Zonal Education Office - Kilinochchi

Syllabus Acceleration Programme

Grade -08

English Unit

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Message from the Zonal Director of Education

It gives me a great pleasure to be with the English unit of Zonal Education Office-Kilinochchi for the publication of this Syllabus Acceleration Programme material. Surely, it must be a record in Northern Province publishing history because this material is launched in all the grades simultaneously.

The secret behind this material is COVID -19. This material is designed in order to remedy the lapse in the teaching caused by the COVID – 19 lock down. All the materials that have been prepared by our teachers so far, are very useful for the students as well as for the teachers and I hope the teachers will be able to finish the syllabus in time with the help of this material. Further I feel this is a supplementary material for the teachers for the future use.

I take this opportunity to thank all the teachers who worked hard to prepare this material and I also thank Mr. P.N. Shutharson, Our Assistant Director of Education (English) for his successful effort in publishing this book.

C.Kamalarajan
Zonal Director of Education
Zonal Education Office
Kilinochchi

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"All good things come to an end"



Words from the Assistant Director of Education (English)

Publishing of Syllabus Acceleration Programme material is a milestone in the education history of Northern Province. Such a publication has not been done by any before. This material is published with a view to help teachers and students to complete the syllabus fast. This material can be a remedy to rectify the shortcomings caused in teaching due to the COVID – 19 lock down.

Publishing this material has become possible because of the hard work of the teachers of English of our zone during the COVID-19 lock down period. The content of this material is relevant to the syllabus of this grade and it has been prepared based on the relevant competency levels of the grade. This material can be a complete material to finish off the syllabus within the time remaining this year. This material is very much user-friendly and it can simplify the teaching learning process in the classroom.

I am grateful to the ISAs, Resource persons and teachers who toiled to achieve the task of publishing this material successfully. I also thank my Zonal Director for granting his permission to publish this material.

P.N. Shutharson
Assistant Director of Education (English)
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"Actions speak louder than words"

National Goals

1. Based on the concept of respecting human values and understanding the differences between the Sri Lankan multi-cultural society, building up the nation and confirming the identity of Sri Lanka by promoting national integrity, national unity, national coherence and peace.

2. While responding to the challenges of the dynamic world, identifying and conserving the national heritage.

3. Creating an environment which comprises the conventions of social justice and democratic life to promote the characteristics of respecting human rights, being aware of the responsibilities, concerning each other with affectionate relationships.

4. Promoting a sustainable life style based on the people's mental and physical wellbeing and the concept of human values.

5. Promoting positive feelings needed for a balanced personality with the qualities of creative skills, initiative, critical thinking and being responsible.

6. Developing the human resources, needed for the progress of the wellbeing of an individual, the nation as well as the economic growth of Sri Lanka, through education.

7. Preparing the people for the changes that occur in a rapidly changing world by adapting to it and controlling them; developing abilities and potentialities of people to face the complex and unexpected occasions.

8. Sustaining the skills and attitudes based on justice, equality, mutual respect which is essential to achieve a respectable place in the international community.

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"All that glitters is not gold"

Objectives

- Creating the need to learn English as a Second Language in a multilingual society
- Creating opportunities for the Sri Lankan child to achieve the competencies in a link language
- Creating facilities to learn a language that can be used to build ethnic harmony
- Enabling the students to learn an International language which could be made use of in their later life for employment purposes
- Empowering the learner to communicate confidently, fluently and effectively in the English Language.

Competencies

Competency 1: Identifies the sounds of English Language

Competency 2: Uses mechanics of writing with understanding

Competency 3: Engages in active listening and responds appropriately

Competency 4: Building up vocabulary using words appropriately and accurately to convey precise meaning

Competency 5: Extracts necessary information from various types of texts

Competency 6: Uses English grammar for the purpose of accurate and effective Communication

Competency 7: Uses English creatively and innovatively in written communication

Competency 8: Communicates clearly, fluently and concisely

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"A bad workman always blames his tools"

01)Read the following conversation and answer the following questions.

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

Learning outcome : Students will be able to find specific information

Grade 8 Students of Ranpur Vidyalaya are organizing an English camp. The members of the organizing committee Saranga, Amitha, Rajeswary and Milan have decided to meet at Saranga's house to plan it.

Amitha : Hello aunty. Is Saranga at home?
Aunty : Yes, he is here. Please come in.
Milan : Thank you aunty.
Saranga : Hello everybody! Sit down and make yourself comfortable.
Rajeswary : Let's first discuss what we have done so far.
Milan : Well, I have prepared the invitation cards.
Amitha : Did you do it all by yourself?
Milan : All myself? How could I? Ameena and Romesh Helped me.
Saranga : How about selecting the costumes for the drama?
Rajeswary : It's a problem. I can't manage it by myself.
Saranga : Any volunteers?
Amitha : I can ask my mother to help with that.
Saranga : The sound system?
Rajeswary : Jude will take care of it.
Saranga : And the decoration?
Rajeswary : Ruvin and Meena promised to do it.
Milan : How about language activities and games?
Saranga : Our English teacher herself will prepare them.

Say true or false.

1) Rajeswary will select the costume for the drama. ( )
2) Amitha will ask her sister to help Rajeswary. ( )
3) Their English teacher will prepare the language activities and games. ( )
4) Milan made the invitation card all by himself. ( )
5) Ruvin and Meena will do the Decorations. ( )

02) Read the dialogue and fill in the following grid with Chamitha's plan for the week.

Competency Level : 5.3 – Transfers information into other forms.

Learning outcomes : Students will be able to transfer the given information into a grid

Rakitha : Hi Chamitha! What do you plan to do on Wednesday afternoon?
Chamitha : I plan to visit my grandmother with my parents.
Rakitha : Sounds good. On Monday morning I plan to play cricket. Would you like to join?
Chamitha : Sorry, I can't. I plan to finish my project on Monday.
Rakitha : Ok, what about Friday afternoon? I hope to go to the library. Would you like to join with me?
Chamitha : I'd love to. I'm free on Friday afternoon.
Rakitha : Great! Do you have any other plans this week?

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Chamitha : Yes I do. On Tuesday and Thursday morning I plan to do my English homework. On Monday afternoon I hope to play draughts with my brother. On Wednesday morning I have to go to the dentist. Other than these, I don't have any other plans.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Evening					

03) Read the following grid of Kevin's plan and answer the following questions.

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

Learning outcomes : Students will be able to find specific information

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	play badminton	read books	help mother to cook	go to the library f	nish the Science project
Evening	study Mathematics	watch television	visit grandmother	play cricket with friends	watch cartoon film

1) What is Kevin's plan for Monday?

……

2) When is Kevin visiting his grandmother?

……..

3) Where is Kevin going on Thursday morning?

……

4) How is Kevin going to spend Friday morning?

……

5) What are your plans for tomorrow?

……

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04) Fill in the blanks in these sentences with the correct reflexive pronoun.

Competency Level : 6.2 - Uses pronouns appropriately

Learning outcomes : Students will be able to use reflexive pronouns – myself, our selves, yourselves, himself, herself, itself, themselves

1) Mr. Kumar is our art teacher. He …… designed the invitation card.

2) Milan said "I did not prepare the invitations for the invitees all by ……"

3) our English teacher said that she …….. would prepare language games.

4) All the children worked the plan very well and they felt proud of …….

5) Amitha asked Milan "did you make the invitation cards all by ……"

05) Rearrange the words to form correct sentences to use reflexive pronouns as object.

Competency Level : 6.2 - Uses pronouns appropriately

Learning outcomes : Students will be able to use reflexive pronouns – myself, our selves, yourselves, himself, herself, itself, themselves

1) herself / amuses / always / she /

……

2) a / I / dictionary / myself / bought /

……

3) of / made / cup / himself / he / a / tea /

……

4) a / circle / they / in / arranged / themselves /

……

5) defended / the / dog / against / kitten / our / itself /

……

06) You will hear part of a radio progamme. Listen carefully and do the following task. (listening text is in the TIM – Work book activity 05)

Competency Level : 3.3 - Listens and responds to different types of simple texts

Learning outcome : Students will be able to listen to and find specific information such as names of persons, animals, places, dates, days, months, years, etc.

A) Complete the following information card.

……FM
Studio No : ……..……
Radio presenters :……...……..
…….
Progamme :……

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B) Select the most suitable answer

1) The key to successful day is ……

a) write down the plan of the day

b) plan everything the previous night

c) writing the important things

2) The clothes should be arranged the day before mainly because ……..

a) they might need to be ironed

b) there can be torn one

c) it's difficult to select one in a hurry

3) A written piece of paper at hand will help to remind ……

a) things that can be forgotten

b) the plan for the day

c) things that can be forgotten and the plan for the day

4) It is necessary to start the day early leaving a margin to ……

a) avoid delays that are likely to happen

b) chat with the neighbor

c) polish shoes

07)Write the plural form of the following words.

Competency Level : 4.5 Forms the plurals of nouns

Learning outcome : Students will be able to form the plurals of countable and uncountable nouns

1) a cup - ……..

2) a cloth - ……..

3) a tooth brush- ……..….

4) a compass - ……..

5) a torch - ……....…

6) a boot - ……..….

7) a uniform - ……..

8) a tomato - …….....

9) a box - ……....…

10) a vase - …….....….

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08)Read the following poem and select the suitable words to complete the following blanks.
Competency Level : 5.4 Reads and responds to simple poems
Learning outcome : Students will be able to identify the simple poetic Techniques mentioned

A Time to Talk

When a friend calls to me from the road
and slows his horse to a meaning walk
I don't stand still and look around
on all the hills I haven't hoed,
and shout from where I'm, "what's it?"
No, not as there is a time to talk.
I trust my hoe in the mellow ground,
blade – end up and five feet tall
and plod I go to the stone wall
for a friendly visit

a) There are …… (5, 7, 10) lines in this poem
b) A rhyming word for walk is …….. (tall , wall , talk)
c) The friends come asking for ……. (hoe, horse, help)
d) The speaker is …… (busy, not busy, sleepy)
e) The speaker is …… (weeding, hoeing , sowing)

09) Read the poem once again and draw picture, depicting the scene described in it.
Competency Level : 5.4 Reads and responds to simple poems
Learning outcome : Students will be able to express their ideas, feelings, emotions in simple sentences

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01)Read the following dialogue and answer the questions given below.

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

Learning outcome : Students will be able to find specific information

Yasitha : It was a very interesting programme. Wasn't it?
Jeewaka :It was indeed. I learnt many things about birds.
Yasitha : That's true.
Jeewaka :Do you remember the beautiful white bird?
Yasitha : Do you mean the Kagu? I wish I could fly as a bird, high in the sky.
Jeewaka :Ha……ha…… mind you not all the birds can fly.
Yasitha : Are there many flightless birds?
Jeewaka :Yes, hens, ducks, ostrich, and penguins can't fly.
My sister wants to become an ornithologist.
Yasitha : What? I didn't get it.
Jeewaka :She wants to study about birds.
Yasitha : Ah. That's wonderful.

Underline the correct answer

1) Who wishes to be free s a bird and fly high?
a) Jeewka b) Yasitha c) Jeewk's sister

2) What does Jeewka's sister wants to be?
a) an ornithologist b) a zoologist c) nentomologist

Are the following statements true or false

1) Yasitha said that the programme was not interesting. ( )
2) Kagu is a flightless bird. ( )

Complete these sentences

1) Jeewka and Yasitha watched an ……..……..……
2) They learnt many things ……..……..

02)Match the following words / phrases with their meanings.

Competency Level : 4.3 Finds synonyms and antonyms for given words

Learning outcome : Students will be able to find synonyms and antonyms for given words

Word / Phrase	Meaning	
1) crest	a collection of pictures and articles etc.	( )
2) flightless	a person who studied about birds.	( )
3) migrant	a growth of feathers at the top of a bird.	( )
4) scrap book	not able to fly	( )
5) ornithologist	a bird or animal that travel regularly from one part of the world to another.	( )

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03)Read the paragraph and answer the questions given below.

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

Learning outcomes : Students will be able to find specific information

Inaccessible Island Rail

The smallest flightless bird in the world. It is about 17 cm in length and has an average weight of 30 grams. Its feathers are a mixture of dark grey and dark rusty brown. A bird with a loud trilling call; it has red eyes and its bill is black in colour. It is found only on Inaccessible Island – the only inhabited island in the Tristan Archipelago. (Tristan is the name of a remote group of volcanic islands in the South Atlantic Ocean). They live on steep slopes and grasslands and eat earthworms, moths, berries and seeds. Since there are no threats from predators, they roam freely all over the island.

Answer the following questions

1) Can the inaccessible Island Rail fly?

……..

2) How big is this bird?

……..

3) How much does it weight?

……..

4) How does it called ?

……..

5) What colour are its eyes ?

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6) Where is it found ?

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7) Where do they live ?

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8) What do they eat ?

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04)Read the following paragraph and complete the diagram.

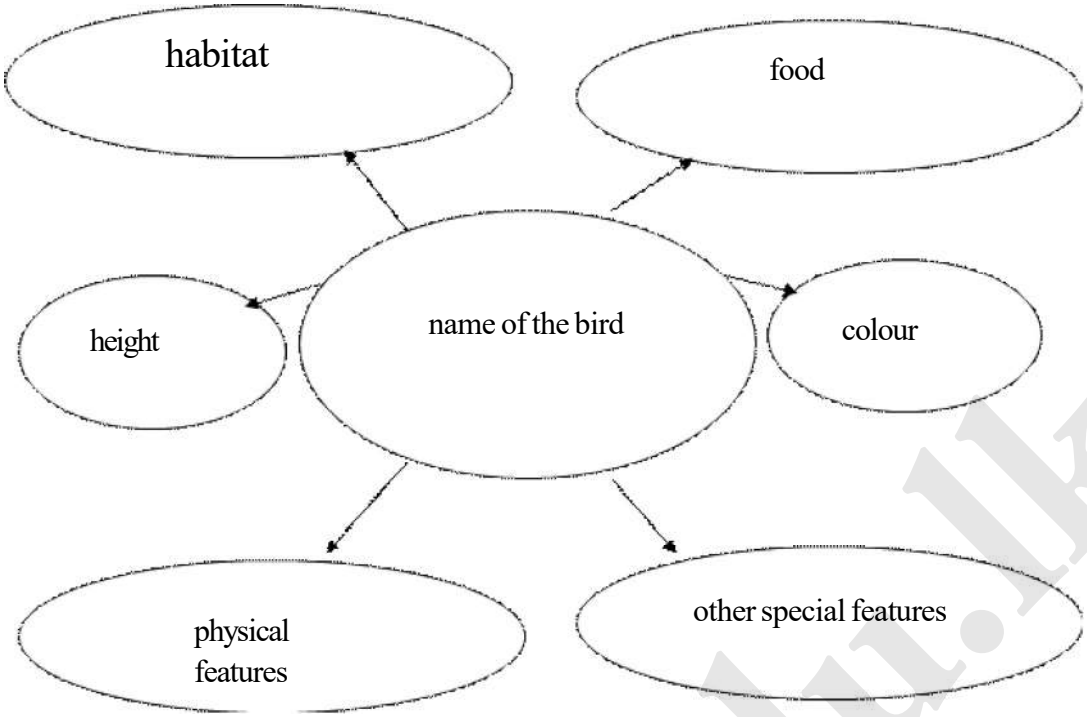
Competency Level : 5.2 – Extracts specific information from various types of simple texts

Learning outcomes : Students will be able to find specific information

Emperor Penguins

One of the most known flightless birds. Adult emperor penguins have a white stomach, a black head, back, tails and wings. They also have yellow gold markings on the side of their head and neck. They have a distinctive waddling walk owing to their heavy bodies and short legs. On average, they measure 115 cm in height. The emperor penguins are only found in Antarctica. They mostly feed on fish, squid and krill. The male emperor penguins are in charge of keeping the eggs safe and warm. They do so by balancing the egg on their feet and covering it with its feathered skin. They are very skilled swimmers and divers.

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05) **Read the following paragraph and complete the chart.**

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

Learning outcomes : Students will be able to find specific information

Kiwi

The National Bird of New Zealand. There are five species of Kiwi and all of them are flightless and nocturnal. They are brown in colour and are the same in size as a chicken. They have hidden wings and soft hair like feathers. Unlike other birds that have nostrils at the base, kiwis have their nostrils on the tip of their bill. The female birds lay comparatively large eggs that can weigh up to about 500 grams. Relative to the size of the bird, this is the biggest egg of any living species.

Name of the bird	
Country	
Number of species	
Colour	
Feathers	
Weight of the egg	
Physical features	

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06)Study the following details and write a similar paragraph about the Magpie.

Competency Level : 7.1 Writes descriptions of things, places and people

Learning Outcomes : Students will be able to write descriptions of people, places things and animals

1. Name - Magpie
2. Colour - bright black and white
3. Beak - short and sharp
4. Tail - long
5. Size - small, about 15cm with its tail
6. Diet - insects, fruits, dead animals, nuts
7. No. of eggs laid at a time - about 5
8. Habitat - fields, meadows, grasslands

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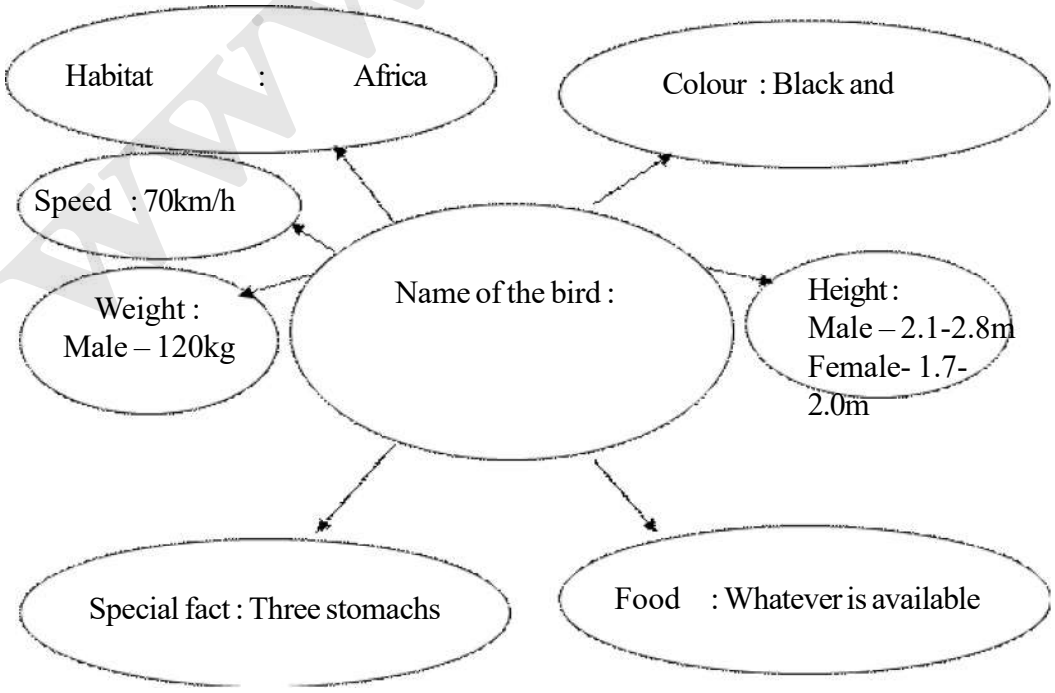
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07)Uses the following diagram and write a small paragraph.

Competency Level : 7.1 Writes descriptions of things, places and people

Learning Outcomes : Students will be able to write descriptions of people, places things and animals



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08)Listen to the dialogue and complete the information sheet given.
(listening text is in the TIM – Work book activity 03)

Competency Level : 3.3 - Listens and responds to different types of simple texts

Learning outcome : Students will be able to listen to and find specific information such as names of persons, animals, places, dates, days, months, years, etc.

Jeewaka and Suresh were talking about the scrap book.
Listen to the dialogue and complete the information sheet given.

1.Name of the bird: ……...….
2. Speciality: ……..….
3.Appearance: (male) a. Feathers: …….....…
b. Tail: ……..….
c. Head: ……
4.Habitat: ……....……
5.Food: ……....……...

09)Match the following words with their meanings.

Competency Level : 4.3 Finds synonyms and antonyms for given words

Learning outcomes : Students will be able to find synonyms and antonyms for given words

1) aggressive	an animal that lives in	( )
2) inhabited	they can attack	( )
3) predators	characteristics	( )
4) distinctive	animal that eat them	( )
5) extinct	active t night	( )
6) longevity	vanished	( )
7) nocturnal	home – grown	( )
8) native	long life	( )

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10)Match the following words with their meanings. Choose from the list.

Competency Level : 4.3 Finds synonyms and antonyms for given words

Learning outcomes : Students will be able to find synonyms and antonyms for given words

1) feeling sad - ……..

2) unable to be done - ……

3) to make someone feel discomfort- ……..

4) to treat badly - ……..

5) to make someone lose confident - ……..

ill-treat , discourage , impossible , unhappy , unpleasant

11)Use words given in antonym jar and complete the following.

Competency Level : 4.3 Finds synonyms and antonyms for given words

Learning outcomes : Students will be able to find synonyms and antonyms for given words



1) maximum -……. 6) kind -……..

2) happy -……. 7) patient -……..

3) urban -…….. 8) local -……..

4) beautiful -……. 9) possible -……..

5) absent -……. 10) true -……..

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12)Use the dictionary and find antonyms for the following words.
Competency Level : 4.3 Finds synonyms and antonyms for given words
Learning outcomes : Students will be able to find synonyms and antonyms for given words

1) victory	-…….	6) complex	-……..
2) cheap	-…….	7) early	-……..
3) answer	-……..	8) narrow	-……..
4) uncommon	-…….	9) legal	-……..
5) local	-…….	10) fortunate	-……

13)Fill in the blanks with the antonyms of the words in the brackets at the end.
Competency Level : 4.3 Finds synonyms and antonyms for given words
Learning outcomes : Students will be able to find synonyms and antonyms for given words

1) …….. of the people watch films and tele-drams on the TV. (least)
2) Farmers are …….. when they harvest their crop. (sad)
3) The nervous system is the most …… of the human body. (simple)
4) Buses and cars run very fast on the …….. highways. (narrow)
5) A large number of …… tourists visit the elephant orphanage. (local)

14)Complete the sentences with the words below.
Competency Level : 6.3 – Uses the models meaningfully
Learning outcomes : Students will be able to use the modals 'must and have to' appropriately

must, should, shouldn't, must not, don't have to

1. You ..... be silent in the library.
2. You ..... use the mobile phone when driving.
3. You .....wash your hands before having meals.
4. You .....walk to school. There is a bus now.
5. You ..... be noisy in a hospital.
6. It's late. I think we ..... go now.

15)Read the following words aloud.
Competency Level : 1.1 Pronounces English words properly
Learning outcomes : Students will be able to pronounce the words beginning with consonant clusters correctly

■ claim	■ brown	■ flag	■ blame
■ brush	■ class	■ bring	■ dream
■ flame	■ bridge	■ black	■ clay
■ branch	■ cry	■ blood	■ flat
■ crisp	■ brave	■ clean	■ drink
■ float	■ block	■ dress	■ climb
■ brain	■ dry	■ blind	■ flood
■ drop	■ blaze	■ clock	■ floor
■ blast	■ close	■ brother	■ flower

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01)Join two sentences using since and as.

Competency Level : 6.8 Uses conjunctions appropriately

Learning outcomes : Students will be able to use the conjunction as, since, so to join sentences.

A	B
1 . Bobby couldn't take the book from the shelf.	***a.*** It rained heavily the night before.
2. He didn't go to school.	***b.*** It was too hot.
3. The match was postponed.	***c.*** I woke up late.
4. My aunt couldn't drink the tea.	***d.*** He was not well.
5. I missed the school bus.	***e.*** It was too high.

e.g. :

1. Bobby couldn't take the book from the shelf **as** it was too high.
2. Bobby couldn't take the book since the book shelf was too high.

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02)Join the following sentences using 'so'. Do not forget to put a comma before the conjunction.

Competency Level : 6.8 Uses conjunctions appropriately

Learning outcomes : Students will be able to use the conjunction as, since, so to join sentences.

A	B
1. One of the boys hurt himself in the cricket match.	***a.*** My friends helped me to carry them.
2. The bags were heavy.	***b.*** She did well in school.
3. Manu was hardworking.	***c.*** The plants grow well here.
4. The soil is rich.	***d.*** We could cross the road.
5. The policeman stopped the traffic.	***e.*** He was taken to the hospital.

e.g. :One of the boys hurt himself in the cricket match, **so** he was taken to the hospital.

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03)Choose the correct endings from the list given and complete the following sentences.

Competency Level : 6.8 Uses conjunctions appropriately

Learning outcomes : Students will be able to use the conjunction as, since, so to join sentences.

1) The bus conductor asked everyone to hurry up ……..……
2) Rusiru and his mother are going to the hospital ……..……
3) Ruhiru's mother's bag was too heavy ……..……...
4) The old lady was going to the hospital ……..……..……
5) Rusiru rang the bell and moving forward ……..……..…….
6) Randima couldn't take the book from the shelf ……...……
7) Angali didn't go to school ……..…….
8) The baby couldn't drink the milk ……..……..

a) so the bus conductor helped her with it.
b) as she has to see a doctor.
c) as it was too high.
d) since she was not well.
e) as it was getting late.
f) as it was too hot.
g) since his father was admitted there.
h) so they could get off quickly.

04)Join the sentences using as, since, so

Competency Level : 6.8 Uses conjunctions appropriately

Learning outcomes : Students will be able to use the conjunction as, since, so to join sentences.

1. He went by a taxi. It was raining.
a) ……
b) ……..…..
c) …….

2. She has hurt her knees. She can't walk.
a) ……
b) ……...……
c) ……

3. I was very tired last night. I went to bed early.

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a) ……
b) ……
c) ……..……

4. It was very cold. We put on our coats.
a) ……
b) ……...……
c) ……

5. I hurried. I was able to watch it.
a) ……..……..
b) ……..……..
c) ……

05)Choose the correct response and complete these short talks.
Competency Level : 5.2 – Extracts specific information from various types of simple texts
Learning outcomes : Students will be able to find specific information

Rusiru	:	Come on, you get on first.
Old lady	:	……
Rusiru	:	I'm sorry, I didn't see you.
Old lady	:	……
Conductor	:	……
Mother	:	Please wait, I have another big bag.
Conductor	:	……
Mother	:	Yes, thank you very much.
Conductor	:	……
Conductor	:	…….
Rusiru	:	Here I'll give you mine.
Old lady	:	Thank you very much, where are you going?
Rusiru	:	……
Old lady	:	……

a) can I help you.
b) That's ok.
c) Thank you.
d) We're going to the hospital.
e) Oh I'm sorry to hear that.
f) Hurry up, it's getting late.
g) You're welcome.
h) Could someone give seat for this old lady?

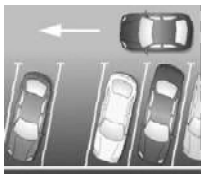
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06)Study the following pictures and complete the table.

Competency Level : 5.1 Uses visual clues to derive the meaning of the text

Learning outcomes : Students will be able to study the picture given in each text book

Parking a car disorderly

A 

offering a seat to an old man

B 

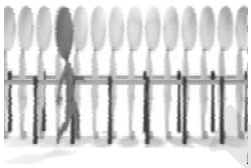
sharing food

C 

Keeping bags on seats in a public vehicle

D 

jumping a queue

E 

spitting everywhere

F 

Situation	Are they courteous? (Cut off the irrelevant word)	Reason
1) Parking a car disorderly	~~Yes~~ / No	The car has been parked blocking the way.
2)	Yes / No	
3)	Yes / No	
4)	Yes / No	
5)	Yes / No	
6)	Yes / No	

07) Design a poster on courtesy including an attractive slogan and display it.

Competency Level : 7.1 Writes descriptions of things, places and people

Learning Outcomes : Students will be able to write descriptions of people, places things and animals

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08)Read the story and answer the questions.

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

Learning outcomes : Students will be able to find specific information

The King and The Monkey

Once there was a king, who had a pet monkey. It was treated royally and moved freely in the king's palace. It was also allowed to enter the king's personal rooms which were closed even for the most trustworthy servants. One afternoon, the king was asleep and the monkey was in his room. All of a sudden a fly came into the room and sat on the king's chest. The monkey swayed it away, but the fly returned back to the king's chest. The monkey got very angry. It took the sword and started chasing the fly with it. When the fly sat on the king's chest again, the monkey hit the fly with all his might. The fly flew away, but the king was severely wounded.

(Adapted from Panchathanthra Stories.)

1. How was the monkey treated by the king?

……

2. How many characters are there in the story?

……

3. Did he allow his servants to enter his personal rooms?

……

4. Who was with the king when he was asleep?

……

5. What did the fly do after coming into the room?

……

6. According to the story, who is to be blamed for the incident?

……

7. Narrate the story using your own words.

……

……

……

……

09)Read the poem and answer the questions given below.

Competency Level : 5.4 Reads and responds to simple poems

Learning outcomes : Students will be able to identify the simple poetic Techniques mentioned

My Shadow

I have a little shadow that goes
in and out with me,
And what can be the use of him
is more than I can see.
He is very, very like me, from
the heels up to the head;
And I see him jump before me,
when I jump into my bed.
One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

-R. L. Stevenson

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Answer the following questions.

1) What is the poem about?

……

2) Find the rhyming word.

a) me – b) head –

3) Which line says that both the writer and the shadow are alike?

……

4) Who jumps into bed first?

……

5) Where was the shadow when the writer woke up in the morning?

a) in the garden
b) in bed at home
c) in the playground

6) Why does the writer call the shadow *an arrant sleepy-head*?

……

10)Use the contracted forms and write the sentences.

Competency Level : 6.5 Uses contracted form

Learning outcomes : Students will be able to use contracted form in speaking and writing

1. The doctor told me that I would be better soon.

……

2. "Do not disturb us. We are better here."

……

3. We have enough space and we are about to start drama practices.

……

4. Kasun says that he is too busy.

……

5. My dog does not like plantains.

……

11)Rewrite the following sentences using contracted forms.

Competency Level : 6.5 Uses contracted form

Learning outcomes : Students will be able to use contracted form in speaking and writing

1) You should not talk so much.

……

2) They have written the text.

……

3) Let us go home.

……

4) He did not play cards.

……

5) I would ask him.

……

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12)Write the plural forms of the uncountable nouns of the pictures given below.

Competency Level : 4.5 Forms the plurals of nouns

Learning outcomes : Students will be able to form the plurals of countable and uncountable nouns



Singular	**Plural**
a glass of water	two glasses of water
a bottle of milk	……..bottles of milk
a packet of milk	.....of milk
a slice of bread	.....
a sheet of paper	.....
a bag of rice	.....
a kilo of rice	.....
a pot of rice	.....
a piece of cake	.....

13)Fill in the blanks with plural forms of collective nouns.

Competency Level : 4.5 Forms the plurals of nouns

Learning outcomes : Students will be able to form the plurals of countable and uncountable nouns

a packet of tea / a team of players / a herd of elephants / a pair of shoes / a heap of stones

1. The pictures with ……in the jungle won the first prize in the art exhibition.

2. How many ……. are there in the tournament?

3. There are two .....near the flower bed.

4. There was a grand sale at the shoe shop. We can buy many…….. Shall we go?

5. Did you buy two …… ?

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14)Fill in the blanks with plural forms of collective nouns.

Competency Level : 4.5 Forms the plurals of nouns

Learning outcomes : Students will be able to form the plurals of countable and uncountable nouns

tubes / sacks / loaves / buckets / bottles / reams / plates / packets / boxes / bars

1) Two …….....…. of rice
2) Three …… of bread
3) Six ……..... of milk
4) Two …….....of water
5) Two ……..... of toothpaste
6) Six …….....…....of chocolate
7) Three ……..……biscuit
8) Ten ……. of papers
9) Four ……...of sandwich
10) Six ……of matches

15)Read the tongue twisters.

Competency Level : 1.2 Reads aloud different types of texts accurately and meaning fully

Learning outcome : Students will be able to read different types of texts accurately and meaningfully

1. Double bubble gum bubbles double.
2. He threw three free throws.
3. Three free fleas flew freely through the flu.
4. Tracy and Trish had trouble catching the train to the city of Troy.
5. Fallen trees brought traffic troubles to the train and tram networks.

16)Choose the correct adjective and complete the following.

Competency level : 4.7 Uses collective nouns and compound nouns

Learning outcome : Students will be able to use the collective nouns and compound nouns in sentences appropriately

1) …… wizard
2) …… man
3) …… powers
4) …… time
5) …… words
6) …… manners

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01)Read the following dialogue and answer the questions given below.

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

Learning outcomes : Students will be able to find specific information

Hussain and Kaveen are Grade 8 students at Kannangara Maha Vidyalaya. Kaveen was absent one day and Hussain called him to inform him about the progamme for their annual trip to Kandy.

Hussain: Hello! Can I speak to Kaveen please?
Kaveen: Hello Hussain! I was not feeling well in the morning. That's why I was absent today.
Hussain: Oh! How are you feeling now?
Kaveen: Much better, thanks!
Hussain: That's great! By the way, you'll be joining us on the trip, won't you?
Kaveen: Why not? I'm all set to go on the trip. Did you get the itinerary?
Hussain: Yes. The bus will leave the school premises at 5.30 in the morning.
We were asked to come half an hour early.
Kaveen: Ah! That means at 5 o' clock. Am I right?
Hussain: Yes. Earlier the better.
Kaveen: That's true. By the way, how about our meals?
Hussain: We were asked to bring only breakfast in a lunch box or wrapped in a banana leaf.
Lunch will be provided.
Kaveen: Well, anything else?
Hussain: Mmm.. an extra uniform, a cap, an umbrella and…urr… a notebook to write down notes when necessary.
Kaveen: Alright. Is that all?
Hussain: Ah, I forgot to tell you. We were all given a booklet each; with details about the places that we're going to see.
Kaveen: Oh! How can I get mine?
Hussain: Don't worry. I've got your copy with me.
Kaveen: Ok Thanks! I'll ask my father to get it on his way back home from work.
Thank you for calling Hussain. Bye!
Hussain: Sure. I'll give it to your father. Let me know the time he's coming here.
See you tomorrow morning. Bye!

Complete the blanks using prepositions

1.Hussain called him …….inform him about the programmme.
2.I was not feeling well ……..this morning.
3.You will be joining us …….the trip.
4.The bus will leave the school premises ……5.30 in the morning.
5.I've got a copy ……me.

[with /in/to/at /on]

02)Answer the following questions.

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

Learning outcomes : Students will be able to find specific information

1.Where do Hussain and Kaveen study?
……

2.Why did Hussain call to Kaveen?
……..

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3.Why was Kaveen absent?
……
4.At what time will the bus leave the school premises?
……
5.What did the teacher ask them to bring?
……

03)Circle the silent letter

Competency Level : 1.1 Pronounces English words properly

Learning outcomes : Students will be able to pronounce the words beginning with consonant clusters correctly

1.walk	2.often	3.wrong	4.autumn	5.column
6.should	7.knife	8.hour	9.would	10.folk

04)Guided writing. Fill in the paragraph with the given information

Competency Level : 7.1 Writes descriptions of things, places and people

Learning Outcomes : Students will be able to write descriptions of people, places things and animals

Country : Scotland
City : Glasco
Location : on the River clide in Central West of Scotland
Population :600 000

Places to visit in my city: The Gallery of Modern Art –Glasco Science Centre –Green Banks I live in a city called …… It is in …… It is located …… My city has a population of about……..inhabitants. Thousands of tourists enjoy spending their holidays here. They visit many attractive places such as ……, …… and ……

05)Write the plural form.

Competency Level : 4.5 Forms the plurals of nouns

Learning outcomes : Students will be able to form the plurals of countable and uncountable nouns

1.a glass of water	glasses of water
2.a bunch of keys	……
3.a pack of hounds	……
4.a band of musicians	……
5.a group of dancers	……..
6.a gang of thieves	…….
7.a team of players	……
8.a fleet of ships	……
9.a hedge of bushes	……
10.a basket of fruits	…….

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06)Change into plurals

Competency Level : 4.5 Forms the plurals of nouns

Learning outcomes : Students will be able to form the plurals of countable and uncountable nouns

1.I have a bunch of keys.

I have bunches of keys

2.Please give me that bouquet of flowers.

……

3.My grandfather gave me a glass of milk.

……

4.Did you see that attractive school of fish?

……

5.He drank a glass of water.

……..

07)Underline the correct word.

Competency Level : 6.7 Uses prepositions appropriately

Learning outcome : Students will be able to use prepositions to describe the position.

1.Brazil is famous [of / for /with] its coffee.

2.Children are very fond [at / in /of] chocolates.

3.We depend [on / in / at] rain water for growing rice.

4.Makathy went to the market [by /with /in] her mother.

5.Daisy is very good [of /with / at] sports.

08)Fill in the blanks with the correct prepositions.

Competency Level : 6.7 Uses prepositions appropriately

Learning outcome : Students will be able to use prepositions to describe the position.

through, over, into, along, across

1) We walk …… the beach every evening.

2) When the traffic warden signaled, they walked ……. the road.

3) Look! The train is running …… the tunnel.

4) Let's jump ……. the fence.

5) My grandfather put some coins …….. the drawer and locked it.

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09)Fill in the blanks with correct prepositions.

Competency Level : 6.7 Uses prepositions appropriately

Learning outcomes : Students will be able to use prepositions to describe the position.

Along, about, across, by, on, over, through, with, without, on

1) This lesson is ……prepositions.
2) We are learning prepositions …….. the teacher.
3) Ben is swimming …….. the river.
4) My sister wants to sit …… mother.
5) The water flows down ……. the rocks.
6) I heard the news…….. the radio.
7) We can't live …….. water.
8) The boy threw the ball …….. the wall.
9) I like walking …….the street in the evening.
10) I don't have time to watch news …….. TV in the morning.

10)Read the following notice and answer the questions.

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

Learning outcomes : Students will be able to find specific information

Notice
Nature Club

Our school has organized a tree planting campaign to mark the "national Tree Planting Day". The principal of our school has appealed to the staff and students to consider the period from April 15th to May 15th as the National tree planting month. The opening ceremony begins on 15th April 2016 at 8.00am at the school playground. It has been decided to distribute 2000 mango plants packed in bags for all the students in the school.

10.04.2016

Secretary
Nature Club

1.What is this notice about?

……..

2.When does the ceremony begin?

……..

3.Where is the opening ceremony?

……..

4.How many mango plants will be distributed?

……..

5.Who wrote this notice?

……..

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11)Re-arrange these words to form meaningful sentences.
Competency Level 6.1 Constructs simple sentences
Learning outcomes Students will be able to write sentences

Eg:- bird/A/in/found/rare/New Zealand.
A rare bird found in a New Zealand.

plan /a /we /programme /every month /special.
……
Sending /family /I'm /photos /some.
……
have /you /any /do/questions?
……
met /to /we /plans /our /discuss.
……
a /member /the /of /she's /union /English.
……

12)Imagine that you are Kaveen and write a note to Hussain.
Include:
- can't come to school
- want to rest
- hope to join the trip tomorrow.
- to inform the teacher
- you will call him in the evening

Competency Level : 7.3 - Writes for personal purposes
Learning outcomes : Students will be able to write letters of excuse, a letter to a pen friend, and note to a friend, a letter to a friend describing a holiday experience

……
……
……
……
……
……
……
……

UNIT – 5 BETWEEN THE MILES

01)Read the conversation and complete.
Competency Level : 5.2 – Extracts specific information from various types of simple texts
Learning outcomes : Students will be able to find specific information
Fill in the blanks and complete the conversation.

can come back / next week / Thank you /Good morning /Would you like to try them on / your size in black./ what color do you prefer / give me a second

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Shop keeper : Good morning. May I help you?
Ekmali : …… Do you have rubber slippers in size four?
Shop keeper : Let me check……?
Ekmali : I need a pink pair.
Shop keeper : I think we have in the store …… I'll be right back.
Ekmali : Thanks.
Shop keeper : I'm sorry, we only have in four and a half. ……..?
Ekmali : They are too big.
Shop keeper : We only have ……
Ekmali : Yes, but in fact I was looking for the pink ones
Shop keeper : I'm sorry. You may have them by…….
Then you ..... and buy a pink pair.
Ekmali : All right. …….
Shop keeper : You're welcome.

02)Complete the following table with suffix.
Competency Level : 4.4 Uses affixes to change the word class and the meaning of words
Learning outcome : Students will be able to use affixes -un, -ful, -less, - dis, -ily, -ness , -fully, er, -est to change the word class and the meaning of words

Base	-ly	-ful	-ness	-less
help				
spot				
sudden				
fair				
pain				
worth				

03)Complete the following table with suffix.
Competency Level : 4.4 Uses affixes to change the word class and the meaning of words
Learning outcome : Students will be able to use affixes -un, -ful, -less, - dis, -ily, -ness , -fully, er, -est to change the word class and the meaning of words

word	added endins	new word
help	+ful +less	helpful helpless
rest		
play		
hope		
joy		
tidy		

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04)Write a letter to one of your friends describing any gift you have received.

Include the following

-what the gift was

- who gave it to you

-how you felt after receiving it

Competency Level : 7.3 Writes for personal purposes

Learning outcomes : Students will be able to write letters of excuse, a letter to a pen friend, and note to a friend, a letter to a friend describing a holiday experience etc. According to their age and level

Here is the format of a personal letter.

.....

.....

.....

Date:.....

.....

.....

.....

.....

.....

.....

.....

05)Read the descriptions and answer the questions given below.

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

Learning outcomes : Students will be able to find specific information

a) The world's smallest known lizard lives in Jaragua National Park in the Dominican Republic. It is one of the **most endangered** species in the world. It is only about 16 milli meters long, or about three quarters of an inch, from the tip of the snout to the base of the tail.

b) The world's smallest fish has been discovered in the swamps of the Indonesian Island of Sumatra. Its size against a thumb is shown in one of the pictures. At maturity, the fish can be about7.9 mm in length.

c) A teddy bear made by the German artist Bettina Kaminski is the smallest Teddy Bear in the world. It is 5mm tall. It is one of the best creations. Every little girl would wish to have such a tiny toy.

d) Thumbelina is a dwarf miniature horse and the world's smallest horse. She stands at 43 centimeters tall and weighs 26 kilograms; she was born on a farm in America.

e) Two brothers from Canada have produced the smallest book in the world. You need an electron microscope to read it. Teeny Tedford Turnip Town: the world's smallest book, is a reproduction of a 30-page tale.

Now complete the table.

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Thing / Animal	Country found	Size / special features

06)Write the correct comparative and superlative forms of these adjectives.
Competency Level : 6.6 Uses adjectives appropriately
Learning outcomes : Students will be able to use superlative adjectives appropriately

1. good	_____	_____
2. easy	_____	_____
3. small	_____	_____
4. beautiful	_____	_____
5. bad	_____	_____
6. far	_____	_____
7. happy	_____	_____
8. fat	_____	_____
9. fast	_____	_____
10. difficult	_____	_____

07)Write the correct comparative and superlative forms of these adjectives.
Competency Level : 6.6 Uses adjectives appropriately
Learning outcomes : Students will be able to use superlative adjectives appropriately

Fill in the blanks with the most suitable form of adjective.
1. Elephants are _____(intelligent) than other animals.
2. Health is _____ (important) than money.
3. My school is the _____ (good) school in our area.
4. There are many cheap things in that grocery shop, but salt is the _____ thing. (cheap)
5. Shoes are _____(expensive)than slippers.
6. The weather today is_____ than it was yesterday. (bad)
7. Everest is the _____mountain in the world. (high)
8. A shark is _____than a dolphin. (dangerous)
9. A lion isn't as _____ as a cheetah. (fast)
10. The rose is _____(beautiful) than the shoe flower.

08)Write the correct comparative and superlative forms of these adjectives.
Competency Level : 6.6 Uses adjectives appropriately
Learning outcomes : Students will be able to use superlative adjectives appropriately

Fill in the blanks with the most suitable form of adjective.
There are eight planets in the solar system. Jupiter is the _____(big / bigger / biggest) planet. Mercury is the _____ (small /smaller / smallest) planet in the solar system. The_____ (hot /hotter / hottest) planet is Venus. Mars is _____ (close / closer/ closest) to Earth than Uranus. The moon is _____ (bright /brighter / brightest), but the sun is the_____. (bright / brighter/ brightest), Venus is _____(far / farther/ farthest) from Earth but Neptune is the _____(far / farther/ farthest). Neptune is _____ (cold / colder / coldest)but Uranus is the _____(cold/ colder / coldest).

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09) Read the descriptions and answer the questions given below.
Competency Level : 5.2 – Extracts specific information from various types of simple texts
Learning outcomes : Students will be able to find specific information

If all the seas were one sea...

If all the seas were one sea,
What a great sea that would be!
If all the trees were one tree,
What a great tree that would be!
If all the axes were one axe,
What a great axe that would be!
If all the men were one man,
What a great man he would be!
And if the great man took the great axe,
And cut down the great tree,
And let it fall into the great sea,
What a great splash-splash that would be!

1. Find the pairs of rhyming words in the poem .
……..
……..

2. Which two lines do you like most in the poem ? Write them.
……..
……..

3. Now try to write your own poem using the given phrases .
If all the skies were one sky…
If all the stars were one star…
If all the wings were one wing……
If all the birds were one bird ……

10)Select and write the most suitable word for each picture given below.
Competency Level : 5.1 Uses visual clues to derive the meaning of the text
Learning outcomes : Students will be able to study the picture given in each text book

Sources of water
This picture shows sources of water all over the world. Match the words withpictures. Add any other source to the list that you have learnt.





…….. …….. ……..





…….. …….. ……..

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…… …… ……






…… …… …… ……

■ spring ■ fountain ■ stream ■ river ■ pond ■ lake ■ reservoir ■ well
■ hand pump ■ rain ■ ocean ■ waterfall ■ tube well ■ canal ■ sea

11)Write 10 sentences about the picture given below.
Competency Level : 7.2 Describes pictures
Learning outcomes : Students will be able to describe photographs and pictures of busy streets, botanical gardens, pictures; at the post office school bank and birds, cloth



……
……
……
……
……

UNIT – 6 WHEN WE ARE TOGETHER

01)Read the conversation and write the correct answers.
Competency Level : 5.2 – Extracts specific information from various types of simple texts
Learning outcomes : Students will be able to find specific information

Sasantha visited his best friend Ram during the school vacation. He played cricket with Ram and his brother, Shyam. Ram's mother, Savithri served them some snacks and tea.

Mother : Boys! It's tea time.
Ram : OK, mother. Give us five minutes. It's the last over.

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Mother : Come soon children. Otherwise the *Vadai* will get cold.
Sasantha : *Vadai*? I love them, but we buy it from a café. Does aunty make them at home?
Shyam : Yes. She makes the best *Vadai* in the world…don't you mother?
Mother : Ha..ha.. if you say so. Wash your hands and come in.
Sasantha : Mmm…they are very tasty aunty. Thank you very much.
Mother : You're welcome.
Ram : Now that we've had our tea, shall we play a game?
Sasantha : What do you have in mind?
Shyam : Usually, when we get together, we play chess, carrom, ludo and we also solve riddles.
Sasantha : That sounds wonderful!
Ram : I have a collection of riddles. Shall we solve them? Mother, will you join us?
Mother : No son, I can't. I have to prepare lunch.
Shyam : What's for lunch mother?
Mother : Well, since we have a guest today, I thought of making puri with potato and dosai with sambar and we have payasam for dessert.
Ram : Wow! mother, that's a very good menu. I hope my friend will enjoy it.

Answer the following questions.

1. What were the boys doing when mother brought them tea?

…….

2. What did they have for tea?

……..

3. What was special about it?

…….

4. What are they planning to do after tea?

…….

5. What will they have for lunch?

…….

02)Read the conversation and select the correct answers.

Competency Level : 5.2 – Extracts specific information from various types of simple texts
Learning outcomes : Students will be able to find specific information

1) Who visited his best friend?
a) Ram b) Sasantha c) Shyam

2) Who is his best friend?
a) Ram b) Sasantha c) Shyam

3) Who are brothers?
a) Sasantha&Shyam b) Ram &Sasantha c) Ram &Shyam

4) What were the boys playing when mother called them?
a) cricket b) chess c) carom

5) What did mother make for the boys?
a) Cake b) biscuit c) vadai

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6) What did they decide to play after eating vadai?

a) riddle b) chess c)ludo

7) What will mother cook for their lunch?

a) puri b) dossai c) both

8) What will they have for dessert?

a) potato b) payasam c) sambar

03)Match the opposite words. Write the correct letter in the brackets

Competency Level : 4.3 Finds synonyms and antonyms for given words

Learning outcomes : Students will be able to find synonyms and antonyms for given words

a. Before	backward	( )
b. Lack	safe	( )
c. bottom	dawn	( )
d. cheap	nothing	( )
e. dangerous	plenty	( )
f. distant	success	( )
g. dusk	after	( )
h. everything	top	( )
i. failure	near	( )
j. forward	expensive	( )

04)Riddle time. Match the riddles with answers.

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

Learning outcomes : Students will be able to find specific information

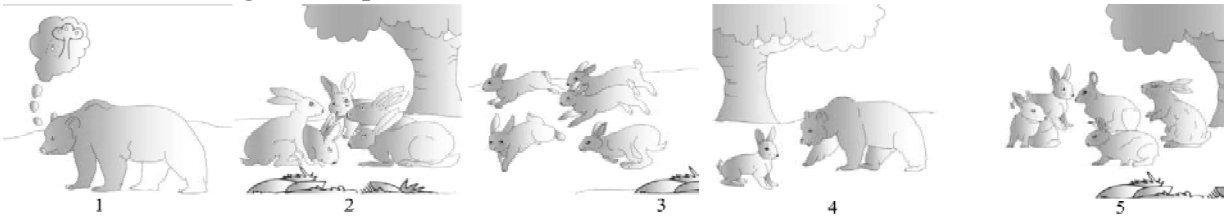
your name / clock / letter 'M' / a carrot / he was born on a leap year day / letter 'K' / Timmy/ you are my sister / pillow

1) What loses its head in the morning and gets it back at night?
2) What belongs to you but others use it more than you do?
3) A man is twenty years old but has had only five birthdays. How is it possible?
4) What's orange and sounds like a parrot?
5) What has a face but no arms or legs?
6) What is in the middle of the sky?
7) What occurs once in a minute, twice in a moment and never in one thousand years?
8) Timmy's mother has three children. The first was named April. The next was named May.What is the final one's name?
9) You are my brother, but I am not your brother. Who am I?

05)Study the pictures below and match them with the phrases given.

Competency Level : 5.1 Uses visual and contextual clues to derive the meaning of the text

Learning outcomes : Students will be able to study the picture given in the text in the text book to derive the meaning of that particular text.



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• Five rabbits were playing ( )
• Heard a big noise ( )
• Started running ( )
• Met a big bear ( )
• Told him what they heard ( )
• Bear suggested to see what happened ( )
• Went to the play area ( )
• Saw a fallen branch ( )

Now complete this story with the above phrases.

One day five rabbits were playing under a tree. They _____ . They did not know what it was. They looked up and saw the vast sky above. The rabbits started trembling. They said, 'the sky is falling' and then _____. On the way they_____. "Why are you all running?" asked the big bear. The rabbits _____ and that they were going to inform the king. 'I know the king's palace,' the bear said, but before that I should also go back to where you were before. The _____ _____. Then the rabbits and the bear_____to see what happened. The bear _____ and laughed loudly. Then he said, 'You timid rabbits! It is not any sky. It is only a branch. Now go and play!'

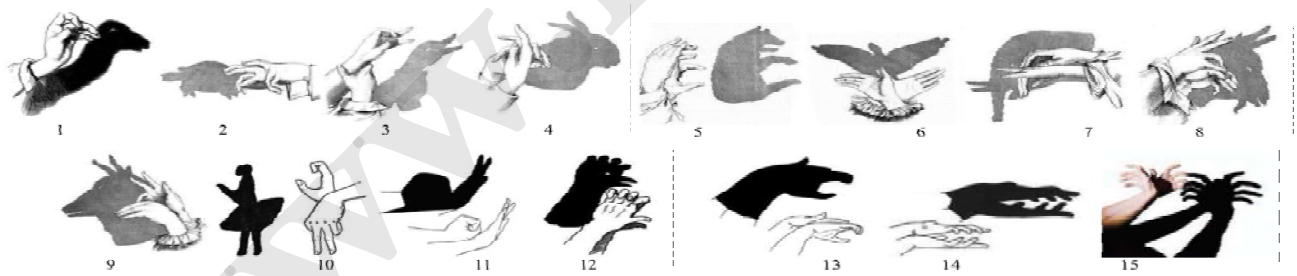
06)Word Study- Shadowgraphy

Competency Level : 5.1 Uses visual and contextual clues to derive the meaning of the text

Learning outcomes : Students will be able to study the picture given in the text in the text book to derive the meaning of that particular text.

Learn how to do shadow puppets, so that you can entertain those around you. Here are some shadows that you can form on the wall. Match the pictures with the words. Try out forming them too.

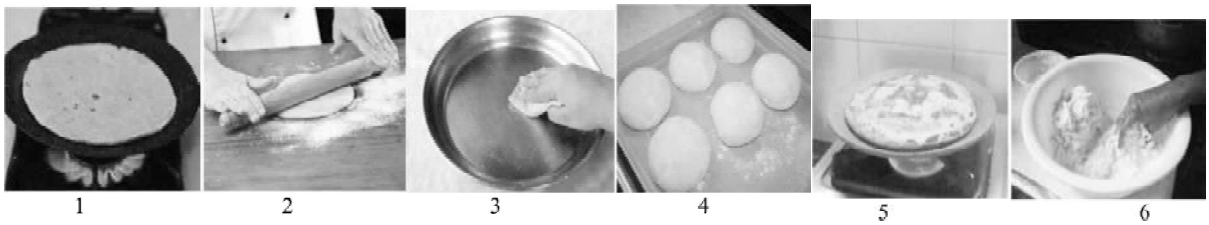
A bird in flight/ Crab/ Panther/ Snail / Rooster / Alligator / Turtle /Ballerina/ Camel / Deer / Wild boar / Elephant's trunk / Hare / Goat/ Goose



07) Every afternoon Ram's mother prepares a snack for tea. This is howshe makes roti. Match the pictures with the sentences. Learn and tryout.

Competency Level : 5.1 Uses visual and contextual clues to derive the meaning of the text

Learning outcomes : Students will be able to study the picture given in the text in the text book to derive the meaning of that particular text.



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a. First, the flour, salt and scraped coconut are mixed and water isadded to make a soft dough.( )
b. Then, the dough is divided into equal portions.( )
c. Next, the portions of the dough are flattened to make a roti.( )
d. After that, a little oil is applied on the skillet and is placed overmedium heat.( )
e. The roti is baked for a few minutes, until it is turned brown.( )
f. Finally, the other side of the roti is also baked well until it becomesbrown and smells pleasant.( )

08)Read this poem.
Competency Level : 1.1 Pronounces English words properly
Learning outcomes : Students will be able to pronounce the words beginning with consonant clusters correctly

A pebble dropped in a lake
Sends ripples gliding to shore
The world is changed for ever
Does the ripple glide ever more?

A word of kindness spoken
Sends warmth where was pain before
The world is changed forever
The warmth lives on ever more

Circle the words that contain the same sound as the word in the first column.

dri**bble**	dangle	able	pebble	haul	deal
cri**pple**	lively	deal	frown	ripple	keen
s**lide**	hind	bleed	scribe	glide	flee
to**ken**	grow	glue	spoken	more	slow
so**ld**	deal	world	hind	pink	load

UNIT – 7 THE WORLD OF THE CHILDREN

01)Complete the sentences using the passive voice past form.
Competency Level : 6.1 Constructs simple sentences – using '**Passive Voice – Past Tense'**
Learning outcomes : Students will be able to construct sentences using Passive Voice – Past Tense

• I …….. (born) in 2004.
• The classroom …….. (clean) by us in the morning.
• That picture …….....(paint) by Arun.
• That essay ……..…. (write) by Nelu.
• Oliver Twist ……...…. (write) by Charles Dickens.
• Rome .....(build) in a day.

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02)Turn the sentences using the passive voice past form.

Competency Level : 6.1 Constructs simple sentences – using '**Passive Voice – Past Tense'**

Learning outcome : Students will be able to construct sentences using Passive Voice – Past Tense

These historical events are written in the active voice. Rewrite the min passive voice using the table given.

1. Christopher Columbus	discovered	America
2. Guglielmo Marconi	invented	the radio
3. Valmiki	wrote	the Ramayanaya
4. The ancient Egyptians	built	the pyramids

1)	America	…….	……..
2)	…….	was invented	……..
3)	…….	…….	by Valmiki
4)	…….	…….	by the ancient Egyptians.

03)Convert these active voice sentences to passive voice.

Competency Level : 6.1 Constructs simple sentences – using '**Passive Voice – Past Tense'**

Learning outcome : Students will be able to construct sentences using Passive Voice – Past Tense

• My little brother broke a vase.

……

• A dog bit Ruvin last week.

……

• The mechanic repaired the bus yesterday.

……

• I set the table.

……

• We sold all the goods.

……

04)Read the descriptions and answer the questions given below.

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

Learning outcomes : Students will be able to find specific information

Children's Day and Doll Festival

In Japan the Children's Day is celebrated twice a year; on March 3rd for girls and May 5th for boys. The Doll Festival is celebrated on March 3rd. On this day girls arrange a traditional doll set in the best room of their house. These dolls represent the emperor, empress, attendants and musicians in the royal court. On May 5th which is called Children's Day, boys fly carp-shaped streamers above rooftops. Carps are a type of freshwater fish. They are lively and energetic. Therefore, the Japanese consider them as a symbol of courage.

Answer the questions

1) On which two dates Children's day is celebrated in Japan?

……

2) Who are these days celebrated for?

……

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3) What do the girls arrange in their house?

……

.4) What do the boys fly on their children's day?

……

5) What are craps?

……

05)Make use of the given facts and write a paragraph on "The Independence Day of Sri Lanka".

Competency Level : 7.1 Writes descriptions of things, places and people

Learning Outcomes : Students will be able to write descriptions of people, places things and animals

- February 4th
- Freedom from the British rule in 1948
- A national holiday
- The President raises the national flag, addresses the nation
- Celebrated all over the country
- hoisting the national flag – in offices, schools, houses, vehicles
- sings the national anthem
- Military parades
- performs a 21-gun salute

……
……
……
……
……
……
……

06)Read the descriptions and answer the questions given below.

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

Learning outcome : Students will be able to find specific information

Hopscotch

It is believed that hopscotch was first played in ancient Rome. It can be played alone or with several players. First, children draw a hopscotch grid. The grid consists of numbered rectangles on the floor. Then they toss a small object (***e.g.*** a flat stone) to land on the rectangles and hop and jump through the diagram to retrieve it.

Catch the Dragon's Tail

This game comes from China. Children form a line by placing their hands on the shoulder of the child in front of them. The first child on the line is dragon's head and the last is the dragon's tail. The head tries to catch the tail by moving the line. The others try to prevent it without breaking the line. When the head catches the tail, the tail becomes the new head.

Cat's Cradle

This is a string game. Children put their fingers through looped string to create different shapes. They pass the string back and forth to change shapes.

Tic-Tac-Toe (Noughts and Crosses)

Tic-tac-toe is a paper –and -pencil game. It requires two players. Players draw a 3 x 3 grid on a paper and mark the grids with "x" or "0" marks. The player who is able to mark the grid in a horizontal, vertical or diagonal pattern wins the game.

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Answer these questions

1) Where was hopscotch first played?

.....

2) How many people are needed to play this game?

.....

3) How many numbered rectangles are there in a hopscotch grid?

.....

4) What do the children toss to land on the land on the rectangle?

.....

5)What is a string game?

.....

6)What do the children do in a game of Cat's Cradle?

.....

7)What do the first and the last children in a Dragon's Tail stand for?

.....

8)How does the head try to catch the tail?

.....

9)What is a paper and pencil game?

.....

10)Who wins the game of Tic – Tac – Toe?

.....

07)Ameena wrote a letter to her friend Senani describing how her school celebrated the Children's Day. But the letter is mixed up. Put it in the correct order.

Competency Level : 7.1 Writes descriptions of things, places and people

Learning Outcome : Students will be able to write descriptions of people, places things and animals

(a)
Please give my regards to your family.
Your friend,
Ameena

(b)
27 Station Road
Avissawella

(c)
Dear Senani

(d)
How are you doing? Thanks for the lovely birthday card you sent me. Yes, I had a nice time on my birthday. This time I donated a few books to the local library.

(e)
Our school celebrated the World Children's Day on October 1st. A special programme was conducted on that day. Our principal gave a speech at the morning assembly. He talked about the history of the Children's Day. We also got to know a lot of important things about children's rights from his speech. After that we enjoyed a magic show and a film. We were given ice-cream too.

(f)
I hope you are in good health. I am looking forward to hearing from you. Please write to me soon.

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01)Read the following dialogue and answer the questions given below.

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

Learning outcome : Students will be able to find specific information

An Exhibition

Sahan called the Exhibition and Convention Centre to get information about an exhibition.

Event Manager: Good morning. Exhibition and Convention Centre. How can I help you?
Sahan : Hello! I'd like some information about "It's a Small World" exhibition, please.
Event Manager: What would you like to know?
Sahan : What is it about?
Event Manager: Well, it's about ICT; that is Information and Communication Technology.
The exhibition will show how this field has developed over the past few decades.
Sahan : You mean how the world has become a global village?
Event Manager: Exactly. **The latest developments of technology will be displayed here.**
There will be a lot of information about its history as well.
Sahan : Ah! Sounds interesting. When will the exhibition be held?
Event Manager: It will be held from 12th to 15th June. We are open from 9.00 a.m. to 6.00 p.m.
Sahan : How much is a ticket?
Event Manager: Fifty rupees for adults and twenty for children.
Tickets will be sold at the entrance.
Sahan : Thank you.
Event Manager: You're welcome.

Read the conversation and complete the table.

Name of the caller
The person who answered
Name of the exhibition
What is it about
Where it will be held
Dates
Time
Place of a ticket

02)Read the following dialogue and answer the questions given below.

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

Learning outcome : Students will be able to find specific information

1) Who was called by Sahan?

……

2) What information asked for?

……

3) What will be shown at the exhibition?

……

4) What will be displayed at the exhibition?

……

5) When will the exhibition be held?

……

6) Where will the tickets be sold?

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……

7) How much will be charged for the adult?

……

8) How much will be charged for the children?

……

03)Write the past participle form of the verb given.

Competency Level : 6.1 Constructs simple sentences – using '**Past Perfect**' form

Learning outcome : Students will be able to write sentences using 'Past Perfect' form

work		read	
repair		go	
break		sing	
build		sell	
buy		write	
give		send	

04)Construct sentences in the future form of the passive voice.

Competency Level : 6.1 Constructs simple sentences – using '**Passive Voice – Future Tense'**

Learning outcomes : Students will be able to construct sentences using Passive voice - Future Tense

The letter	will be	closed	by our best mechanic
The car		repaired	tomorrow morning
Banks		sent	in the sale next week
The clothes		posted	for repairs tomorrow
Your parcel		closed	by post
The road		sold	tomorrow because it's holiday
Dinner		served	in the dining room

1) ……..
2) ……..
3)……
4)……
5)……
6)……..……
7)……..……..

05)Complete the sentences using passive voice future form. (will + be +past participle)

Competency Level : 6.1 Constructs simple sentences – using '**Passive Voice – Future Tense'**

Learning outcomes : Students will be able to construct sentences using Passive voice - Future Tense

• The school prize giving ……. (hold) next week.
• The parents of the prize winners …… (invite) .
• The welcome speech …….. (deliver) by the principal.
• The prizes ……. (distribute) by the Chief Guest.
• The event …… (cover) by the school media unit.

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06)Write down passive voice sentences using the key words given in each sentence.

Competency Level : 6.1 Constructs simple sentences – using '**Passive Voice – Future Tense'**

Learning outcomes : Students will be able to construct sentences using Passive voice - Future Tense

1) the national anthem / will sing / school choir

The national anthem will be sung by the school choir.

2) the musical show / will hold / on 27th May

……..

3) the foundation stone / will lay / by the chairman

……..

4) the welcome speech / will make / the director

……..

5) the wine shops / will close / next poya day

……..

6) dinner / will serve/ at 7.30

……....

7) the project / will complete / in 2020

……..

8) all the parents / will invite / for the annual prize day

……..

9) Pakistan team / will welcome / at the Colombo airport

……..

10) tickets / will sell / at the entrance

……..

11) all the matches / will telecast / live on Rubavahini

……..

07) Arrange the given words to form meaningful sentences. Write the sentences in the space.

Competency Level : 7.1 Writes descriptions of things, places and people

Learning Outcomes : Students will be able to write descriptions of people, places things and animals

1. city / Kandy / Sri Lanka / is a / in / large

……..

2. For / tourist / reasons /it /is / attraction / a / major/ these

……..

3. It /central / hills / situated/ in /the /is

……..

4. historical / there / many/ in / Kandy / are / places

……..……

5. Temple of the Sacred Tooth Relic, / the / some / them / of / are/ the / old Royal palace,/ four shrines dedicated to gods Visnu, Paththini, Natha and Katharagama / and

……..

……..

6. Once a year/is held/Esala Perahera/the cultural pageant/ in Kandy

……..

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08)Read the advertisements / notices and answer the questions.

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

Learning outcomes : Students will be able to find specific information

LOST
A brown leather bag with important documents on May 6th on the Kandy -Colombo at 3 O' clock intercity express train.
If found, please contact: 0381234567

Guitars for sale
Imported from Japan
Brand new
Price: Rs.9000/- upwards
No. 54, Main Street, Matale

Chennai Shopping Tours
Rs.35000/= per person
Includes: air tickets, hotel accommodation and meals
Worldwide Tours (pvt) Ltd.
Colombo, Kandy, Jaffna, Galle, Anuradhapura
worldwide@gmail.com

Houses for Rent in Mawanella
Walking distance to Kandy-Colombo Road
2 bedrooms, 2 bathrooms, living room and pantry
Call- Amal 0777987654

WANTED
A large house with a garden to set up a preschool in Battaramulla or Maharagama
ABC Institute,
34, Galle Road,
Colombo 4

1. Where can you buy imported guitars?
……..
2. Who should you call if you are interested in renting a house?
……..
3. How much does the Chennai shopping tour cost for one person?
……..
4. When was the bag lost?
……..
5.Why does ABC Institute need a large house?
……..

09)Read these words aloud with the help of your teacher.

Competency Level : 1.1 Pronounces English words properly

Learning outcome : Students will be able to pronounce the words beginning with consonant clusters correctly

str	**sch**	**scr**	**spr**	**sn**	**sm**
stream	school	screw	spring	snack	smell
strap	scholar	scrub	sprout	sneeze	smart
straw	scheme	scroll	sprain	snooze	smile
stretch	screen	scrabble	snow	snug	smirk
strange	scream	spray	snail	small	smooth

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10)Write the missing letters. Read the words aloud.
Competency Level : 1.1 Pronounces English words properly
Learning outcomes : Students will be able to pronounce the words beginning with consonant clusters correctly


……iley


…….ing


……..een


…….eam


…….ool


…….ail

11)Add str/sch/scr/spr/sn/smto make meaningful words. Read the words aloud.
Competency Level : 1.1 Pronounces English words properly
Learning outcomes : Students will be able to pronounce the words beginning with consonant clusters correctly

……..…awberry	……..…..ay
….....……art	……..eet
…….....eeze	……..ub
…….....apbook	….....…...olarship
……....apshot	……..ake
….....ell	……..ead
….....……ing	….....ooth

12)Read the following content page of a children's encyclopedia and answer the questions.
Competency Level : 5.2 – Extracts specific information from various types of simple texts
Learning outcomes : Students will be able to find specific information

Contents	*Page*
Art and Music	
Great Artists	3
Famous Composers	5
Making Cartoon Strips and Animations	8
Painting Self-Portraits	10
Musical Instruments	13
History	
The Ancient World	16
Early Explorers and Discoverers	18
Pyramids	21
Seven Wonders of the Ancient World	28
Warriors and Conquerors	34

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Science

Chemical Reactions	38
Energy at Work	42
Gravity	45
Thinking Brain	49
What is Electricity	53

Space

Changing Views on the Universe	58
Comets, Asteroids and Meteors	63
Satellites	65
Sun family	68
The Future in Space	7

• Rizan needs some facts about ancient civilizations and kings. Which articles should he refer to?

……

• Dinidu likes to be a painter. What are the articles that can be useful to him?

……

• Selvi has to do a school project on sources of energy. What page should she refer to?

……

• Mahen has to write an essay titled "Our Solar System". Which article should he refer to?

……

• Brian likes to be a scientist. Which section will provide him with relevant articles?

UNIT – 9 ON TOP OF THE WORLD

01)Match the adverbs in column A with the meanings in column B.

Competency Level : 4.3 Finds synonyms and antonyms for given words

Learning outcomes : Students will be able to find synonyms and antonyms for given words

A	B
always	generally
usually	not often
never	at all times
sometimes	now and then
rarely	not at any time

02) Underline the correct adverbs of frequency in the brackets.

Competency Level : 6.9 - Uses adverbs appropriately

Learning outcomes : Students will be able to use adverbs: once, twice, always, usually, never, rarely, often, sometimes and the adverbs that formed under C.L.4.4 appropriately to describe verbs

1) We (always , sometimes , never) have rice and curry for lunch.
2) We (sometimes , usually , rarely) cook vegetables , dhal , and yams.
3) We (normally , often , never) eat fish.
4) We (never , sometimes , always) eat chicken.
5) We (always , often , rarely) have egg noodles.

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03)Read and circle 'True' or 'False'.
Competency Level : 5.2 – Extracts specific information from various types of simple texts
Learning outcomes : Students will be able to find specific information

I always go to the park on Saturdays because it relaxes my mind. I usually go with my friends. but sometimes I go by myself. I always take something to eat here. There are lots of popcorn sellers but I never buy popcorn because I don't like it. However, one of my friends usually buys it whenever she comes with me.

1) I go to the park on Saturdays	True	False
2) I rarely go with my friends	True	False
3) I usually go alone	True	False
4) I do not buy popcorn	True	False
5) A friend of mine never buys it	True	False

04)Given below is an introduction about a great Sri Lankan woman. Read it carefully
Competency Level : 5.2 – Extracts specific information from various types of simple texts
Learning outcome : Students will be able to find specific information

Top of the world

Jayanthi Kuru- Utumpala was the first Sri Lankan to reach the summit of Mount Everest. This great achievement of hers makes Sri Lanka one of the few countries in the world in which a woman has been the first person to reach the highest mountain peak on Earth. Jayanthi was born in 1979 in Colombo. She studied at Bishop's College and later completed a BA degree in English literature from the Delhi University and a Master's Degree from the University of Sussex, U.K.

In a recent interview, Jayanthi said that conquering the world's highest summit had always been one of her childhood dreams. She began to dream of conquering Mount Everest when she saw a photograph of a friend in the Himalayas in 2002. Following in the footsteps of her friend, she followed a mountaineering course which provided her with the necessary skills. After that she climbed several mountains in the world including Mount Kilimanjaro in Tanzania, Spanish Pyranees and Argentine Andes. On May 21st, 2016, Jayanthi became the first Sri Lankan to reach the summit of the mighty Everest, realizing her ultimate dream. According to Jayanthi's family and friends, she possesses a number of outstanding characteristics that guided her through her path to success. They see her as a fearless, methodical person with sheer will power and undying perseverance. During her school days, her mother recalled, that Jayanthi had balanced well both her academic work and sports activities.

In Jayanthi's view, all the experience she has gained throughout her life helped her in this great achievement. She further says that she had to go through a grueling training including rock climbing, ice-climbing, survival skills and other rigorous physical activities and also the mental strength which helped in increasing the level of endurance. She thanks her mountaineering team, friends and family for their generous support.

Adapted from Daily News August 18,2016

Answer the following questions.

1) What is JayanthiKuru – Utumpala's nationality?
……..
2) When was Jayanthi born?
……..
3) Where did she study?
……..……

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4) Where did she graduate from?

……...…..

.5) What did she study for her B Degree?

……...……

6) Where did she earn her Masters Degree from?

……...……

7) What was Jayanthi's great achievement?

……

UNIT – 10 BEYOND THE CLASSROOM

01)Read the conversation and select the correct answers.

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

Learning outcomes : Students will be able to find specific information

Supun is talking about the English Day of Gemunu Vidyalaya with Rahal.

Rahal : Did you go to the English Day of Gemunu Vidyalaya?
Supun : Yes, we did. It had already started when we got there.
Rahal : How was it? Had they invited many other schools?
Supun : Yes. They had invited five schools besides us.
Rahal : Were there many items?
Supun : Yes, there were. The items were really good too, especially the drama. They had practiced well.
Rahal : What kind of a story was it?
Supun : It was a humorous story. It had a lot of funny scenes. Later I got to know that a grade 8 student had written the script.
Rahal : Wow! Shall we also do a drama for our English Day?
Supun : Good idea. Let's discuss it with our English teacher.

i. This conversation takes place between ……
   a. two teachers
   b. a teacher and a student
   c. two students

ii. Supun said that when they got to Gemunu Vidyalaya ……...
   a. the English Day had already started.
   b. the drama had finished.
   c. students from other schools hadn't arrived.

iii. Gemunu Vidyalaya had invited …… for their English Day.
   a. only one school
   b. three schools
   c. six schools

iv. The drama had many ……..…..
   a. sad scenes.
   b. humorous scenes.
   c. serious dialogues.

v. Supun said that …… had written the story.
   a. a grade 8 student
   b. a teacher
   c. a group of grade 8 students

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02)Read the text and answer the questions given below..
Competency Level : 5.2 – Extracts specific information from various types of simple texts
Learning outcomes : Students will be able to find specific information

The following report appeared in the school magazine of Gemunu Vidyalaya.

The English Day of Gemunu Vidyalaya was held on 21st of October in the school main hall. They had invited the Zonal Director of Education as the Chief Guest. After the tradition of lighting the oil lamp, the programme started with the theme song of English Day. It was sung by a group of grade 8 students. The programme consisted
of recitals, duets, songs, dances and a play. One of the invited schools presented a group song. In his speech, the principal said that the members of the English Association had worked hard to make the event a success. He also said that he was very proud of his students' talents. Everyone present agreed that it was a well-organized programme.

Read the text and find the following information.
• Event described:
• Organized by:
• Place where it was held:
• Date:
• Chief guest:
• Items presented:

03)Read the above text and say True or False.
Competency Level : 5.2 – Extracts specific information from various types of simple texts
Learning outcomes : Students will be able to find specific information

1) When Supun went the English day had already started ( )
2) They had not invited many schools ( )
3) They had practiced the drama very well ( )
4) The grade 8 English teacher had written the drama script ( )
5) They had invited the Zonal Director as the chief quest ( )
6) The member of the English Association had worked hard ( )
7) They had not well organized the programme ( )

04)Read following story and answer the questions given below.
Competency Level : 5.2 – Extracts specific information from various types of simple texts
Learning outcomes : Students will be able to find specific information

One day Nasrudin was taking a traveler across a lake in his boat. While they were talking on various subjects Nasrudin happened to make a minor grammatical mistake.
The traveler, who had always considered himself to be a very educated man, laughed and said, "You've just made a silly mistake. I suppose you've never studied any grammar."

"You're right," Nasrudin admitted. " I haven't studied grammar." In reply, the traveler said, 'Well, then you have wasted half of your life!"
A few minutes later, Nasrudin turned to the traveler and asked,

"Have you ever learned how to swim?"

"No," the traveler answered.

"Well then," Nasrudin replied, "you've wasted your whole life. There's a hole in the boat and we are sinking!"

Answer the questions below.
1) How was Nasrudin taking the traveler across the lake?
……..

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2) Why did the traveller laugh?

……..

3) What did Nasrudin admit?

……

4) What hadn't the traveler learned?

…….

5) Why did Nasrudin say that the traveler had wasted all his life?

…….

05)Read the above story and say True or False.

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

Learning outcomes : Students will be able to find specific information

1) Nastrudin was a boatman ( )
2) The traveler in his boat was a scholar ( )
3) The traveler made a grammatical mistake ( )
4) Nastrud is try to teach him grammar ( )
5) The traveler was very proud of his learning ( )
6) The traveler laughed and teased Nastrudin ( )
7) Nastrudin was not humble and polite ( )
8) Nastrudin got angry with the traveler ( )

06)Complete the following sentences using the past simple or the past perfect form of the verbs.

Competency Level : 6.1 Constructs simple sentences – using '**Past Perfect'** form

Learning outcomes: Students will be able to write sentences using 'Past Perfect' form

1) We ——————— (meet) before you moved to Los Angeles.
2) When I got to the office, they ——————————— (leave).
3) By the time the spring came, the flowers ——————————— (bloom).
4) I was able to pass the exam since I ——————————— (study) regularly.
5) The movie ——————————— (already start) when we arrived there.

08)Use inverted commas where necessary.

Competency Level : 2.5 Uses inverted commas appropriately

Learning outcomes : Students will be able to use inverted comma in a sentence appropriately.

Everyone was discussing the maths test they had just finished when Malith entered the classroom. Some looked really upset while the others seemed either cheerful or indifferent.

Hello, everyone! What are you talking about? Asked Malith.

Well, we've been talking about the maths test. I think I made a lot of mistakes, lamented Surani.

Come on! Cheered Malith. Why are you worrying about something that's over now?

Yes, Malith's correct, agreed Jude.

Besides, that was the last test for this month. So we're free now, added Nethuki.

Everyone nodded but nobody said anything for a while.

Then, to everyone's surprise, Pubudu, who was usually reserved, said, shall we all go out and play a game?

Yes, that would be great! Exclaimed several voices in unison.

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