + past participle

- Arun asked me, “What do you give as a birth day present”. (Direct) **Present Tense**
 Arun asked me what I gave as a birthday present. (Reported) **Past**
- Lahiru asked, “When did you visit my brother in hospital?” (Direct) **Past Tense**
 Lahiru asked when I had visited his brother in hospital. (Reported) **Past perfect**

- 3 Teacher asked me, "With whom did you go?" (Direct)
 Teacher asked me with whom I (Reported)
- 4 The visitor asked, "Where is the main hall?"

04). Now let's see Yes/ No questions. We can use whether or if.

She asked me "Do you have lunch now?"	She asked me "Do you have lunch now?" (Direct)
She asked me <u>whether</u> I had lunch <u>then</u> .	or She asked me <u>if</u> I had lunch <u>then</u> . (reported)

- Mother asked "Can you come home?" (Direct)
 Mother asked whether I could come home. or Mother asked if I could come home. (Reported)
- Rashni asked me "Do you know the answer?" (Direct)
 Rashini asked me whether I knew the answer. (Reported)

Past tense	Did+Practise = practised	Amila asked me " Did you practise volley ball?" (Direct)
Past participle	had practised	Amila asked me whether she had practised volley ball. (Reported)

05). Imperatives (commands)



- The teacher **said** to us "Put on your hats" (Direct) I **said** to my brother "Don't shout" (Direct)
 The teacher **asked** us to put on our hats. (Reported) I **told** my brother not to shout. (Reported)

06). Let's write the following in reported speech.

- Rohan said "I am going to the library"
 Rohan said that hegoing to the library.
- Abdul said "I went home yesterday".
 Abdul said that he gone home following day.
- The teacher said "The term test will start next week".
 The teacher said that the term test.....
- "Can you bring your cup?" asked my mother.
 My mother asked if
- Mr. Silva asked me "Where were you yesterday?"
 Mr. Silva asked me where I

07). Write the following in reported speech.

- Gamini asked "Where is my story book? "
- The teacher said "Don't go home"
- "Can you help me?" asked Shanthy.
- They said "We went to see the beauty of the area".
- The officer asked "Is it your bag?"

Dear students,	
Draw the matching face.	 can/yes  can't/No
1). I learnt about reported speech.	
2). Now I can use reported speech .	

Let's learn how to construct a simple sentence

- Competency - Uses English grammar for the purpose of accurate and effective communication
 Competency level - Construct simple sentences
 Objective - Students will be able to write simple sentences

Let's write a sentence. A sentence has "Subject" and "Verb"

01). Fill in the blanks to complete the following.

Subject (noun ,Pronoun) + verb^(present) (action) \implies sentence

		Singular (one)				
		Noun	Pronoun	(verb +s / es / ies)		
Singular (one)	Teacher			come + s	Teacher comes to school.	
			He	go + es	He goes home.	
	My mother			cook + s	My mother rice.	
			She	write + s	She letters.	
	Cat			play + s	.....with me.
Plural (more)			It	bark + s	.....at night.
	Sister			cry, y\ + ies	Sister cries.	
					(no change)	
	Children			play	Children play in the ground	
			They	read	They read books	
Plural (more)	Teachers			come	Teachers come to school	
			You	sing	You .....songs	
	People			wear	People .....masks	
			We	drink	.....milk
	Girls			sweep	Girls .....the class.	
		I	Study	I .....hard		

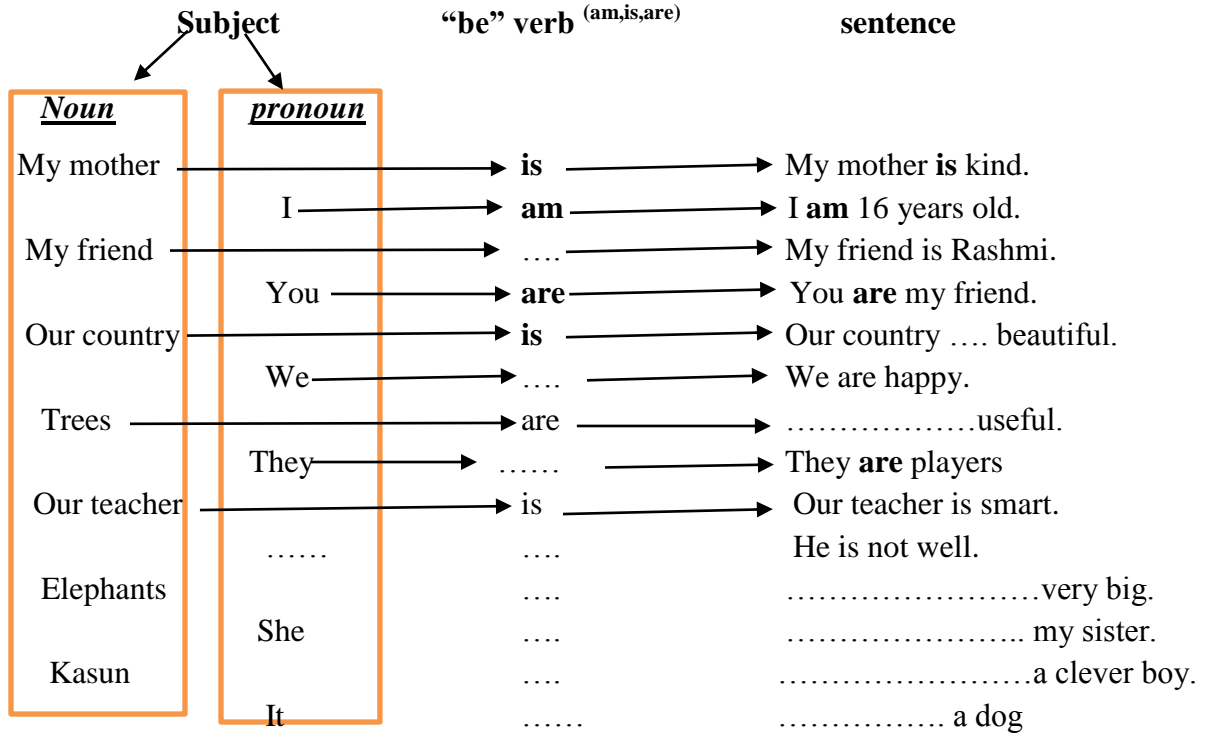
02). Let's select the correct form of the verb and fill in the blanks.

1. My brother(gets up / get up)early in the morning.
2. Post man (deliver / delivers) letters.
3. They(like / likes) reading story books
4. Dogs.....(bark /barks) at night.
5. We(come / comes) to school at 7.30 a.m.
6. He(teach / teaches) English.
7. My best friend (live / lives) in Galle.
8. People(celebrate / celebrates) New year in April.
9. She(doesn't / don't) speak Tamil.
10. Children (doesn't / don't) get late to school.

03). Now let's rewrite following sentences using jumbled words.

1. plays / She /netball
2. drives / a new car /My father
3. don't like / fast-foods / I
4. fruits everyday / My father / brings
5. in the garden / play cricket / My sister and brother

04). Now let's learn about "be" verbs. Fill in the blanks given below.



05). Now let's try to write simple sentences about things, people and animals around us.

Fill in the blanks to complete following simple sentences.

My friend

1. My friend **is** Raj. He... (live/lives) in Galle. He.....(likes/like) oranges. He(play/plays) cricket. We (goes/go) to school every day.

Trees

2. Trees very helpful. Trees food and medicine. People all parts of a tree. They houses. Trees green and tall. (give , are, use, build, are ,)

My pet

3. My pet(is,/ are) a dog. It (is/are) beautiful. It(is,/are) black and white.
It (eat,/ eats) meat.

How I spend my weekend

4. I my mother. I my clothes. My friends..... to our place. We Cricket. I television.
(come, watch, help, play, wash)

Now let's try to complete the following.

My favourite person

5. My favourite person is..... She/he45 years old. She/He..... tall and
He/ She lives in He/She works in..... He/She...very kind. I like him/her very much.

Dear students,

Draw matching face can/yes can't/No

- 1). I learnt how to write a simple sentence.
- 2). Now I can write simple sentences.







Competency – Extracts necessary information from various types of texts

Competency Level – 5.6 Extracts the general idea of a text.

Let's read and match the situations

Read the following messages from “greeting cards”. Decide in which situation you would use them. Match the letter of the card with the situations. The first one is done for you.

Cards

 <p>To make you better soon, And helps the time along, Here's love and all good wishes, That you will soon be strong!</p>	 <p>A time to sit back and relax While enjoying every moment of your new life Don't forget to add five more days To your weekend.</p>
 <p>At this time of the year There's a very good reason To wish you good cheer For the festive season.</p>	 <p>Today is special, So have lots of fun, And make the great day, An enjoyable one.</p>
 <p>You've worked hard And done your best. Now you deserve a hug For your great success.</p>	 <p>I never got the first rank Or 'A's in all my tests. You always made me feel the best Grateful to you for being so nice.</p>

Situations

1. Mr.Gunarathna retired from service ()
2. Dasuni has passed the exam. ()
3. The class teacher receives a card from a student
at the end of the year. ()
4. Tomorrow Vinodini will be sixteen years old. ()
Her friends will send their greetings.
5. Your uncle is recovering after the surgery. ()
6. Kanchana received a card on the 1st January. ()

❖ Dear Students, circle the matching face. Can/yes 😊 can't/no ☹️

I can extract the general idea of a text. 😊 ☹️

I can read and match notices with situations and places. 😊 ☹️

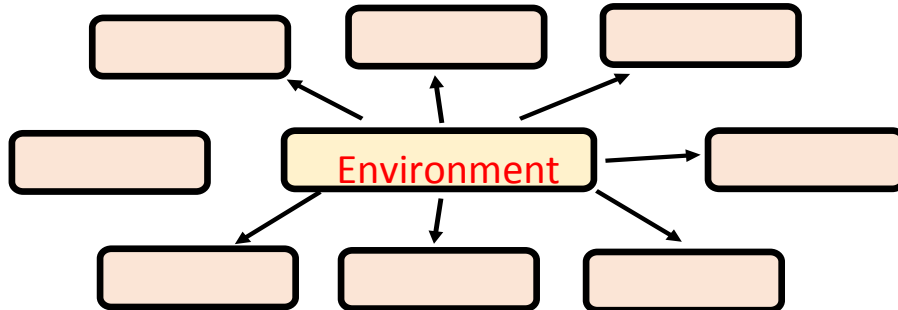
Competency : 7 Uses English creatively and innovatively in written communication.

Competency Level : 7.5 Writes simple compositions on different types of topics.

Let's learn to write a simple paragraph about environmental pollution.

Activity 1

Write Simple words to name some parts of the environment.



Activity 2

Now read pages 35 and 36 of your pupils' book.

Then find the next word of the given words.

Look at the example :

1. favourite programme
2. environmental
3. biggest
4. land
5. sewage
6. water
7. breeding
8. harmful
9. reusable
10. possible



Activity 3

Write an essay on "Environmental Pollution" using the above words and phrases.

Dear Students, Underline your response.

Now I know words related to environment
I can use them to write essays correctly

Yes, I do
Yes, I can

No, I don't
No, I can't