

**“Way Forward”**  
**Study Pack - English**  
**Grade Eight**  
**First Term-2021**



DEPARTMENT -

**EDUCATION DEVELOPMENT SECTION**  
**PROVINCIAL DEPARTMENT OF EDUCATION-WESTERN PROVINCE**

## Introduction

This book has been compiled with the intention of facilitating teachers to align the textbook and the teacher guide to complete the competency levels to be covered within the first term.

Due to Covid-19 pandemic learning has been shifted from classroom to home. Therefore it is a quite challenging task to the teachers to cover the syllabus in distant mode. Thus this book will help teachers to use as a supplementary material in teaching using distant modes. Further, this book can be used as a self-study material for the students who do not have facilities to access e-learning,

Please note that the suggested activities included in this material can be adapted according to the standards of the students.

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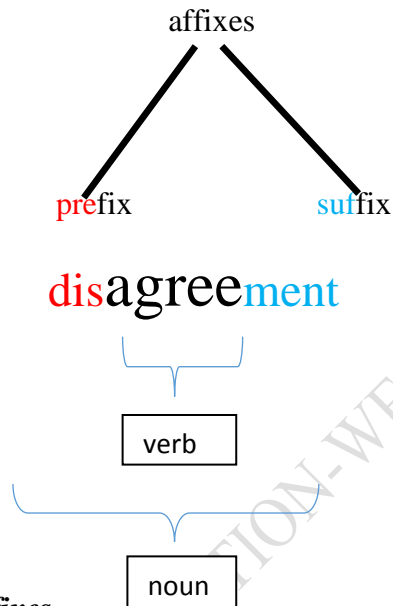
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## Lesson One

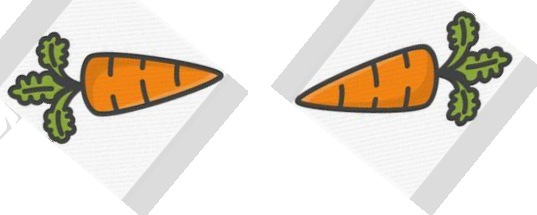
**Competency Level: 4.4 – Uses *Affixes* to change the *word classes* and the meaning of words.**

### Introduction:

- ❖ Word formation is the method by which words are formed.
- ❖ Prefix is a letter or group of letters added to the beginning of a word to form a new word.
- ❖ Suffix is a letter or a group of letters, when added to the end of a word, forms a new word.
- ❖ Prefix changes the meaning of a word.
- ❖ Suffix changes the meaning and the word class of a word.



**Activity 1:** Add *prefixes* and *suffixes*.



un + happy - unhappy

re+ arrange - -----

il + legal - -----

dis +able - -----

mis +use - -----

happy + ness - happiness

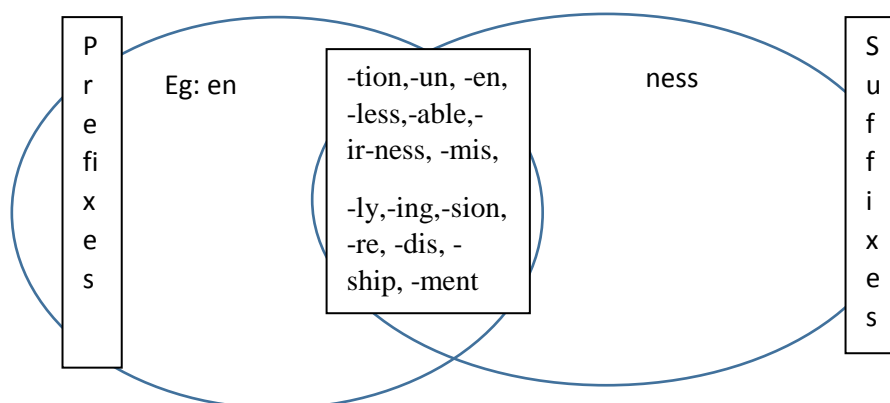
arrange + ment - -----

legal + ly - -----

able + ty - -----

use + ability - -----

**Activity 2:** Here are some groups of letters that can be used as *prefixes* and *suffixes*. Can you divide them into two columns. There is an example too.



**Activity 3:** A suffix can make a word into a different word class: noun/ verb/ adjective/ adverb.

Try to fill in the blanks with correct word.

Base	Adjective	Noun	Verb	Adverb
beauty	beauti <b>ful</b>	beauty	beauti <b>fy</b>	beauti <b>fully</b>
enjoy	enjoy <b>able</b>	enjoy <b>ment</b>	enjoy	enjoyab <b>ly</b>
forget	forgett <b>able</b>	forget <b>fulness</b>	forget	forget <b>fully</b>
-----	agree <b>able</b>	-----	-----	agreeab <b>ly</b>
clean	-----	-----	-----	clean <b>ly</b>
-----	angry	anger	angry	-----

**Activity 4:** Use the correct *suffix* to complete the sentence. As a help the word class of the word is given in **blue**.

- He is a good ----- . (drive) **noun**
- His driving is ----- . (care) **adjective**
- Butterflies are ----- . (beauty) **adjective**
- They ----- the nature. (beauty) **verb**
- My aunt is very ----- . (kind) **adjective**
- She treated me ----- . (kind) how? **adverb**
- Thank you very much for your ----- . (kind) **noun**
- My brother draws pictures ----- . (beauty) how? **adverb**

Extended activities: Pupils' Book- Page number: 51, 52 Activity: 5.2

Work Book- Page Number: 38 Activity: 02, 03

## Lesson Two

**Competency: 5.1 – Uses visual and contextual clues to derive the meaning of the text.**

### Introduction:

- ❖ Look for clues or references in the text.
- ❖ Think about the connotations of used in the text.
- ❖ Match the information in the text to your own understanding or knowledge.

**Activity 1:** Read the following passage and answer the questions given below.

### Dolphins

Dolphins are regarded as the friendliest creatures in the sea and stories of **them**, helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that **their** society is more complex than people previously imagined. **They** look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as **we** do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill **us** is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

1. Find synonyms from the passage for the following words.
  - i. animals -
  - ii. understand -
  - iii. not simple -
  - iv. clear -
  - v. special -
2. Find the antonyms from the passage for the following words.
  - i. floating -
  - ii. uncommon -
  - iii. simple -
  - iv. strongest -
  - v. inferior -
3. find one word from the passage to the following phrases.
  - i. People who study on science -
  - ii. Animals who fed on milk –
  - iii. Exchanging ideas –
  - iv. Can be seen everywhere\_
  - v. On the other hand, \_
4. Say whether the following statements are “true” or “false”.
  - i. Dolphins have a reputation for being friendly to humans .....
  - ii. They are proven to be less intelligent than once thought. ....
  - iii. Both humans and dolphins look after expecting mothers. ....
  - iv. They use words to communicate with others. ....
  - v. Humans can kill dolphins more easily than they can kill us. ....

Complete the following sentences.

- i. Drowning sailors have been saved by .....
- ii. They are powerful creatures that live .....
- iii. It is clear that they communicate with each other without .....
- iv. Dolphins have some social features that are similar to .....
- v. .... skills far beyond what we previously thought.

Write the short answers to the following questions.

- i. What is more complex than people previously thought? .....
- ii. Can we kill them more easily than they can kill us? .....
- iii. What is much more probable? .....
- iv. When do we appear less superior than dolphins? .....
- v. What is the most fascinating aspect of the dolphins? .....

What do the bold words in the passage refer to;

- i. **them** in the first line -
- ii. **their** in the third line –
- iii. **they** in the third line –
- iv. **we** in the fifth line-
- v. **us** in the eighth line –
- vi. dolphins are capable of;
  - i. ....
  - ii. ....
  - iii. ....
  - iv. ....

**Extended activities:** Pupils' Book- Page number: 12 - 17 Activity: 2.2, 2.3

Work Book- Page Number: 08 - 10 Activity: 01, 02, 03 .

## Lesson Three

**Competency Level: 6.3 – Uses modals meaningfully. *Must/ should/ have to***

### Introduction:

- ❖ “must”, “should”, “have to” are used to talk about obligation, things that are necessary to do, or to give advice.
- ❖ “must” and “have to” are both used for obligation and “should” is used to give advice.
- ❖ “must” can be used to express your opinion.
- ❖ Modal verbs are those that help the principal verb to show the mode or manner of the action expressed by the principal verb.
- ❖ They can be turned into negative sentence by adding ‘not’ or ‘n’t’ to the modal.  
(Exception; ‘do not’ have to)

**Activity 1:** Read the dialogue and underline the *modal verbs*.

Mark: I must do some shopping.

Ben: What will you buy?

Mark: I have to buy a present and I must visit John.

Ben: Why?

Mark: It’s his birthday tomorrow.

Ben: What time do you think we should start?

**Activity 2:** Complete the following sentences selecting suitable sentence part from the given box. Underline the *modal verbs*.

- i. I have to go early today .....
- ii. She has to wear glasses .....
- iii. Mobile phones must not be used .....
- iv. Children should not .....
- v. You must read this book .....

- |  |
|--|
| <ul style="list-style-type: none"> <li>• It’s an amazing story.</li> <li>• left unattended.</li> <li>• while driving.</li> <li>• when she reads.</li> <li>• to meet a client.</li> </ul> |
|--|

**Activity 3:** Complete the following blanks using must, have to, should and the negative form of the modals where necessary.

- i. I ----- settle my bills today itself. (*an obligation*)
- ii. You ----- go to bed early today as you’re not well. (*an advice*)
- iii. You ----- remember to send him a birthday card. (*an obligation*)
- iv. You ----- finish this work now, do it leisurely. (*an obligation*)

- v. You ----- eat so much chocolate, you'll make yourself sick. (*an advice*)  
 vi. I ----- pay him back as I promised. (*an obligation*)  
 vii. You ----- try this dish. It's delicious! (*to emphasize*)  
 viii. Visitors ----- touch the paintings in the museum. (*an obligation*)

**Extended activities:** Pupils' Book- Page number: 20, 21 Activity: 2.5, 2.6, 2.7

Work Book- Page Number: 14 Activity: 07

## Lesson Four

**Competency: 4.5 - forms the plurals of nouns.**



### Introduction:

**What would you buy?**

I would buy -----.

countable	{	a story book
nouns		a tooth brush
		a mango
uncountable	{	a bag of rice
nouns		a packet of milk
		a bunch of flowers

We would buy -----.

two story books  
 three tooth brushes  
 two mangoes  
 two bags of rice  
 four packets of milk  
 two bunches of flowers

**Activity 1:** Complete the rest of the things.

a loaf of bread	five -----
a knife	two -----
a radio	two -----
a kilo of potatoes	three -----



a slice of cake

six -----

a -----

two bottles of milk

a -----

Six boxes of matches

a -----

two spoonsful of salt

**Activity 2:** Write the following sentences in plural forms.

E.g. There **is** a new **girl** in my class.

There **are** new **girls** in my class.

i. There **is** a **person** near the bank.

ii. **A policeman** helped me to find the place.

iii. Look! There's **a mouse** in the box.

iv. I drank **a glass of water**.

v. I saw **a** beautiful **flock of birds** over the lake.

**Activity 3:** There are *singular* and *plural* forms of *countable* and *uncountable* nouns. Write them under the correct heading.

A team of players	children	groups of students	a photo
herds of deer	a half of bread	a cup of tea	two feet
girl- friends	two halves of bread	fleets of ships	a branch
a piece of cloth	a woman	a cake of soap	bouquets of flowers.

Singular countable nouns	Plural countable nouns	Singular uncountable nouns	Plural uncountable nouns

**Extended activities:** Pupils' Book- Page number: 08, 09, 31, 32, 44 Activity: 1.7, 3.7,

Work Book- Page Number: 38 Activity: 02, 03

## Lesson Five

**Competency:6.5** – Uses inverted commas appropriately.

### Introduction:

Put “ ” at the beginning and the end of the words being spoken.

“Good morning!”, I said.

Use a comma, before a direct saying.

She said, “Come and sit”.

Begin what is spoken with a capital letter.

“What is this?”, he cried.

New speaker, new line.

### Activity 1:

Put inverted commas where necessary in the following utterances.

How are you going on? asked Benny.

I’m fine said Andrew.

Shall we go for a walk? Suggested Benny.

How nice! Said Andrew.

**Activity 2:** Write in sentences what the teacher said and asked. Use direct speech.



I’m happy to see you.  
You’re going to learn a new lesson.  
Shall we try out!  
Stop!

e.g.: The teacher said, “I’m happy to see you”.

You’ll be able to write more sentences.....

-----.

-----.

-----.

-----.

### Activity 3

Insert ***inverted commas*** where necessary. Write the direct speech of each individual speaker in a new line.

When did you lose your book asked Priya I lost it on my way from school said Binu did you drop it anywhere Priya asked I don’t think so said Binu I would have noticed it if it had fallen out of my bag.

Priya: -----

Binu; -----

Priya; -----

Binu; -----

### Extended activities:

Work Book- Page Number: 22      Activity: 06

## Lesson Six

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

Introduction: Read and understand general idea or the precise piece of information.

**Activity 1:** Read the Following passage and answer the questions.

Liyansa was excited to start the new school year. She was excited to see her friends again and to meet her new teacher. She was most excited about using her new backpack. She sat down on the floor with all of her new school supplies and her bright pink backpack.

First, Liyansa put her crayons in the backpack. She would use the crayons to draw her new teacher, Mrs. Sandra. Next, she put her scissors in the backpack. She could use the scissors to cut out hearts for her best friend, Themila. Next, Liyansa put in her new princess pencils. She thought of all the stories she would write with them. Finally, Liyansa put a bottle of glitter glue in her backpack. It would make everything she made sparkle.

When she had everything put in its place, Liyansa carefully zipped up the backpack and put it on her table. She smiled as she thought of what a great year it would be.

Answer the questions.

- What is the first thing Liyansa put in her new backpack?.....
- What did Liyansa put in her backpack right before she put her glitter glue in?.....
- What did Liyansa plan on using her scissors for?.....
- What is the name of her new teacher?.....
- What did she think of the new year?.....

**Activity 2:** What did Liyansa plan on using her new school supplies. Fill the grid.

THINGS	WHAT FOR?
crayons	
scissors	
pencils	
glue	

**Activity 3: Writing.**

Imagine, this is your own experience and you want to relate in your point of view. Make any change as you wish. Start like this;

**I was happy to start the new school year. ....**

**Extended activities:** Pupils' Book- Page number: 14 – 17, 27, 28 Activity: 2.3, 3.5

Work Book- Page Number: 08 , 13 Activity: 01, 06

## Lesson Seven

**Competency:4.3 – Finds *synonyms* and *antonyms* for given words.**

### Introduction:

- ❖ *Synonyms* are similar words.
- ❖ *Antonyms* are the opposite meaning of a word.
- ❖ *Antonyms* can be formed by adding some prefixes to certain words.
- ❖ An *antonym* can also be a different word.

### Synonyms

big	like	good	happy	funny
huge	love	wonderful	glad	witty
gigantic	prefer	amazing	joyful	amusing
enormous	affectionate	superb	cheerful	humorous

### Activity 1:

This grid is for you. Collect the synonyms into shaded columnsns.

Little, naughty, small, sweet, bad, beautiful, false, tiny, delicious, nice, incorrect, nasty, mistaken, terrible, charming, tasty, wrong, mini, pretty, yummy.

Little	naughty	sweet	beautiful	wrong
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----

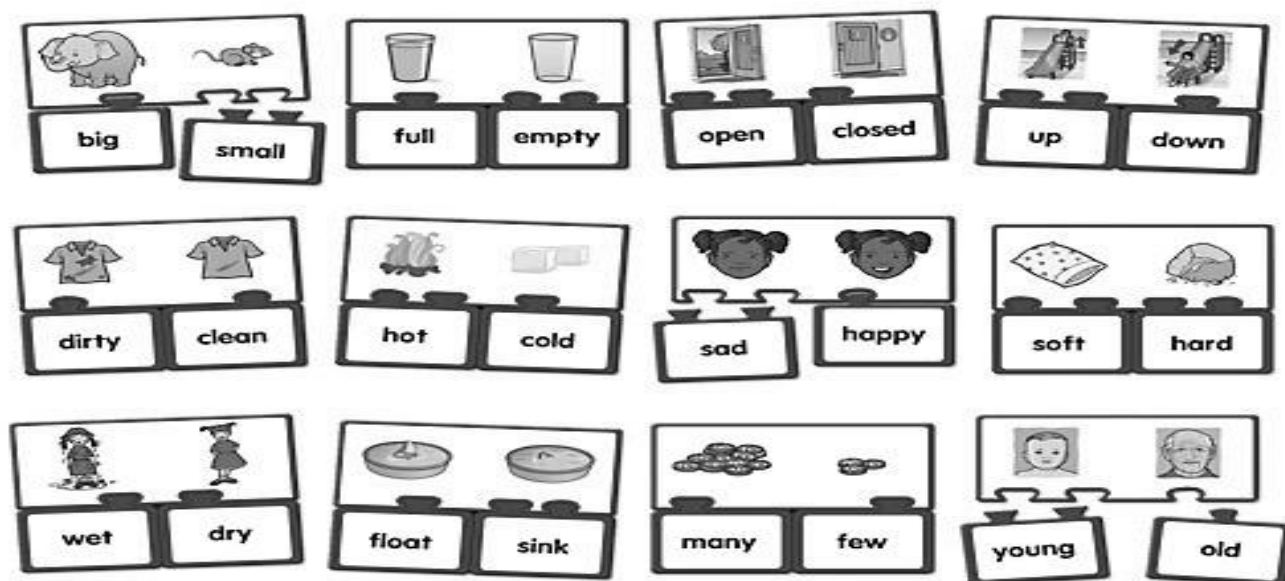
### Activity 2:

Nice is a very common word. Rewrite the following story using a better word instead of ‘**nice**’ each time it occurs.

Saturday was a **nice** day. So Neil and his brother, Noel thought it would be **nice** to go for a picnic in the **nice** woods behind the lake. Their mother made them some **nice** sandwiches which Neil wrapped **nicely** in a grease-proof paper and a **nice** tray cloth. As they walked through the **nice** wood Noel thought he had never seen the trees looking so **nice**. After they had their **nice** meal they played a **nice** game with some **nice** boys and girls whom they met.

## Antonyms

Look at the following examples.



## Activity 3

Use the **antonyms** of the words given in brackets to fill the blanks.

- i. I can't ----- (remember) the way I celebrated my 14<sup>th</sup> birthday last year.
- ii. The ----- (least) of the students like papaya in my class.
- iii. That story was ----- (possible) to believe.
- iv. She wore --- ----- (a cheap) saree for the party.
- v. The Himalayas are the ----- (smallest) mountain range in the world.
- vi. Dumping garbage everywhere makes the environment ----- (pleasant)
- vii. The book I read recently was very ----- (boring)
- viii. Some children were ----- (passively) participated in the lesson.

Extended activities: Pupils' Book- Page number: 17, 18, 19Activity: 2.4

## Lesson Eight

**Competency:** 6.5 – Uses the contracted forms.

**Introduction:** Two words become shorten.

I am- I'm	We are - We're	You are - You're
Is not -isn't	Shall not - shan't	I would - I'd
Will not - won't	I had - I'd	Let us - let's

**Activity 1:** Write the following words in contracted form.

- |                 |                 |
|-----------------|-----------------|
| 1. She is -     | 8. Have not -   |
| 2. He is -      | 9. I have -     |
| 3. It is -      | 10. They have - |
| 4. They are -   | 11. It will -   |
| 5. Are not -    | 12. Cannot -    |
| 6. Was not -    | 13. Did not -   |
| 7. Should not - | 14. Will not -  |
|                 | 15. He would -  |

### Activity 2

Write the following note using long form where contracted form is used.

Dear Sally,

How are you? I hope you're well. I'm sorry. I haven't written to you so long. I was busy with my studies. I'm staying with my aunt. She's a teacher. She helps me. Then I shouldn't go for tuition. So I've enough time to study. I couldn't contact Nelly too. Anyway, I'll visit you during the vacation. Give my regards to your family.

With love,

Surani.

### Activity 3

Rewrite the following passage using contracted form where necessary.

I have a pet. It is a puppy. Its name is Rex. It is so cute. It cannot run fast as it is so chubby. I would like to play with it. But my mother does not like dogs. I am sure She will suggest me to present my puppy to my uncle. But I do not agree, I will not give my puppy to anybody.

**Extended activities:** Pupils' Book- Page number: 30 Activity: 3.6

## Lesson Nine

### 6.2 Uses pronouns appropriately: Reflexive pronouns

❖ **Introduction:** *Reflexive Pronoun* is a type of pronoun that refers back to the subject of the sentence. The subject of a sentence is who or what the sentence is about.

*Reflective pronouns* are used when the subject and the object of the sentence are the same.

(e.g.; I hurt myself)

❖ Reflexive pronoun is used as an object of a preposition.

(e.g.; I bought a book for myself)

❖ Reflexive pronoun is used to emphasize something.

(I'll carry it myself)

**Activity 1:** Try out the riddle.

“I am made of glass; this much is true.  
But when you look you won't see through.  
Reflect on this, and you'll have a clue”.  
(a mirror)

What a mirror is made to do?

A mirror's job is to reflect back to you. This lesson covers a type of pronoun that

Reflects to;

What do you see?

Who do you see?



You are looking at the mirror;

You see you.

S+ V + O

(the object reflects the subject, there we use a *reflexive pronoun*)



Words are formed adding the suffix- **self** (for singular) or **-selves** (for plural) to the base.

I see **myself**.

We see **ourselves**.

You see **yourself**.

You see **yourselves**.

He sees -----.

They see -----.

She sees -----.

It sees -----.

## Activity 2

Use the correct *reflexive pronoun*.

- i. I enjoyed -----.
- ii. He is looking at ----- in the mirror.
- iii. She fell down and hurt -----.
- iv. Take care of -----, it is slippery.
- v. Mothers do all their household chores -----.
- vi. You ----- have to collect the parcel.
- vii. Every time she buys ----- a new dress, when she happens to go to the town.
- viii. We ----- are to be blamed if we do not take healthy food.

## Activity 3

Here are some common errors. Rewrite the following sentences correcting the error in each sentence.

- i. They invited themselves.....
- ii. Have you looked at yourselves lately in the mirror?.....
- iii. You have to complete this work today yourself.....
- iv. Both of you should be proud yourself.....
- v. Mrs. Perera itself baked the cake.....

Extended activities: Pupils' Book- Page number: 04, Activity: 1.

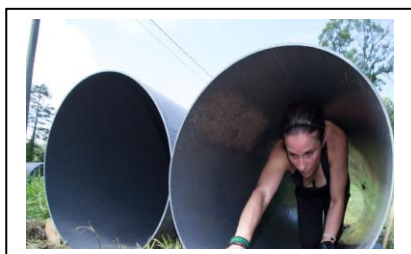
## Lesson Ten

**Level of competency 6.7 - Uses Prepositions appropriately (through/across/above/with/without/by/along/on)**

### Introduction:

- ❖ They are simple words.
- ❖ They influence the meaning of the sentence.
- ❖ They show the direction, time or location.
- ❖ If not use properly ,meaning is not clear.

Look at the following pictures carefully and identify **Prepositions** used to describe them.



The lady is scrawling **through** a tube.



The man is walking **through** the jungle.



The elephant is walking **across** the road.



The people wade **across** the river.

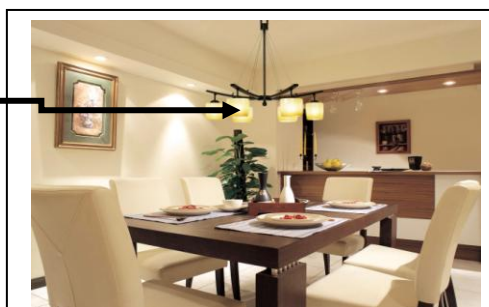


lamp

mirror

washbasin

The mirror is **above** the washbasin.



The lamp is **above** the table.



The girl is reading a book **with** her grand father.



The man is cleaning the floor **with** a brush.



The car is parked **by** the house.



She gets **at** 7 o'clock.



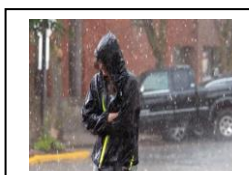
The man is riding the motor bicycle **without** a helmet.



There are shops **along** the road.

### Activity 1

Use the picture clues to select the correct Preposition given in the cage to complete the sentences.



1.The girl is walking ..... the rain.



2) The boy is playing ..... a dog.



3) There is a glass of water ..... the bed.



4) The fan is ..... the table.



5) The cars are parked ..... river bank.

above  
across  
along  
with  
through  
by

## Activity 2

Use the picture clues to complete the following sentences using prepositions that you have learnt.



1) The wild bores .....  
..... the road.



2) A ..... is going.....the tunnel .



3) My house .....the river.



4) The cyclist ..... riding  
.....





5) The plant can not live .....  
water

### Activity 3

Study the picture and complete the blanks given in the paragraph using prepositions provided in the box.

through/ across/along/ with/above/ by /along /without /on /along



This is a picture of a busy street. People are walking 1) ..... the pavement. Two ladies are walking 2) ..... the road 3).....their bags . This is a festive season and decorations can be seen 4) ..... the road. Some cars are parked 5) ..... the shops. Some cars are moving 6) .....the road. It is very difficult to see a shop 7) ..... a sign board. Some shops have displayed items 8) ..... the pavement so it is very difficult to walk from one shop to another shop 9) ..... the crowd. It seems that some customers have come 10) ..... their bicycles for shopping.

## Lesson Eleven

**Competency level - 5.3 - Transfers information into other forms.**

**Activity 01:** Read the following paragraph.

No. 14, Brombil Street, Melbourn, Australia, 21<sup>st</sup> August 2020. Dear Roshita, I was extremely delighted to receive your letter. Thank you very much for inviting me to spend a holiday with you in your beautiful country. I have a dream to visit Sri Lanka one day. We will plan to visit your country in December. Hope we can have a nice time together. Wishing you all the best. Yours sincerely. Ammena.

Now, you may identify that there are familiar parts in this paragraph and they can be separated into a meaningful letter.

Let's complete the following boxes taking information from the above paragraph.

Consider the following points.

- Capitalization where necessary.
- Punctuation marks: full stops, commas, etc.
- The meaning of the text
- Relevant information
- spelling

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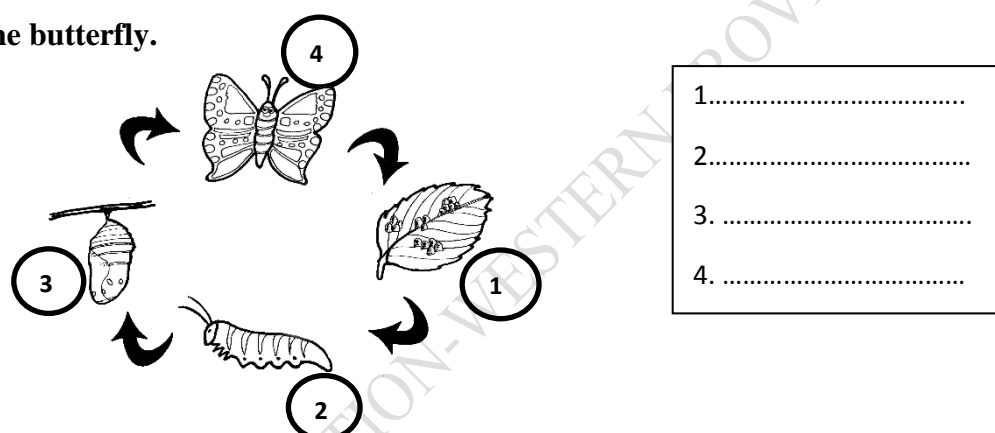
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**Activity 02:** Read the description and name the diagram.

**The story of butterflies**

Female butterflies lay many small eggs. After sometime, the caterpillars come out of these eggs. They spend all their time eating leaves. These caterpillars live for several months. During this time, they grow very fast and become big fat caterpillars. Then, they weave a cocoon and stay inside it. During this period, they face for a lot of changes and become beautiful butterflies. After that, they come out from the cocoon and fly away.

**The life circle of the butterfly.**



**Activity 03 :** Read the following information related to each place in Sri Lanka.

**A**

**The Temple of the Tooth**

In Kandy

Tooth Relic of the Lord Buddha.

Tourists from all part of the world visit.

Annual Kandy perahera

**B**

**Peradeniya Botanical Garden**

In Kandy

Situated by the Mahaweliriver

More than 300 types of orchids available.

Visited by many people every year.

**C**

The Sri Pada Mountain

Pilgrims 'season starts from December and continues up to May.

Four major rivers begin from this peak

The sunrise: a beautiful scene

Butterflies can be seen here.

**D**

The Galle Fort

In Galle

Built by Dutch

Situated in down south of Sri Lanka

The Light house is a very famous tourists' attraction.

Can have a beautiful view of the sea.

Now, provide necessary information to complete the following sentences.

1. Four major rivers are started from .....
2. The places situated in Kandy are ..... and .....
3. Only a limited period is given to visit .....
4. .... is situated in the down south of the country.
5. The four places mentioned here, are ....., ....., ....., and .....
6. Very famous light house is situated in .....
7. Two religious places are ..... and .....

Extended activities : Pupils' Book Page Number - 17 Activity - 2.3

Work Book Page Number - 13 Activity - 6 (a)



## Lesson Twelve

**Level of competency 4.7 :- Use collective and compound nouns.**

General facts about compound nouns:-

- Compound nouns are normally formed using more than one word.
- Compound nouns are made up of a noun and a number of other parts of speech.
- Compound nouns are considered as nouns in their full form.

❖ **Compound nouns consist of two or more words that join together to make a single noun. It is a type of compound word that is used to designate a person, place or thing.**

Example: A person - Father-in-law

A place - car park

A thing - lamp shade

Compound nouns are formed in several ways.

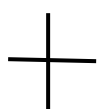
**NOUN**

**NOUN**

**COMPOUND NOUN**



arm



chair



armchair



Car



park



Car park

**GERUND**

**NOUN**

**COMPOUND NOUN**



+



washing

machine

washing machine

**ADJECTIVE**

**NOUN**

**COMPOUND NOUN**



+



Black

board

black board

**NOUN**

**VERB**

**COMPOUND NOUN**



+



hair

cut

hair cut

The below mentioned are other ways of forming compound nouns.

NOUN	PREPOSITION	COMPOUND NOUN
passer	by	Passer-by

VERB	NOUN	COMPOUND NOUN
break	fast	breakfast

VERB	PREPOSITION	COMPOUND NOUN
look	up	Look up

PREPOSITION	VERB	COMPOUND NOUN
out	put	output

PREPOSITION	NOUN	COMPOUND NOUN
under	ground	underground

There are three ways of writing Compound Nouns .

A) Write as two separated words (open compounds) :- ( full moon/ swimming pool)

B)Write as one word (Closed compounds) :- (football/ toothbrush/ sunglasses)

C) Write as hyphenated words (Hyphenated compounds) :- ( father-in-law/ dry-cleaning/self-esteem)

Look at the following explanation too.

### Open Compounds

living room  
ice cream  
full moon  
high school

There is an open space between the words

### Closed Compounds

campfire  
earthworm  
popcorn  
snowball

There is no space or hyphen between the words

### Hyphenated Compounds

mother-in-law  
merry-go-round  
self-esteem  
get-together

A hyphen separates the words

As other nouns a compound noun has a number ( singular and plural forms) and possessive form

SINGULAR FORM	PLURAL FORM
An armchair	armchair <u>s</u>
A car park	Car park <u>s</u>
A washing machine	Washing machine <u>s</u>
A black board	Black board <u>s</u>
Father-in-law	Father <u>s</u> -in-law
A passer by	Passer <u>s</u> by
A green-house	Green-house <u>s</u>
Taxi driver	Taxi driver <u>s</u>
mouthful	Mouthful / mouthful <u>s</u>
Grown up	Grown up <u>s</u>
Housewife	Housewife <u>s</u>
Toothbrush	Toothbrush <u>s</u>

### Activity 1

Match the words in column “A” with the words in column “B” to form correct compound noun and write the correct compound noun on the line provided .( The first one is done for you)

“A”	“B”	
rain	stop	.....
break	prefect	.....
bus	can	<u>bus stop.</u>
safety	brush	.....
head	coat	.....
post	port	.....
dining	lights	.....
tooth	hall	.....
watering	office	.....
air	helmet	.....
traffic	fast	.....

### Activity 2

**Underline the correct Compound Nouns in the brackets to complete the sentences.**

- 1) ..... is on the desk .( a rain coat / rain coats).
- 2) ..... were in the bath room .(a tooth brush / tooth brushes).
- 3) ..... write the editorials of news papers( editor-in- chief /editors-in chief)
- 4) ..... is used to water the plants. ( a water can / water cans )
- 5) ..... are packed in boxes. (a T- shirt/ T- shirts)

### Activity 3

Write the correct Compound Nouns given in the cage to complete the sentences.

sixteen-year-old / swimming pool / sports centre / telephone box /school gate/backyard

- 1) The Minister of Sports has planned to build a ..... in the town.
- 2) The School Development Society is going to build a ..... for water sports.
- 3) Saman’s friends play badminton in the ..... of his house.
- 4) A ..... boy has broken the window of the science lab.
- 5) There is a ..... in front of the .....

### Activity 1

Study the picture and complete the table using nouns and actions .



Nouns	Actions
Ex:- Crocodile	is swimming

### Activity 2

Look at this picture and complete the sentences using the above instructions.



This is a picture of a (1)----- . There (2)-----  
seven people in this photo. All of them (3)----- on the platform. They  
(4)----- at one side itself. It tells that they are (5)----- a train. Three  
women (6)----- bags on their shoulders. (7)-----two railway

tracks and one train in the station. The train (8)-----to stop. The number of the platform is (9) ----- . Parts of some trees can be seen (10)----- the platform.

### Activity 3

Study the picture and write a description about it .



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### **Extended activities**

Text book –any one picture in page numbers 23,28,39

Work Book – Activity 8 in page 31

Activity 8 in page 44

Activity 3 in page 47



## Lesson Fourteen

Competency Level 7.1 - Writes descriptions of people, animals, places, and things

### Paragraph writing

#### ➤ Introduction

- A paragraph is a collection of sentences about a given topic
- There are three essential elements of a paragraph

1. Topic sentence
2. Body (supporting sentences)
3. Conclusion

### 1. Topic sentence

What the paragraph is about

(should be clear, relevant and long)

### 2. Support sentences

-what the writer wants to say about the topic

Step 1. Explain the topic sentence

Add more details

Step 2. Use facts, examples, reasons that support and develop the topic sentence.

### 3. Concluding sentence

-what the writer's opinion about the topic

(should be linked back to the topic sentence)

Read the paragraph and complete the flow chart.



Kumana is the most famous bird paradise of Sri Lanka, which is situated in the Hambanthota District. It covers about 35000 hectares. There is a mangrove swamp called “KumanaVillu”. We can see nearly 255 species of birds annually during April-July, pelicans, painted storks, spoon bills, ducks and black crowned night heron are some of them: The scenic beauty has attracted both local and foreign tourists, and also it is an ideal place for a wonderful safari.

## Kumana Bird Sanctuary

### Introduction

(Topic sentence)

Kumana.....district.

Body

(Explaining the topic facts examples)

It covers  
.....  
.....  
..... them.

Conclusion

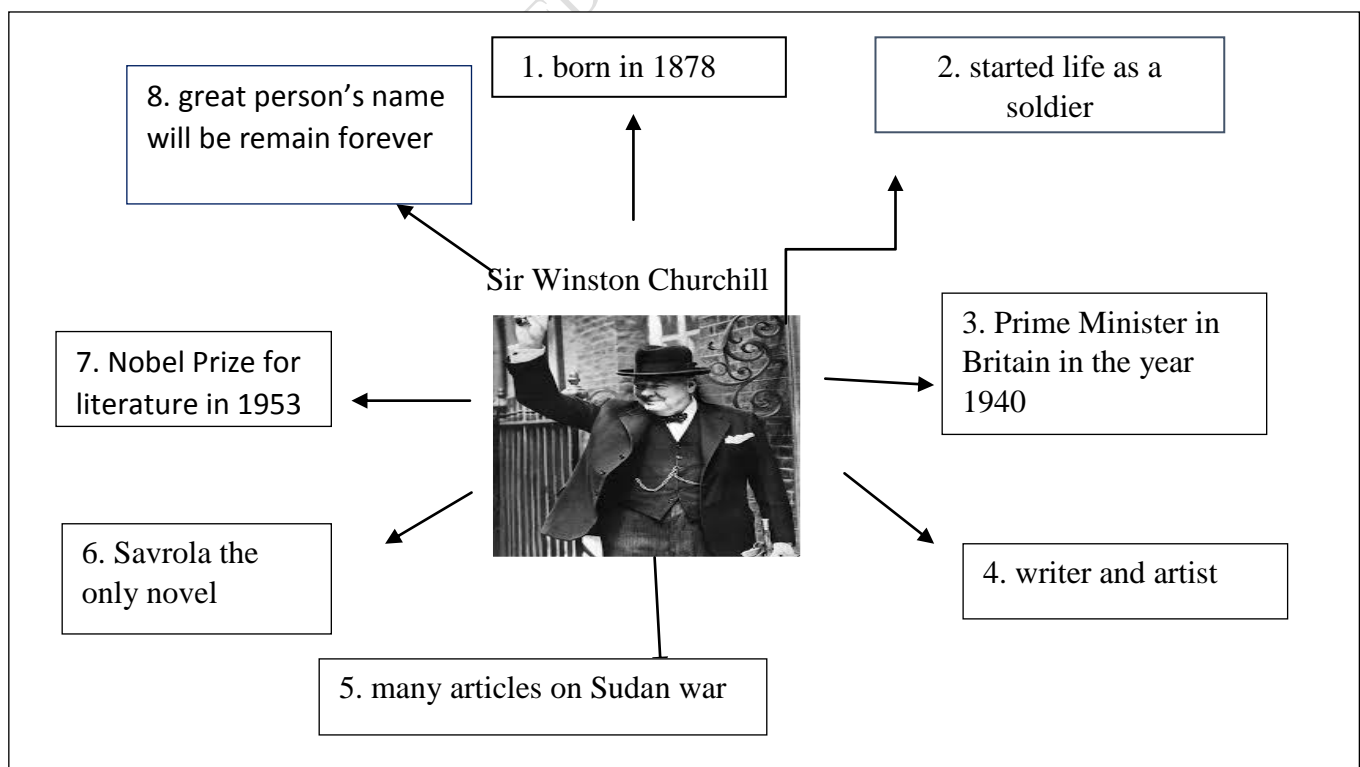
(Writer's idea)

A

The scenic  
.....  
.....  
..... safari.

### Activity 1

Study the following mind map and fill in the blanks





Sir Winston Churchill was (1)..... He started his life (2).....  
 He was a great (5) ..... and (6)..... . He wrote many articles about  
 (7)..... (8) ..... was the only (9)..... he wrote. He won  
 the(10)..... for literature in (11)..... . This (12)..... name will  
 be(13)..... in our hearts forever.  
 ..... He became the (3)..... in Britain in the year(4).....

## Activity 2

Write a paragraph on “My favourite animal” by re-arranging the jumbled words.



1. animal /favourite/the giraffe/ is/ my

2. tallest / mammal /the / is /it /called /earth / on

3. are / legs / its / than /humans / taller

4. run / can /35 miles / it /hour /an

5. spends / life / it / standing / its / most of / up

6. known / is / be /to /it / silent / very

7. on / giraffe / green leaves / feeds/ the

8. must / protect / innocent / this / we / animal

**Start like this.....**

There are many animals live in the world. Among them my favorite animal is the giraffe.....

First name - Agnes Bonsha Bojesu

Born in - 27<sup>th</sup> August 1910

Place of birth - ElbeliyaSkopji

Started life - as a sister in 1928

## The place of work - Roman Catholic Mishanory movement

**Job** - Sister Principal in ST Mary's , Calcutta

Good qualities - kind, helpful, honest, unselfish, dedicated her life for the sake of poors

Special characteristics - Nobel Prize for peace 1979

wrote many books “A gift for the God”, “Dearest Jesus” “The Simplest Way Of Living

passed away on - 5<sup>th</sup> September 1997 became world famous as “mother Theresa”



### The extended activities

Text book pages 37/38      Activity 6

Text boob page 76      Activity 7.5

Work book pages 13/14      Activity 6

Work book page 29 Activity 4

## Lesson Fifteen

Competency level 7.5 - Writes simple compositions on different type of topics.

01. First you have to know what topic you are going to write about. Then make an outline –

- |   |              |
|---|--------------|
| 1. Opening sentence - Introduction        |              |
| 2. Idea connected to the opening sentence | } Body       |
| 3. Details about those ideas.             |              |
| 4. Closing sentence                       | - conclusion |

In other words they can be included into 3 points as -

5. Introduction
6. Body
7. Conclusion

When you are happy with the outline, it is the time to do the writing. Expand your outline into 2-3 paragraphs. Follow the guide lines to do a successful writing .

- ✱ Write the title.
- ✱ Organize ideas into paragraphs.
- ✱ Write the composition.
- ✱ Correct your composition – You have to pay your attention on spellings, punctuations, capitalization, grammar, organizing ideas, vocabulary, constructing sentences meaningfully etc.

### Activity 01

Read the following sentences and the outlines. The outlines are not in order .Select the appropriate name of the outline and write it on the given dotted line. One has been done for you.

- Supportive detail – 2
  - Conclusion
  - Example – 2
  - Introduction
  - Supportive detail – 1
  - Example – 1
  - Topic

A national park in Sri Lanka

(1) ...*Topic*

Sri Lanka is a country which is rich in wildlife.

(2).....

There are several national parks in Sri Lanka

(3).....

Udawalawa National Park is a very popular national park in Sri Lanka. It belongs to two administrative districts:Rathnapura and Monaragala .

(4)

In this park elephants can easily be observed even in midday.

(5)

In addition, animals like spotted deer, leopard, monkey, bear and 183 species of local and migrant birds can be seen. Peacock is the most famous of birds at Udawalawa.

(6)

Visitors to the park can find accommodation in the park bungalows which have basic amenities.

(7)

## Activity 02 :

Re-arrange the following sentences into a meaningful composition.

### **Waterfalls are wonders of nature.**

A.)There is a power and beauty even in the roar of the water I could watch this streaming water even in my sleep.

B) Waterfalls are fascinating natural wonders.

C ) Bambarakanda is the tallest waterfall in Sri Lanka with the height of 868 feet

D) Some of the waterfalls around the world are simply astonishing and have been identified as outstanding places in nature

E) This great natural wonder is situated in Badulla district. It was formed by Kuda Oya, which is a branch of the Walawe river. This can be found in a forest of pine trees flowing through it majestically.

F) Babarakanda is one of such amazing waterfalls in Sri Lanka.

DEPARTMENT OF EDUCATION