

# PIRIVENA ENGLISH

**GRADE 2**

**Educational Publications Department**



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## The National Anthem of Sri Lanka

Sri Lanka Matha  
Apa Sri Lanka Namō Namō Namō Namō Matha  
Sundara siri barinee, surendi athi sobamana Lanka  
Dhanya dhanaya neka mal palaturu piri jaya bhoomiya ramya  
Apa hata sepa siri setha sadana jeewanaye matha  
Piliganu mena apa bhakthi pooja Namō Namō Matha  
Apa Sri Lanka Namō Namō Namō Namō Matha  
Oba we apa vidya  
Obamaya apa sathya  
Oba we apa shakthi  
Apa hada thula bhakthi  
Oba apa aloke  
Apage anuprane  
Oba apa jeevana we  
Apa mukthiya oba we  
Nava jeevana demine, nithina apa pubudukaran matha  
Gnana veerya vadawamina regena yanu mana jaya bhoomi kara  
Eka mavakage daru kela bevina  
Yamu yamu vee nopama  
Prema vada sema bheda durerada  
Namō, Namō Matha  
Apa Sri Lanka Namō Namō Namō Namō Matha

அபி வெலு உக மலகறே டர்லேர்  
உக நிலசேகி வெசேனா  
உக பாலுதி உக ருடீரய லே  
அப கய குடி டுலிதா

உருலிதி அபி வெலு சோழர் சோழர்சேர்  
உக லேச உகி வுலேனா  
சீவன் வன அப மெம நிலசேர்  
சோடீத சிபிய டுலு லே

சுமல ம மென் கர்னா குனேதி  
வெலு சமதி டுலிதி  
ரன் மீன டுலு தோ வ உய ம ய சரபனா  
கிசி கல தோம டீரனா

- டானர் டுமரகேன் -

ஒரு தாய் மக்கள் நாமாவோம்  
ஒன்றே நாம் வாழமில்லம்  
நன்றே உடலில் ஓடும்  
ஒன்றே நம் குருதி நிறம்

அதனால் சகோதரர் நாமாவோம்  
ஒன்றாய் வாழும் வளரும் நாம்  
நன்றாய் இவ் இல்லினிலே  
நலமே வாழ்தல் வேண்டுமன்றோ

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ஆனந்த சமரக்கோன்  
கவிதையின் பெயர்ப்பு

## Foreword

The tradition of Piriven education, which owns a heritage of acclaimed history of many centuries, has established a golden symbol in the Sri Lankan education. Along with the arrival of Arahat Mahinda Thero, we walked towards a more civilized culture while achieving a distinct academic progress. In this context, Pirivena was the lighthouse which bestowed the light of education on the four congregation namely Buddhist monks, Buddhist nuns, laymen and laywomen.

Our classical Piriven education contributes to create a generation of virtuous Buddhist monks dedicated for the safety and the progress of the Buddha Sasana and it should be mentioned that it also pioneered to confer pundits who were competent in classical languages and other arts. It is our duty to commemorate Weliwita Asarana Sarana Nayaka Thero who was the front-runner in reviving the Piriven education which has undergone different drawbacks during dark ages.

We have embarked on the task of creating Piriven education centres which are on par with the modern world while safeguarding the valued ancient education heritage. It is a pleasure to observe that the contemporary Piriven students swim in the ocean of knowledge while developing knowledge, skills and attitudes without isolating themselves in the global village. It should be mentioned that there are numerous instances where certain students who left the formal school system due to different issues, re-entered the Piriven learning centres and made their life successful. It is an ideal proof for the fact that the Piriven education centres are dedicated for the task of providing education for all.

I invite you all to utilize this book efficiently and reach other wide learning spaces through that. It is the sole aim of the government to create a well-educated generation of students with spiritual well-being. I wish everyone would be able to dedicate themselves towards that task. Furthermore, I would like to thank all the parties who extended their unstinted support towards this valuable service.

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*Dear Student,*

*Please do not write anything in this book.  
Use your exercise book to do the activities  
that appear here.*

## Competency Levels to be Covered in Pirivena Grade Two

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Activity 3	- 2.1, 6.1
Activity 4	- 2.1, 6.1
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# Right Way

# 1



## Activity 1

### Act Out

Samitha goes to temple every day. Sometimes, Samitha sweeps the Bodhi compound. Then, he offers flowers and worships the Buddha. Today, he meets Venerable Revatha at the temple.

Venerable Revatha : It looks great. Have you finished sweeping the **Bodhi** compound?

Samitha : Almost, Venerable Sir.

Venerable Revatha : The Bodhi compound is **clean**.

Samitha : Yes sir. I like this place.

Venerable Revatha : Why do you like this place?

Samitha : Because it's calm.

Venerable Revatha : Yes, temples are usually **calm** and **quiet**.

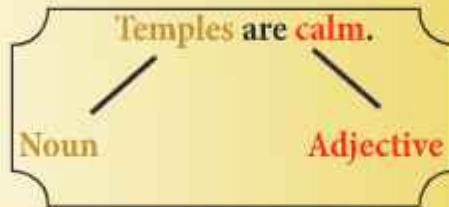


1. What does Samitha sometimes do at the temple?
2. Who did Samitha meet at the temple?

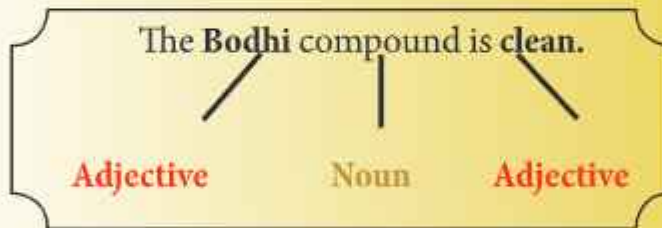
(b) Go to Activity 1 in your workbook and complete it.

### Learning Point

Look at the following example.



Here the word 'calm' describes the noun 'temples'. The word 'calm' is an adjective.



Here the word 'Bodhi' describes the noun 'compound' and the word 'clean' describes the noun 'compound'.

The words 'clean' and 'Bodhi' function as adjectives.

Read the following sentences.

The **Bodhi** compound is **clean**.

The **new** class is **big**.

My room is **tidy**.

Our friends are **good**.

The words '**Bodhi**', '**new**', '**clean**', '**big**', '**tidy**' and '**good**' are adjectives.

## Activity 2 - Writing

Match and make sentences.

My books		big
My friend		good
My teachers	is	kind
The umbrella	are	new
Our classroom		long
Her hair		beautiful

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

## Activity 3 - Reading

Read the following text and answer the questions.

### Podi Hamuduruwo



Venerable Sumana is the youngest monk in the temple. He starts his day very early in the morning. He takes a wash and then puts on a clean robe. Then he cleans the shrine room and sweeps the Bodhi compound. After that, Venerable Sumana offers flowers to the Buddha and meditates for some time. Then, he takes his breakfast (*Heil Danaya*). He spends the rest of the morning reading books or attending the pirivena. He has his lunch (*Dahawal Danaya*) before noon. After finishing the homework given at the pirivena, he helps the children in the village with their studies. He is

a role model to many children in the village. They affectionately call him *Podi Hamuduruwo*.

1. What is the name of the monk mentioned in the paragraph?
2. What is the adjective used to describe his robe?
3. What does he do before offering flowers to the Buddha?
4. When does he take his lunch (*Dahawal Danaya*)?
5. What do the village children call him?

#### Activity 4 - Reading

Look and read aloud.



Samitha passes a room. It is untidy. There are **books**, **pens** and **pencils** everywhere. Some are on the table, while the others are on the three benches in the corner. Some **glasses**, **bottles** and four red gift **boxes** are also on one of the benches. There is also a fruit basket with **mangoes**, **apples**, **bananas** and **oranges** on the cupboard. There are also some empty paint **tins** and **brushes** near this cupboard. Samitha sees a broom behind the door. He takes it and thinks “How can I clean this room?”



### Activity 5 - Writing

Answer the questions.

1. Where are the books?
2. What is on the table?
3. How many benches are there?
4. How many gift boxes are there?
5. List out the fruits mentioned in the text.

#### Learning Point

Look at the following pictures and the words used for each category.



Furniture



Stationery



Fruits



Vegetables



Food



Clothes

Tables, benches and cupboards are furniture. Pens, pencils and books are stationery. We can divide the above words as follows :

#### Superordinate

Furniture

Stationery

—>

—>

#### Hyponyms

tables, benches, cupboards

pens, pencils, books

## Activity 6 - Grammar

Find the **hyponyms** for the **superordinates** given in the boxes.

(books, benches, oranges, bananas, chairs, cupboards, pencils, pineapples, pomegranates, guava, tables, marker pens, file covers, beds, stools, wardrobes, file tags, grapes, papaya, paper clips, note books, mangoes, sofas, highlighters)

### Fruits

### Furniture

### Stationery

## Learning Point

**Did you see the highlighted words?**

'books', 'benches', 'glasses', 'mangoes' are the plural forms of 'book', 'bench', 'glass', 'mango'

Plurals can be formed in different ways:

- ▲ adding -s to some nouns. (books, pens, pencils)
- ▲ adding -es to nouns that end with -s, -sh, -ch, -x and -o\*. (buses, brushes, benches, boxes, mangoes)
- ▲ adding -ies to nouns that end in 'y' with a consonant before it. Remember you have to drop the final 'y' before adding -ies (baby → babies, lady → ladies)
- ▲ adding -ves to some nouns which end in 'fe' or 'f'. Remember you have to drop the 'fe' or 'f' before adding -ves (life → lives, wolf → wolves)
- \* Some nouns ending in -o form their plurals with -s instead of -es (pianos, photos, dynamos)

### Activity 7

(a) Write the plural form.

tin	-	tins	banana	-	.....
fox	-	.....	orange	-	.....
cake	-	.....	tomato	-	.....
kettle	-	.....	class	-	.....
bunch	-	.....	hen	-	.....
bush	-	.....	radio	-	.....

#### IRREGULAR PLURAL NOUNS

<i>man</i>	<i>men</i>
<i>woman</i>	<i>women</i>
<i>child</i>	<i>children</i>
<i>tooth</i>	<i>teeth</i>
<i>goose</i>	<i>geese</i>
<i>foot</i>	<i>feet</i>
<i>mouse</i>	<i>mice</i>
<i>louse</i>	<i>lice</i>
<i>ox</i>	<i>oxen</i>

#### ZERO PLURAL NOUNS

<i>fish</i>	<i>fish</i>
<i>sheep</i>	<i>sheep</i>
<i>deer</i>	<i>deer</i>
<i>aircraft</i>	<i>aircraft</i>

(b) Read the poem aloud.

Once there were six **men**  
They had six **radios**  
The **radios** were in **safes**  
Some **witches** cast a spell  
Now the safes had tight locks  
and iron **roofs**  
They brought **knives, axes**  
To break down the locks  
Finally, they cut the safes  
Into two **halves**  
Aha, the **locks** opened at last  
The **men** took the **radios**  
Sadly, none worked  
As the **batteries** were down

(c) Find the plurals from the poem and write.

1. man - .....
2. radio - .....
3. safe - .....
4. lock - .....
5. roof - .....
6. knife - .....
7. half - .....
8. battery- .....
9. axe - .....
10. witch - .....

### Activity 8

Look at the pictures below and complete the table with the words given.



**Masculine (Male)**  
peacock

**Feminine (Female)**  
peahen

Masculine (Male)	Feminine (Female)
peacock	peahen

mother, pig, boy, god,  
uncle, girl, father,  
goddess, aunt, son, king,  
daughter, prince, man,  
deer, princess, woman,  
doe, queen, sow



### Activity 9 - Reading

Describe the following picture by filling in the blanks using the words/phrases given.



This picture shows a \_\_\_\_\_ room. There are three Buddha statues: a \_\_\_\_\_ statue, a reclining statue and a standing \_\_\_\_\_. The walls are painted in \_\_\_\_\_ and colours. There are statues of Arahāt Sariputta and Arahāt Moggallāna. There is a donation box and a \_\_\_\_\_.

shrine	meditating	statue
table for offerings	different designs	

### Activity 10

Recite aloud.

*Muhuttamapi ce viññu – panditaṃ payirupāsati  
Khippaṃ dhammaṃ vijānāti – jivhā sūparasam yathā*

An intelligent man can quickly understand things. By associating with a wise man for a moment, he quickly understands the Dhamma. It is just as the tongue knows the taste of soup.

Dhammapada

### Activity 11 - Pronunciation

(a) Read aloud.

by , my, why, boy, toy, cry, shy, dry, fly,  
sky, try, fry, copy, very, lorry, baby, reply,  
happy, funny, properly

(b) Read aloud and enjoy.

I spy a little fly  
She is very shy  
When I try  
To catch when they all fly  
by  
Boy, they fly high and  
make me cry

(c) Complete the following table.

Words that begin with letter “y”	Words that end with letter “y”
e.g. yes	e.g. toy

Read the following words.

A	B
yellow	spy
yarn	cry
yet	funny

Do you hear a difference in the pronunciation in the letter “y” of the words in the table above?

The pronunciation of the letter “y” of the words in column A and in column B is different from each other. The words in column A have a consonant sound and the words in column B end with a vowel sound.

### Activity 12 - Listening

Listen and match.

A

B

Venerable Ananda has

stationery

Venerable Sumana bought

fruits

Kamal likes

furniture



# The English Day 2



## Activity 1

### (a) Act Out

Grade 2 students of Siri Nimala Pirivena, Kottawa are going to organize a programme for the English Day. They are in the classroom.

- |                   |  |
|-------------------|--|
| Students          | : Good afternoon, sir!                         |
| Teacher           | : Good afternoon, everybody!                   |
| Venerable Vipassi | : Sir, our class is organizing an English Day. |
| Teacher           | : Well, that's fine! What's the programme?     |
| Venerable Ananda  | : We are planning the programme now.           |
| Teacher           | : Well, who's the announcer?                   |

- Venerable Suneetha : Sir, I'm the announcer. But, I need your help.
- Teacher : OK, I'll help you.
- Venerable Suneetha : How can I invite someone to speak at the event?
- Teacher : You can start like this! "I kindly invite Venerable Vijitha to deliver his speech..." Did you get it?
- Venerable Suneetha : Yes, I did. Thank you, sir.
- Teacher : Well, if you need any more help, meet me during the interval.

**(b) Copy this activity into your book and underline the correct answer.**

- I. In which grade are they?
  - a. In grade 03
  - b. In grade 02
- II. Who is organizing the English Day?
  - a. Students of Siri Nimala Pirivena
  - b. Teachers of Siri Nimala Pirivena
- III. Where are the students?
  - a. In the main hall
  - b. In the classroom
- IV. Who will be the announcer?
  - a. Venerable Suneetha
  - b. Venerable Ananda
- V. When can Venerable Suneetha meet the teacher?
  - a. During the interval
  - b. At the weekend

## Activity 2 - Reading

(a) Read the poster and answer the questions that follow.

### English Day Programme Siri Nimala Pirivena

Date	:	05 <sup>th</sup> of March
Time	:	2.30 p.m.
Venue	:	Pirivena main hall
Events	:	A Dhamma sermon Speeches A drama A debate A quiz competition

Chief Guest : The Most Venerable Pallegama Rathanasara

*All are invited*

1. What is the poster about?
2. When is the English Day?
3. At what time is it?
4. How many events are there?
5. What is the third event?
6. Who is the chief guest?

(b) Complete the following poster.

All are invited to clean our village  
8.00 a.m.

28<sup>th</sup> of August  
at Kettarama Pirivena



### Using Commas



farmer



carpenter



cobbler

There is a \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_

There is a farmer, carpenter and a cobbler.



car



van



bus



three- wheeler

There is a , , and

There is a car, van, bus and a three-wheeler.

### Learning Point

We usually use commas (,) to separate two or more items.

- e.g.
- i. There is a stupa, Bo tree, shrine room and a dwelling-house.
  - ii. Cars, lorries and buses run on the road.

### Activity 3 - Writing

**Insert commas where necessary and rewrite.**

1. Dinuka reads short story books novels magazines and newspapers.
2. Mr. Silva offered a robe a decorated umbrella and a pair of slippers.
3. We can speak Pali Sanskrit Sinhala Tamil and English.
4. I have a bag new pencil box pencil-sharpener and a bottle of water.
5. Venerable Damitha has a single - lined robe double - lined robe and an under robe.



6. There are monks nuns men and women in the picture.
7. There are teachers parents students and past pupils in the auditorium.
8. There are elephants tigers bears lions and kangaroos in the zoo.

#### Activity 4 - Reading

(a) Look at the pictures and read the sentences carefully.



yesterday

but



today

Yesterday was a rainy day.

Today is a sunny day.

Yesterday was a rainy day **but** today is a sunny day.



Roses

and



Anthuriums

Roses **and** Anthuriums are flowers.

(b) Connect the following sentences using 'and' or 'but'.

e.g. Today is a sunny day but yesterday was a rainy day.

i. Kamal goes to school by bus.

Nimal goes to school by bus.

.....

ii. Amal can speak English.

He can't speak Tamil.

.....

iii. Venerable Rahula is kind.

Venerable Narada is kind.

.....

iv. Namal can sing.

He can't dance.

.....

v. Nirmala is clever.

Achala is clever.

.....

Learning Point			
Base form	Adding <b>-s</b> to the base form	Adding <b>-es</b> to the verbs end in 'o, ss, ch, sh, x' and 'z'	Adding <b>-ies</b> to the verbs end in consonant with 'y' ('y' changes in to 'i')
come read play obey write think	come + <b>s</b> → comes read + <b>s</b> → reads play + <b>s</b> → plays obey + <b>s</b> → obeys write + <b>s</b> → writes think + <b>s</b> → thinks		
go pass teach push mix buzz		go + <b>es</b> → goes pass + <b>es</b> → passes teach + <b>es</b> → teaches push + <b>es</b> → pushes mix + <b>es</b> → mixes buzz + <b>es</b> → buzzes	
fly dry cry try study apply			fly + <b>ies</b> → flies dry + <b>ies</b> → dries cry + <b>ies</b> → cries try + <b>ies</b> → tries study + <b>ies</b> → studies apply + <b>ies</b> → applies



### Activity 5 - Grammar

(a) Write the singular form of the following verbs.

seek		apply	
do		speak	
fizz		wash	
say		pass	
mix		teach	

(b) Complete the sentences using the correct verb form.

1. Venerable Thapassi ..... English fluently. ( speak)
2. The priest ..... his followers. (bless)
3. They ..... football. (play)
4. Buddhist monks ..... Dhamma sermons. (preach)
5. I ..... my teeth twice a day. (brush )
6. He ..... a beautiful kite. (fly)
7. They ..... vegetables at the fair. (buy)
8. My father ..... to work daily. (go)
9. Suranga ..... the answers. (guess)
10. My mother ..... a fruit salad. (mix)

## Activity 6 - Listening

Listen to the teacher and complete the grid.

House	Colours	Parts of the body

We are writing the programme.



I'm sweeping the compound.



## Learning Point

### Formation of present participle verbs:

☞ We can add **-ing** to verbs to form present participle verbs.

read → read + ing → reading

go → go + ing → going

But remember the following:

▲ We remove the final **'e'** of verbs before adding **-ing**

write → write~~e~~ + ing → writing

come → come~~e~~ + ing → coming

▲ We change **'ie'** into **'y'** and add **-ing** to the verbs ending with **'ie'**

lie → lie + **y** + ing → lying

die → die + **y** + ing → dying

▲ In some verbs, the final consonant is doubled to form the **"ing"**.

run → run + **n** + ing → running

swim → swim + **m** + ing → swimming

I	am
We	are
You	are
They	are
He	is
She	is
It	is

Present		
I	→	am
we / you/ they	→	are
he/ she/ it	→	is
Formulation:		
Subject + am/ is/ are + present participle		

Past		
I	→	was
we / you/ they	→	were
he/ she/ it	→	was
Formulation:		
Subject + was/ were + present participle		

## Activity 7 - Grammar

Make present participles.

go	
get	
come	
tie	
eat	
sit	
smile	
stay	
have	
clap	
say	

## Activity 8

Underline the correct answer.

### Present

I .....a banana now.

- i. is eating
- ii. am eating
- iii. are eating



They ..... for a bus right now.

- i. am waiting
- ii. is waiting
- iii. are waiting



He ..... now.

- i. am running
- ii. is running
- iii. are running



It ..... in the river.

- i. am bathing
- ii. is bathing
- iii. are bathing



### Past

I .....a banana this morning.

- i. was eating
- ii. were eating

They ..... for a bus yesterday.

- i. was waiting
- ii. were waiting

He ..... last evening.

- i. was running
- ii. were running

It..... yesterday.

- i. was bathing
- ii. were bathing

## Activity 9

Use **am, is, are, was or were** to make meaningful sentences.

1. He .....reading a book *this morning*.
2. Thisal ..... doing his homework *now*.
3. We .....having our dinner *at that time*.
4. My friends ..... playing football *right now*.
5. I ..... having a bath at *this moment*.

Present Continuous Tense ( <b>am/ is/ are</b> )			
Positive	Negative	Positive Question	Negative Question
I am reading. I'm reading.	I am not reading. I'm not reading.	Am I reading?	Am I not reading? Aren't I reading?
You are reading. You're reading.	You are not reading. You aren't reading.	Are you reading?	Are you not reading? Aren't you reading?
They are reading. They're reading.	They are not reading. They aren't reading.	Are they reading?	Are they not reading? Aren't they reading?
He is reading.	He is not reading. He isn't reading.	Is he reading?	Is he not reading? Isn't he reading?
It is raining. It's raining.	It is not raining. It isn't raining.	Is it raining?	Is it not raining? Isn't it raining?

Past Continuous Tense ( <b>was/ were</b> )			
I was reading.	I was not reading. I wasn't reading.	Was I reading?	Was I not reading? Wasn't I reading?
You were reading.	You were not reading. You weren't reading.	Were you reading?	Were you not reading? Weren't you reading?
They were reading.	They were not reading. They weren't reading.	Were they reading?	Were they not reading? Weren't they reading?
He was reading.	He was not reading. He wasn't reading.	Was he reading?	Was he not reading? Wasn't he reading?
It was raining yesterday.	It was not raining. It wasn't raining.	Was it raining?	Was it not raining? Wasn't it raining?

➤ Complete Activity 6 in your workbook.



### Activity 10 - Reading

Read the words aloud and identify the sounds.

→ oo, ee, ea, oa, aw, ai, and ay





## Activity 11 - Reading



Read the following passage aloud.

### *Our Temple*

Our temple is Vijayarama Viharaya. It is situated in Kurunegala. Most Venerable Pannila Vimalagnana is our Chief Incumbent. There are 15 monks in our temple. It has a shrine room, stupa, Bo tree, preaching hall and an alms hall. There is a very beautiful terrace too. We keep our temple clean. We love our temple.

❖ **Speak about your temple. You may use the following:**

Our temple is .....

It is situated in .....

..... is our Chief Incumbent.

There is/ are .....

It has .....

We keep .....

We like / love.....

## Activity 12

Read the following.

A : I have a new bag. B : I <i>have a new</i> bag too.	<b>have a new</b>	A: I have a new bag. B: Me too.
A : She has gone. B : Do you know where <i>she has gone</i> ?	<b>she has gone</b>	A: She has gone. B: Do you know where?
A : I ordered snacks and <i>she ordered</i> an ice cream.	<b>ordered</b>	A: I ordered snacks and she, an ice cream.
A : They went to Kandy and <i>we went</i> to Matara.	<b>went</b>	A : They went to Kandy and we, to Matara.
A : He closed the doors and I <i>closed</i> the window.	<b>closed</b>	A : He closed the doors and I, the window.

## Activity 13

Look at the pictures and read the sentences carefully.



The baby is walking *with* his mother.



We play *during* the interval.



I taste **with** my tongue.



The dog is jumping **towards** the ball.



The cat is **behind** the box.



The ball is **between** the box and the bear.



The dog is **in front of** the kennel.



The toy shop is **opposite** the coffee shop.

## Activity 14 - Grammar

Underline the most suitable word.

1. He came ..... us.  
(with, during)
2. I go to temple ..... my mother daily.  
(during, with)
3. He did his homework ..... the interval.  
(between, during)
4. They are heading ..... the finishing line.  
(with, towards)
5. The boy hid ..... the door.  
(behind, between)
6. Nimal is standing ..... Kamal and Amal.  
(during, between)
7. Our class teacher is ..... the class now.  
(in front of, towards)
8. My school is ..... the temple.  
(opposite, on)

# Endless Friendship

## 3



### Activity 1

#### Act Out

Thisal visited the RajamahaViharaya in Thanthirimale with his mother. There, he offered flowers and meditated for some time. He happened to meet his old classmate, Hemal, there.

Thisal : Hello! Hemal. Nice to see you! How are you?

Hemal : Fine, Thisal.

Thisal : *I've* heard *you've* joined a new pirivena.  
*What's* its name?

Hemal : Yes, *it's* Nandana Pirivena in Medawachchiya.

Thisal : Can we meet the chief monk of this temple?

Hemal : Yes, *where's* he?

Thisal : He might be in the shrine room.



**(b) Answer the following questions.**

1. Who visited the Thanthirimale Rajamaha Viharaya?
2. What are the names of the two boys?
3. Where is the Nandana Pirivena?

**Learning Point**

Did you see the **highlighted** words in the dialogue above?

*I've, you've, what's, it's, where's*

They all are in **contracted forms (short forms)** and see their formation;

I have	➤	I've
you have	➤	you've
what is	➤	what's
it is	➤	it's
where is	➤	where's

Formation of contractions:

am	→	'm	(e.g. I am	→	I'm)
are, were	→	're	(e.g. you are	→	you're)
is	→	's	(e.g. he is	→	he's)
let us	→	's	(e.g. Let us go	→	Let's go)
has	→	's	(e.g. she has	→	she's)
have	→	've	(e.g. you have	→	you've)
had	→	'd	(e.g. you had	→	you'd)
would	→	'd	(e.g. you would	→	you'd)
will	→	'll	(e.g. you will	→	you'll)

not	→	n't	(e.g. do not	→	don't)
-----	---	-----	--------------	---	--------



- \* i. Learn the different contractions given below.

**will not** → **won't**

**shall not** → **shan't**

- ii. We can use some negative contractions in two ways;

He is not → i. He's not                      ii. He isn't

I will not → i. I'll not                      ii. I won't

You have not → i. You've not                      ii. You haven't

## Activity 2 - Grammar

Write the contracted forms for the following.

1.	I am	_____	6.	let us	_____
2.	he is	_____	7.	she has	_____
3.	we are	_____	8.	here is	_____
4.	it is	_____	9.	there is	_____
5.	you are	_____	10.	you have	_____

## Activity 3

Rewrite two contracted forms for the following.

e.g.	we will not	i. we'll not	ii. we won't
1.	you have not	i. _____	ii. _____
2.	we are not	i. _____	ii. _____
3.	he is not	i. _____	ii. _____
4.	you were not	i. _____	ii. _____
5.	she would not	i. _____	ii. _____

### Activity 4

Rewrite the following sentences using the correct contracted forms.

- I. Who is your best friend?  
.....
- II. Where is your bag?  
.....
- III. How is your father now?  
.....
- IV. How is my driving?  
.....
- V. What has happened?  
.....

### Activity 5 - Reading

Read aloud and identify different sound patterns of 'i'.

"i"	"ei"	"ai"	"oi"
lease	raise	rice	noise
read	praise	mice	voice
meal	waist	wise	coin
team	weight	lice	oil
lead	straight	dice	coin

### Activity 6

Find and write out the correct sound pattern of 'i', 'ii', 'ei', 'ai', 'oi'.

e.g. rice	"ai"
lease	
praise	
meal	
straight	

lead	
mice	
voice	
dice	
noise	
leave	

### Activity 7 - Listening

Listen to your teacher and match.

then



finally



first



next



### Activity 8 - Reading

Read aloud.

Similar words or *synonyms* are words or phrases which have the same or nearly the same meaning.

#### Synonyms

little	→	small
big	→	large
delicious	→	tasty
beautiful	→	pretty
new	→	modern

### Activity 9 - Grammar

Underline the correct synonym.

1. I have a little toy car. (small, long, short)
2. Mother brought a big jakfruit. (fat, thin, large)
3. This salad is delicious. (sour, bitter, tasty)
4. I can draw a beautiful flower. (pretty, ugly, dirty)
5. That's a new building. (deep, wide, modern)

### Activity 10 - Reading

(a) Read the story.



#### The Greedy Crow

Once upon a time there was a pigeon. It lived in a nest close to a kitchen. The cook in the kitchen liked it very much. He often fed grain to it. One day, a crow saw the pigeon. It saw that the pigeon was getting *wonderful* food from the kitchen. The crow decided to get *friendly* with the pigeon. Pretending to be friends, the crow somehow made the pigeon share the nest with it.

The crow wanted meat and all the other food in the kitchen. But the pigeon got only grains from the kitchen. The crow could not wait any longer. At the end, it decided to take some food from the kitchen.

Thinking so, it crept down the chimney into the kitchen. He saw some cooked fish in a pan. It smelt delicious. It felt *greedy* and tried to get the fish. Suddenly, a ladle fell down and made a noise. The cook heard this noise. He came to the kitchen quickly. Finally, he caught the crow and removed its feathers.

(b) Read the story “The Greedy Crow” and mark “✓” or “✗”.

1. The Greedy Crow is the topic of the story.

☐

2. The pigeon lived close to a jungle.

☐

3. The crow wanted to be friendly with the pigeon.

☐

4. The pigeon often got bread from the cook.

☐

5. Finally, the cook caught the crow.

☐



### Learning Point

Read the highlighted words in the story again. All these words are **adjectives**.

*wonderful*

*friendly*

*greedy*

We can form adjectives from **verbs** and **nouns**:

☞ Forming adjectives from nouns:

[Noun + **ful**] ➤ wonder → wonderful → **-ful**

[Noun + **ly**] ➤ friend → friendly → **-ly**

[Noun + **y**] ➤ greed → greedy → **-y**

☞ Forming adjectives from verbs:

[Verb + **able**] ➤ pay → payable → **-able**

[Verb + **ent**] ➤ differ → different → **-ent**

[Verb + **ive**] ➤ attract → attractive → **-ive**

☆ Remember the word endings given above are only a few of the common endings of adjectives.

☆ However, there are more endings such as **-ous, -al, -ern, -ary, -ic, -ive, -en, -ish, -ate, -ite and -ar**. Find them and learn as a **self-learning activity**.

### Activity 11 - Grammar

Find adjectives from the box and complete the table. Then underline the word endings as in examples given.

skillful  
friendly

urgent  
selective

agreeable  
monthly

greedy  
handful

creative  
dependent

Adjectives from nouns [-ful / -ly / -y]		Adjectives from verbs [-able / -ent / -ive]		
e.g.	beauty	beautiful	attract	attractive
	hand		agree	
	friend		depend	
	greed		create	
	month		select	
	skill		urge	

### Learning Point

We usually **do not use** the definite article '*the*' and the indefinite articles '*a, an*' with uncountable nouns.

- e. g. *He often fed grain to her.* ☒ No articles (a, an, the) \
- I ate rice. ☒ No articles (a, an, the) — Zero article
- I drank water. ☒ No articles (a, an, the) /

But remember the following occasions:

☆ We can use 'the' before uncountable nouns when they are used in a particular sense.

e.g. The grain (that the cook gave to the pigeon) was good.

The rice (that my father brought) was delicious.

The water (that was in the flask) was not hot.

☆ We can use 'a' with uncountable nouns according to the given structure below.

**a + noun + of + uncountable noun**

- e.g. a + glass + of + milk → a glass of milk
- a + bit + of + news → a bit of news
- a + bowl + of + rice → a bowl of rice

## Activity 12

(a) Read the following sentences and mark "✓" or "✗".



The snow is white. ☐



The milk is in a cup. ☐



The sugar in the bowl is brown. ☐



I spent all the money in my pocket. ☐



Thisal drank all the water in the glass. ☐

(b) Make phrases correctly. (*a + noun + of + uncountable noun*)

e.g.	glass – water	a glass of water
1.	piece – advice	_____
2.	sheet – paper	_____
3.	drop – water	_____
4.	pot – milk	_____
5.	pane – glass	_____

### Activity 13 - Reading

(a) Thisal's English teacher described the following pictures. Read the sentences aloud.



The quail is **big**.

The peacock is **bigger than** the quail.

The ostrich is **the biggest** of all the birds in the world.

The quail is powerful.

The peacock is **more powerful than** the quail.

The ostrich is **the most powerful** bird in the world.

#### Learning Point

All the highlighted words in the above sentences are *adjectives of comparison*.

big, bigger, biggest

beautiful, more beautiful, most beautiful

There are three degrees of comparison.

1. The Positive : - It is the simple form of the adjective.  
e.g. big, powerful
2. The Comparative : - We use it to compare two things or persons.  
e.g. bigger, more powerful
3. The Superlative\* : - We use it to compare more than two things or persons.  
e.g. biggest, most powerful

There are different ways of forming comparative and superlative adjectives:

We often add 'er' and 'est' to one-syllable adjectives.

e.g.    *big*                      *bigger*                      *biggest*

We usually add 'er' and 'est' to two-syllable adjectives that end in "er", "y" or "ly".

e.g.    *clever*                      *cleverer*                      *cleverest*  
          *pretty*                      *prettier*                      *prettiest*  
          *lovely*                      *lovelier*                      *loveliest*

We usually add 'more' and 'most' to adjectives that end in *ful* or *re*. Some adjectives form the comparative and the superlative form as follows.

e.g.    *faithful*                      *more faithful*                      *most faithful*  
          *mature*                      *more mature*                      *most mature*  
          *powerful*                      *more powerful*                      *most powerful*

\* Don't forget to use the definite article '*the*' before superlative adjectives.

e.g.    Venerable Piyananda is *the* tallest in the class.



## Irregular Comparisons

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
far	farther	farthest (of distance only)
far	further	furthest
many/ much*	more	most
little	less	least
old	older	oldest
old	elder	eldest (of people only)
* We use ' <i>many</i> ' with countable nouns and ' <i>much</i> ' with uncountable nouns.		

(b) Complete the following table.

Positive	Comparative	Superlative
big		
	more dangerous	
		highest
clever		
	worse	
		most useful
educated		
	greater	
		cleverest
fast		



### Activity 14 - Reading

#### (a) Read the dialogue.

- Teacher : **What does your brother look like?**  
Thisal : He's thin. He's got curly hair and a round face.  
Teacher : **Can you tell me about your sister?**  
Thisal : She is tall. She has long hair and an oval face.  
Teacher : **Tell me about your best friend.**  
Thisal : He's smart. He's got black hair and blue eyes.

#### (b) Practise with your friend.

You may use the following.

What does your..... look like? (father/ mother/ sister/ etc.)

Can you tell me about your .....? (father/ mother/ sister/ etc.)

Tell me about your ..... (father/ mother/ sister/ etc.)

He/ She is...

- ☞ old, very old, young, middle aged
- ☞ tall, slim, thin, well-built, overweight
- ☞ dark, smart, beautiful, funny, cute, rich, gorgeous
- He has/ She has... / has got... He has got/ She has got ...
- ☞ (a/an) oval/ round/square/ thin
- ☞ long/ black/ straight/ curly/ grey hair
- ☞ blue eyes/ fair skin/ straight

#### (c) Write a paragraph about the person you described.

# Our Family

# 4

## The Friend's Bag

### Activity 1

#### Act Out

Venerable Suseema : Good morning, Udes!h

Udes!h : Good morning, Venerable  
Sir!

Venerable Suseema : Is **that** new bag **yours**?

Udes!h : You mean... the bag on **that** **chair**?

Venerable Suseema : Yes.

Udes!h : No, it's not **mine**. It's *Nirmal's bag*.

Venerable Suseema : *Nirmal's bag*? Do we have a new friend?

Udes!h : Yes, Venerable Sir.

Venerable Suseema : So...**that** bag is **his**? **When** did he join us?

Udes!h : He came last Friday and he's from Katana.

Venerable Suseema : Wonderful! He's from my village.

Udes!h : Why were you absent last Friday?

Venerable Suseema : Because, I had to go for an alms-giving.



**(b) Read the dialogue and answer.**

01. What is on the chair?
02. Who is the new friend?
03. When did he join the class?
04. Where is he from?
05. Venerable Suseema was absent because .....
  - a) he was sick
  - b) he had to go for a funeral
  - c) he had to go for an alms-giving
06. Repeat the following words with your teacher. All the words are from the dialogue '*The Friend's Bag*'.

Two letters make one sound

"th" sound → that

"ch" sound → chair

"wh" sound → when

**Activity 2 - Reading**

**(a) Let's read aloud.**

'sh' sounds	'ch' sounds	'th' sounds	'wh' sounds
shop	chips	this	when
shed	cheeks	that	what
ship	chair	then	wheel
shell	chest	those	why
shy	chin	them	while

(b) Fill in the blanks with suitable sounds. [ sh /ch /wh/th ]



\_\_\_ \_\_ip



\_\_\_ \_\_rone



\_\_\_ \_\_air



\_\_\_ \_\_eel



\_\_\_ \_\_ark

(c) Read, find and complete the table.

then	wheel	chin	shell
shy	chant	this	whip
why	shirt	chair	white
shall	their	charity	she
when	check	shark	that
there	chest	where	them

chin	shirt	that	when
		this	
chant			
	shark		
			whip

### Possessive Forms

Study the following grid and the position of the apostrophe ('). It will help you in activities 03, 04 and 05.

Singular	Plural	Singular	Plural
student's	students'	child's	children's
farmer's	farmers'	man's	men's



### Learning Point

We make the possessive form by adding **apostrophe + s ('s)** to:

☞ All singular nouns

e.g. *student* → *student* + ' + s → *student's*

e.g. *child* → *child* + ' + s → *child's*

☞ Irregular plural nouns

e.g. *children* → *children* + ' + s → *children's*

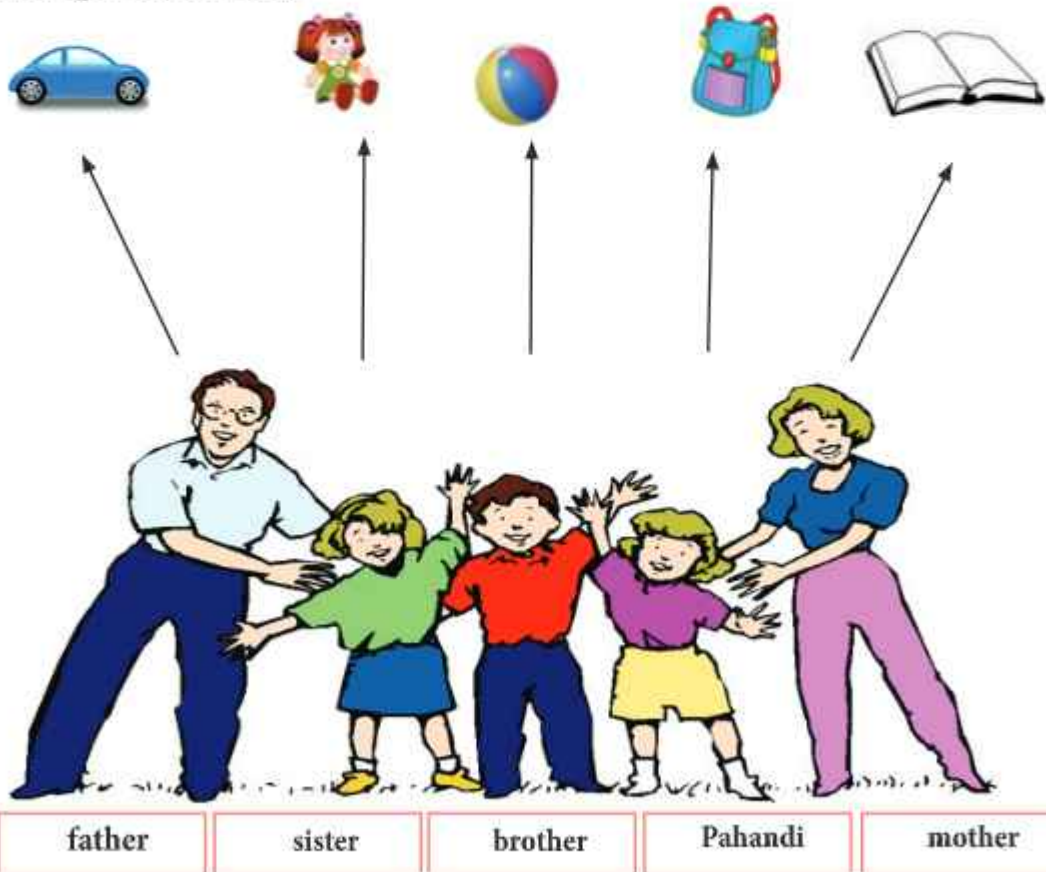
We make the possessive form by adding the **apostrophe (')** to:

☞ Regular plural nouns

e.g. *students* → *students* + ' → *students'*

### Activity 3 - Grammar

Read, speak and write.





Whose ...? (bag, doll, ball, car, book)

☞ Possessive form of singular nouns.

e.g. Pahandi → Pahandi + ' + s → Pahandi's



Pahandi's bag



#### Activity 4

☞ Possessive form of singular nouns

e.g. child → child + ' + s → child's

☞ Possessive form of irregular plural nouns

e.g. children → children + ' + s → children's

Can you fill up the cups? Use the following words.

child children man men woman women fisherman fishermen  
mouse mice

child's	children's

### Activity 5

Think and complete.

☞ Possessive form of regular plural nouns

e.g. students → students + ' → students'



- |  |                                  |
|--|----------------------------------|
| 01. Monks have yellow robes.                     | → Monks' robes are yellow.       |
| 02. Students have white shirts.                  | _____ are white.                 |
| 03. Monkeys have long tails.                     | _____ are long.                  |
| 04. The teachers have a room near the refectory. | The _____ is near the refectory. |
| 05. Rabbits have cute eyes.                      | _____ are cute.                  |
| 06. Patients have comfortable beds.              | _____ are comfortable.           |

## Activity 6 - Reading

Read the example and complete.

<u>Possessive Adjectives</u>		<u>Possessive Pronouns</u>
my	→	mine
our	→	ours
your	→	yours
their	→	theirs
his	→	his
her	→	hers
its	→	its (rarely used)

**This is my bag.**

That is **her** doll.

That is \_\_\_\_\_ umbrella.

That is \_\_\_\_\_ car.

This is **his** pet.

This is \_\_\_\_\_ country.

**This bag is mine.**

That doll is \_\_\_\_\_.

That umbrella is **yours**.

That car is **theirs**.

This pet is \_\_\_\_\_.

This country is **ours**.

**Read aloud the dialogue.**

A : Good afternoon!

B : Good afternoon!

A : I need your help. I wrote the word '*unhappy*'. Is it **correct** or **incorrect**?

B : Mm...I'm not sure. Let me see, I think it's correct.



### Activity 7 - Grammar

Let's learn to use the prefixes **in-** and **un-**

Write out **in-** or **un-** to complete the words.

(un-) = not	(in-) = not
____ kind (not kind)	____ active (not active)
____ happy	____ correct
____ common	____ secure
____ comfortable	____ complete
____ fair	____ efficient

### Activity 8 - Listening

Listen to your teacher and mark (✓) or (✗).

Event	:	A Buddha Pooja	
Time	:	6.30 p.m.	
Day	:	Sunday	
Date	:	13 <sup>th</sup> of December	
Conducted by	:	Venerable Akuresse Dhammadassi	
Venue	:	Viwekarama Temple	

### Activity 9 - Reading

(a) Read the notice.

#### NOTICE

All are welcome to the Annual Prize Giving  
of  
Sumangala Maha Pirivena  
in Kandy.

**Chief Guest: Hon. Minister of Education**

Date	: 25 <sup>th</sup> of December 2018
Time	: 2.45 p.m.
Venue	: Pirivena main hall

10<sup>th</sup> December 2018

Secretary,  
Organizing Committee

(b) Complete the following notice using the phrases given.

31<sup>st</sup> of December 2018 / Sirinivasa Pirivena / 9.30 p.m.  
The Pirith chanting ceremony / Preaching Hall / Kegalle

#### NOTICE

All the devotees are kindly requested to be present for

\_\_\_\_\_ of \_\_\_\_\_  
in \_\_\_\_\_.

It will be organized by Venerable Piyananda with grade 02 students.

Date : \_\_\_\_\_

Time : \_\_\_\_\_

Venue : \_\_\_\_\_

20<sup>th</sup> Dec. 2018

Secretary,  
Buddhist Association

#### Activity 10 - Writing

Write a similar notice for the following.

A Dhamma Sermon (conducted by Venerable Aranayaka Vishuddhi)



### Activity 11

Look and describe.



classroom  
teacher  
students  
blackboard  
benches  
sitting

This is a picture of a \_\_\_\_\_.

There is a \_\_\_\_\_.

There are \_\_\_\_\_.

There is a \_\_\_\_\_.

There are \_\_\_\_\_.

The students are \_\_\_\_\_ in the classroom.

### Activity 12 (Pairwork)

Find the names and practise. (The first letter of each word is shown.)



temple bell	Bo tree	preaching hall	monks' dwelling
stupa / pagoda	shrine room	refectory / alms hall	pond

# Working Together 5



## Activity 1

### Act Out

Samitha and Vidath are from Daham Mithuro Society. On Wednesday, the 5<sup>th</sup> they celebrate the first anniversary of the Society. They have arranged a sermon to mark this event. Kolitha (Samitha's younger brother) and his friends have come to help.

Samitha : What's the time now?

Vidath : It's 7 o'clock.

Samitha : We don't have much time.

Vidath : Don't worry. We can manage this.

Kolitha : When should we go to invite the thero for the sermon?

Vidath : At 8.00 a.m.

Kolitha : a.m.? What's that?

Samitha : Ok, I'll tell you after I finish all this.

Vidath : Till then just think of "before" and "after" noon.

Samitha : Anyway, we are getting late. You can learn about it later.

Kolitha : Alright.



1. Who is speaking in the conversation?
2. What is the name of the society?
3. Why have they arranged a sermon?
4. At what time is the sermon?
5. What doesn't Kolitha know about time?

### Activity 2 - Reading

Vidath showed the following picture. He asked the questions given.

Work in pairs and answer.

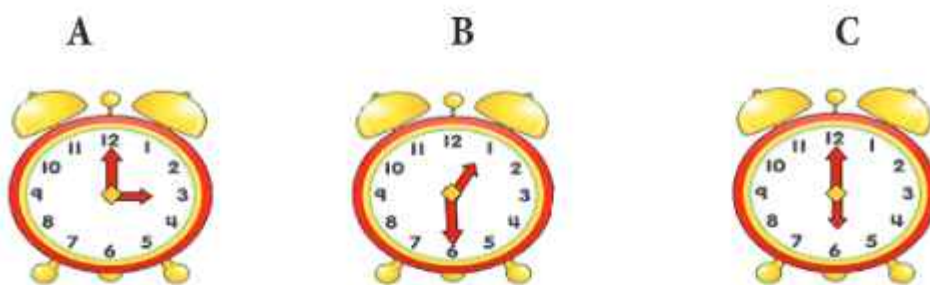


This is a clock face. There are numbers from one (1) to twelve (12). There are two hands. One is long. The other is short. The long hand points to the minutes. The short one points to the hour. There are sixty minutes in an hour.

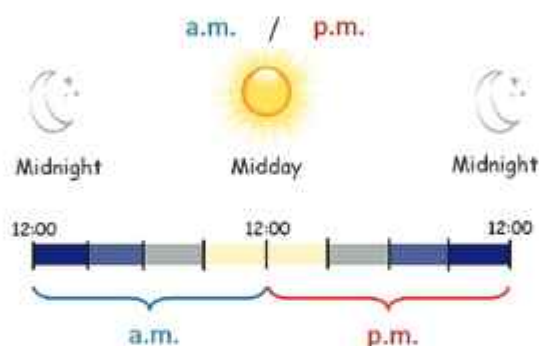
Can you read the times shown below?

Let's look at the first one. The short hand is pointed to 3. The long hand is pointed to 12. So you can say the time. It's three o'clock. Tell the time on B & C.





Vidath: Kolitha, look at this diagram. What can you say?



Time	a.m. or p.m.	Greeting
12 midnight to 11.59 in the morning	a.m.	Good morning!
12 noon to 6 in the evening	p.m.	Good afternoon!
6 in the evening to 11.59 in the night	p.m.	Good evening! (when meeting) Good night! (when leaving)

### Read aloud.

Samitha : Now we have to do a few more things.  
 Vidath : I'll go with Jeewaka **to invite** Samanera Sugatha.  
 Samitha : Okay, great!

- Kolitha : I'll be here.  
 Samitha : Why is that?  
 Kolitha : I'll be here **to wash** Venerable Sugatha's feet.  
 Samitha : Very good.

### Learning Point

#### To infinitive

Look at the statements given.

I'll go with Jeewaka **to invite** Samanera Sugatha.

I'll be here **to wash** Samanera Sugatha's feet.

Here the verbs (infinitives) 'invite' and 'wash' are preceded by 'to'

#### to + infinitive

Why do you buy books? **To improve** my knowledge.

### Activity 3 - Grammar

Match the two halves of the sentences. Copy them in to your book.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1. He's going to the pharmacy     | to worship sacred places.          |
| 2. He's making a lantern          | to ask for help with his homework. |
| 3. He went to Anuradhapura        | to decorate his house for Vesak.   |
| 4. They were at the cinema        | to buy some medicine.              |
| 5. He called his friend           | to attend Dhamma school.           |
| 6. They go to temple every Sunday | to watch a comedy film.            |



### Learning Point

#### Bare infinitive (without to)

*It can be used after auxiliaries such as shall, should, will, would, may, might, can, could, and must*

We **must** study well.

I **can** speak English.

You **need** not come.

### Activity 4 - Reading

#### (a) Read aloud and complete the activity.

Given below is a sermon. It was delivered by Venerable Sugatha. It was his first sermon in English. Samitha, the president of the Daham Mithuro Society invited Venerable Sugatha for the sermon.



*Namo tassa...*

Dear Dhamma followers,

Today, this sermon is to mark the 1<sup>st</sup> anniversary of the Daham Mithuro Society, so I thought that I should speak about the value of associating with wise friends. I will use a stanza from the *Maha Mangala Sutta* for this sermon which talks about the importance of associating with wise friends.

*Asevanā ca bālānaṃ,  
Panditānaṃ ca Sevanā,  
Pūjā ca Pūjaniyānaṃ,  
Etaṃ maṅgalamuttamaṃ*

Do you know what it means? *Asevanā ca bālānaṃ*, do not associate with bad friends, *Panditānaṃ ca Sevanā*, associate only with those who are wise and good, *Pūjā ca Pūjaniyānaṃ*, respect those who should be respected.

Now, I will tell you a very interesting story. During the time of the Kashyapa Buddha, there was a man called Jothipala, who was a Brahmin. He had a good friend named Ghateekara, who was from the potters' caste. Although they were from two different castes, they were good friends. Ghateekara was a devotee of the Kashyapa Buddha but Jothipala was not. So one day, he decided to take his friend Jothipala to the Kashyapa Buddha. Jothipala, who was from another religion, refused many times to visit the Kashyapa Buddha but Ghateekara managed to take him there.

After listening to the Kashyapa Buddha, Jothipala became a loyal devotee. This Jothipala is none other than Gauthama Buddha in one of his previous births.

Can you see the value of wise friends? Even the Buddha had such friends that helped him. So you should only associate with good and wise friends.

By now you should know who your good friends are.

I will end my sermon now.

Let's transfer merits to deities and all departed relatives and non-relatives.

May the Triple Gem Bless You!

**(b) Put the points given in the sermon in the correct order.**

1. Offerings for the Samanera Sugatha at the end.
2. Why the stanza was selected.

3. Examples of associating with good friends.
4. Thematic stanza.
5. Asking the audience say Namō Tassa Three times to observe the five precepts.
6. How Ghateekara acted as a good friend.
7. The reason for conducting the sermon.
8. Transferring merits to gods and relatives.

### Learning Point

There are words which have **silent** letters.

Read the following words.

c – scissors, muscles

d – sandwich, handsome

g – sign, high, reign, though

The highlighted letters are silent.

### Activity 5 - Grammar

Find and circle the silent letters of the following words. (c, d, g)



### Activity 6 - Writing

Three members of the Daham Mithuro Society designed the following poster. Read and design a poster to inform people about a 'Sil campaign' or 'Bodhi Pooja'.



**ANNUAL KATINA CEREMONY**

**HEMARAMAYA - JOTHIPURA**

**Saturday , November 11<sup>th</sup> & Sunday Novemeber 12<sup>th</sup> 2017**

**Nov 11 :**

- 6.00 pm Atavisi Buddha Pujawa & seth pirith chanting**

**Nov 12:**

- 6.00 am Delivering Katina Cloth to the Temple**
- 7.00 am Heil Danaya - Breakfast offering**
- 11.00 am Dahawal Buddha Puja**
- 11.30 am Offering Katina Chiwara**
- 12.30 pm Dhamma Sermon**

**Contact - 001 946 9437 for more information**



### Activity 7 - Reading

Kolitha found the following story in one of his books. Read it aloud and enjoy.

#### The Wise Monkey



There was a **wise young** monkey. He lived in a **big mango** tree. The monkey ate **ripe** mangoes. He was happy. The mango tree was near a river. There was an **old** crocodile in the river. They were friends. They talk every day. The crocodile told his wife about his friend, the monkey. His wife was greedy.

She said, "I like to eat monkeys. I like to eat their hearts. "Bring that monkey here."

The crocodile didn't like that idea first. Later he thought of a plan to take the monkey to his wife . So, the crocodile went to the monkey.

He said, "You always eat mangoes from this tree. Shall I take you to another tree on the other side of the river" The monkey was happy.

He said, "How can I go?"

The crocodile said, I'll take you there. "

The monkey thought for a while.

He said, "Very well, I'll come with you."

So, they started the journey.

On their way the crocodile said, "I know that you have a **good** heart."

"Thank you!" , The monkey said.

The crocodile said, "I like to have it".

The monkey suddenly felt afraid.

But he was a **wise** monkey.

He said, "Oh my friend, I left my heart on the mango tree. I didn't bring it with me. Shall we get back? I can give it to you then."

So the crocodile agreed to go back. They went back to the mango tree.

The monkey went up the mango tree quickly and saved his life.

The **wise young** monkey saved his life and the **foolish old** crocodile went home empty-handed.



### Activity 8 - Writing

(a) Draw a picture to depict the story. Describe the picture.

(b) Write all highlighted words in your book.

They are adjectives. There is an order to write adjectives.

Adjective	Example
Number	one, two, three, four, five
Opinion/ Value	wise, beautiful, sweet, tasty, lovely
Size	big, small, huge, tiny, little
Age/temperature	new, old, young, cold, hot
Shape	round, square, circular, triangular
Colour	red, green, yellow, blue, purple
Origin/Nationality	Indian, Chinese, French, English
Material	steel, wooden, silver, plastic, clay
Purpose	night, cooking, boiling, sleeping, fishing

Remember a common acronym for adjective order:

**NOSASCOMP** - (NO) (SAS) (COMP)

Use the examples given above and write five phrases.

e.g. beautiful, little, red rose

### Activity 9

**Rewrite the following sentences using contractions.**

01. It will not rain in the evening.
02. You are working so happily.
03. That is a monkey!
04. You should not be here.
05. My mother does not get late today.
06. I did not see you.
07. They were not here last night.
08. They cannot help you.
09. I will meet my brother today.
10. You had better start your homework now.

### Activity 10 - Listening

**Listen carefully and number the answers in order.**

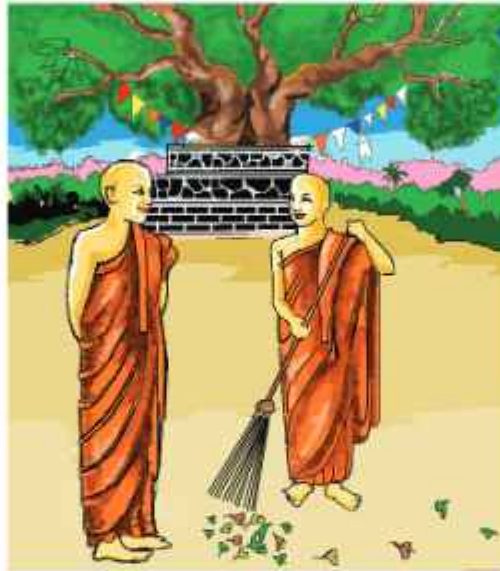
- a. I'm in grade two.
- b. I'm from Mahawewa.
- c. I'm Venerable Suneetha.
- d. I'm twelve years old.


# Temple Roster

# 6

## Activity 1

### Act Out



Venerable Nanda is in his new pirivena. He is a novice monk. He is sweeping the temple compound. The Chief Incumbent, Venerable Sobitha speaks with him.

Venerable Sobitha : Nanda, why aren't you at the shrine room? Didn't you check the roster today?

Venerable Nanda : No, Venerable Sir. I didn't check it.

Venerable Sobitha : Why? You **should** be cleaning the shrine room now, and not sweeping the temple compound.

Venerable Nanda : Extremely sorry, Venerable Sir. I didn't know about it.

Venerable Sobitha : It's alright. But you should check the roster weekly.

Venerable Nanda : Yes, Venerable Sir.

Venerable Sobitha : That's good. That's how a good monk should be.

Venerable Nanda : **Would** you mind if I finish sweeping the garden now?

Venerable Sobitha : No problem, it's better to finish what you have already started.

Venerable Nanda : Yes, Venerable Sir. I **would** follow the roster from tomorrow.

## Activity 2 - Reading

Write '*true*' or '*false*'.

1. Venerable Nanda checked the roster in the morning.
2. Venerable Sobitha changes the roster weekly.
3. Venerable Nanda is the Chief Monk of the temple.


### Learning Point

See the **highlighted** words in the dialogue above.

**should**

**would**

They are modal verbs. We can use 'would' for:

☞ Polite requests.

e.g. **Would** you do it from tomorrow?

**Would** you open the door, please?

We can use **should** for:

☞ Advice

e.g. You **should** check it weekly.

You **should** have a haircut.

☞ Obligation, expectation or probability

e.g. I **should** learn English well.

Every true Buddhist **should** practise five precepts.

Formulation:

Subject	+	would	+	Verb Stem
Subject	+	should	+	Verb Stem



### Activity 3 - Grammar

Fill in the following blanks with 'would' or 'should'.

- ..... you hold my bag, please?
- You ..... brush your teeth twice a day.
- ..... you like an ice-cream?
- Everybody ..... walk on the right side.
- ..... you like some coffee?
- You ..... wear school uniforms for the field trip.
- ..... you help me to move the box?
- You ..... try to lose weight.
- I ..... follow the roster.
- ..... you like a cup of tea?

### Activity 4 - Reading

Read the following roster and answer the questions given.

Activity	Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Sweeping the compound</i>	5.30 - 6.00	Venerable Nanda	Thisal Tharinda	Venerable Sumedha	Nimesh Sampath	Venerable Vipassi	Ajith Nilantha	Venerable Nagitha
<i>Sweeping the shrine room</i>	6.00 - 6.30	Venerable Nagitha	Ajith Nilantha	Venerable Vipassi	Venerable Sumedha	Nimesh Sampath	Thisal Tharinda	Venerable Nanda
<i>Watering the flower plants</i>	6.30 - 6.45	Ajith Nilantha	Venerable Nagitha	Venerable Nanda	Venerable Vipassi	Venerable Sumedha	Nimesh Sampath	Venerable Vipassi
<i>Arranging the alms hall</i>	6.15 - 7.00	Venerable Vipassi	Venerable Sumedha	Nimesh Sampath	Thisal Tharinda	Venerable Nanda	Venerable Nagitha	Ajith Nilantha
<i>Emptying the dust bins</i>	7.15 - 7.30	Venerable Sumedha	Nimesh Sampath	Thisal Tharinda	Venerable Nanda	Venerable Nagitha	Ajith Nilantha	Thisal Tharinda
<i>Cleaning the preaching hall</i>	7.30 - 8.00	Nimesh Sampath	Venerable Vipassi	Ajith Nilantha	Venerable Nagitha	Thisal Tharinda	Venerable Vipassi	Venerable Sumedha
<i>Cleaning the wash rooms</i>	8.00 - 8.30	Thisal Tharinda	Venerable Nanda	Venerable Nagitha	Ajith Nilantha	Venerable Vipassi	Venerable Sumedha	Nimesh Sampath



### Activity 5 - Grammar

Use the correct words to make questions. [who, what, when, where]

who → person/s  
what → object/s  
when → time  
where → place

1. .... should sweep the compound on Monday?  
Thisal.
2. .... would Nimesh do at 6.30 on Friday?  
Watering the plants.
3. .... would Ajith work at 6.35 on Sunday?  
Near the plants.
4. .... does Thisal clean the washrooms?  
From 8.00 to 8.30 on Sunday.

### Activity 6 - Listening

Listen and match column A with B.

A	B
Sunday	Sweeping the compound
Saturday	Sweeping the shrine room
Wednesday	Watering the plants
Friday	Arranging the alms hall
Tuesday	Emptying the dust bins
Thursday	Cleaning the preaching hall
Monday	Cleaning the washrooms

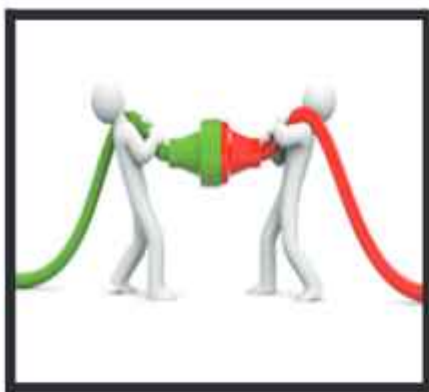
### Activity 7 - Reading

Fill in the blanks using the words in the box.

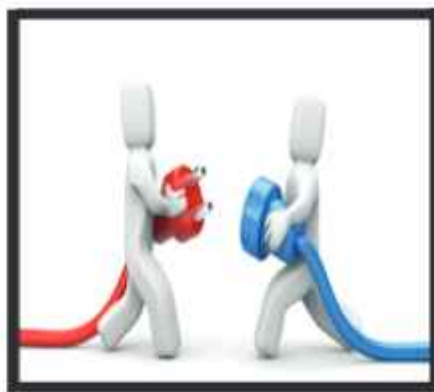


single - lined robe / in colour /  
double - lined robe / 'Kathina  
robe' / three types of

Buddhist monks and nuns wear robes. They are mostly saffron and maroon ..... There are ..... robes. They are the ....., the ..... and the under robe. During the rainy retreat, a special robe called ..... is offered to the Bhikkhus in the temple. In the past and sometimes even today, the monks sew and dye their own robes in their temples.



connect



disconnect

## Activity 8 - Grammar

Let's learn to use the prefixes *dis-* and *re-*

Write out *dis-* or *re-* to complete the words.

(dis-)= not	(re-)= again
___ connect	___ write
___ courage	___ arrange
___ honest	___ fresh
___ appear	___ assure
___ agree	___ organize

### Activity 9 - Reading

Draw lines to match.

- |              |              |
|--------------|--------------|
| 1. obedient  | reopen       |
| 2. open      | disobedient  |
| 3. like      | renew        |
| 4. advantage | dislike      |
| 5. new       | disadvantage |

### Activity 10

Underline the word that sounds different in each set of words.

- I. shoot, hoot, luck, root
- II. see, need, near, breed
- III. put, speak, read, beach
- IV. soap, mouth, throat, float
- V. dawn, pawn, yawn, slow
- VI. tail, see, sail, mail
- VII. stay, play, fly, pray

### Activity 11

Read the following dialogue.

Watch out!



Nuwan : What a big fire!

Amila : Yes, it's spreading fast.

Nuwan : Shall we go and see?

Amila : Oh! It's dangerous!

Nuwan : Yes, it is.

*A villager goes passing them...*

A villager : Watch out! Don't go closer!

### Activity 12

Match column A with B correctly.

A

It was a very hot day.

He sings very well.

That was very interesting.

It was a nice evening.

Her mother is very kind.

He is very generous.

B

How kind her mother is!

How generous he is!

How well he sings!

What a hot day!

How interesting!

What a nice evening!

### Activity 13 - Reading

Recite the stanza and its meaning.

Na hi verena verāni

sammantidha kudacanam

Averena ca sammanti

esa dhammo sanantano

-Dhammapada -

Hatred is never ceased by hatred,

It is only ceased by love

In this world

This is an eternal law.





# True Friends 7



## Activity 1

### Act Out

It's the first day of the new year. All the pupils are in a new class. The new class is big. They meet new friends. The bell rings. Now they have English. The teacher comes to class.

Teacher : Good morning!

Pupils : Good morning, sir!

Teacher : I am your new English teacher. I'm Kamal Herath. I'm from Galle. I would like to know something about you. Tell me your name and where you come from.

Samitha : Good morning, Sir, I'm Samitha. I'm from Ragama.

Venerable Soratha : Sir, I'm Venerable Soratha from Gintota.

Teacher : Very good! How about you?

Daham : Good morning! My name is Daham. My home town is Kegalle.

1. What is the name of the teacher?
2. What does he teach?
3. Where is he from?
4. What is Samitha's village?
5. Who is from Kegalle?

(b) Introduce yourself to the class. Follow the structure given below.

I am/ I'm ..... from .....

I am/ I'm ..... I am/ I'm from .....

My name is / My name's ..... My home town is .....

(c) Do the activity in your workbook.

### Activity 2 - Listening

Saman speaks about his friend.

Listen to your teacher carefully and underline the correct answers.

1. My best friend is a) Sameera b) Daham	2. He is a) nine years old b) ten years old	3. He is in a) grade three b) grade two
4. Daham is a) tall b) short	5. His favourite subject is a) Tamil b) English	

### Activity 3 - Reading

Read the following paragraph.

#### *My Friend*

My friend is Isuru. He lives in Galle. He is 10 years old. His school is Gangarama Pirivena in Galle. He is in grade two. His hobby is playing cricket. He has two brothers and three sisters.

His father's name is Kamal and his mother's name is Ruwani. He has a pet dog called Brownie. It plays with Isuru. He enjoys flying kites. His ambition is to be a teacher.

### Activity 4

(a) Fill in the grid using the above description.

Name	
Age	
School / Pirivena	
Class	
Hobby	
Pet	
Village	
Ambition	

(b) Speak to the class about your best friend.

(c) Go to Activity 4 in your workbook and write an essay on "My Best Friend".

### Learning Point

We can form singular verbs:

☞ adding **-s** to verbs which end in vowel + y.

e.g. play → plays  
obey → obeys  
stay → stays

☞ adding **-es** to verbs which end in consonant + y. But, remember to change the final 'y' into 'i'.

e.g. cry → cries  
fly → flies  
study → studies

vowel + y = add **-s**    consonant + y = drop 'y' and add **-ies**

### Activity 5 - Grammar

Write singular forms.

Base form	Singular form
copy	_____
reply	_____
worry	_____
marry	_____
dry	_____

### Activity 6

Change the underlined words into singular and rewrite.

e.g. Monks study Pali Stanzas.

A monk studies Pali Stanzas.

01. The farmers carry the harvest.

.....

02. The boys fly kites in the evening.

.....

03. The children reply to the questions.

.....

04. The babies cry.

.....

**Activity 7 - Reading**

(a) Read the conversation.

*In the evening*



Sithum visits his friend Pathum.

Pathum : Good evening, Sithum!

Sithum : Good evening, Pathum!

How are you?

Pathum : I'm fine. Thank you and you?

Sithum : I'm also fine.

Pathum : What do you think about our new class teacher?

Sithum : Really good! He works *hard* and *patiently*.

Pathum : He asks us to work *neatly* and *well*.

Sithum : Is that your father over there?

Pathum : Yes.

Pathum's mother: Come here son, let's have some tea.

(b) Answer the questions.

1. When do Sithum and Pathum meet?
2. How does the new teacher work?
3. How does he ask his students to work?
4. Who invited them for tea?



### Learning Point

Adverbs give more information about verbs. They tell us 'when, where or how' the actions take place.

- Adverbs of time (*when*);

e.g. The new term starts **today**.

[**now, then, ago, already, soon, late, yesterday, today, tomorrow, etc.**]

- Adverbs of place (*where*);

e.g. Please, come **here**.

[**here, there, everywhere, above, etc.**]

- Adverbs of manner (*how*);

e.g. They cross the road **carefully**.

[**carefully, quickly, slowly, wisely, well\*, etc.**]

- Remember, some adjectives are used as adverbs:

#### Adjectives

**fast**

**early**

**hard**

e.g. *He is a **fast** runner.*

#### Adverbs

**fast**

**early**

**hard**

*He runs **fast**.*

\*'good' is an adjective. Its adverb is 'well'.

Venerable Sarada is a **good** student monk.

He studies **well**.

(c) Study the table and read aloud.

We can make ADVERBS by adding “ly” to the ADJECTIVES

Adjective		+ly (adverb)
<i>honest + ly</i>	→	honestly
<i>patient + ly</i>	→	patiently
<i>kind + ly</i>	→	kindly
<i>happy+ ly</i>	→	happily
<i>beautiful + ly</i>	→	beautifully
<i>neat + ly</i>	→	neatly
<i>clever + ly</i>	→	cleverly
<i>lazy + ly</i>	→	lazily
<i>quick + ly</i>	→	quickly
<i>brave + ly</i>	→	bravely

### Activity 8 - Grammar

(a) Fill in the gird.

Adjective	Adverb
correct	correctly
loud	
bad	
sad	
clear	
deep	

(b) Write correct adverbs.

e.g. The soldiers are brave. They fight bravely.

1. Saman is careful. He drives .....
2. The tortoise is slow. It walks .....
3. Venerable Soratha's English is perfect. He speaks English .....
4. Ruwan is active. He works .....
5. This lesson is easy. I did it .....

(c) Practise with your friend (Pairwork).

*Where are you?*



Where are you?  
I'm *here*.



Where's Ruwan?  
He's *there*.

Read the paragraph.

Gayan lives in a rural village. He goes to school everyday. He does his homework **daily**. Therefore, he got good marks in many of the subjects *this year*. He is in Grade two *now*.

The highlighted words are adverbs of time. Learn them.



### Activity 9

(a) Find and complete the table .



Adverbs of manner	Adverbs of place	Adverbs of time

(b) Underline the adverb.

1. She dresses beautifully.
2. You can sit here.
3. He walks quickly.
4. Hasara is playing cricket now.
5. He speaks fast.

## Activity 10 - Reading

### *In their classroom*

(a) Gayan and Tharusha are in their classroom. Read and understand the dialogue.

- Gayan : **Whose** eraser is that?  
Tharusha : **Which** one?  
Gayan : The blue one on that book.  
Tharusha : That's Namal's eraser.  
Gayan : Is he new to the class? **When** did he join us?

(b) Write true or false.

1. The eraser is Namal's.
2. Tharusha and Gayan are friends.
3. Gayan is new to the class.


(c) Practise with your friend.

**Which** pen do you want?

I need the black pen.

**Which** way is shorter?

This way is shorter.

**Which** one is better?

The yellow one is better.

**Whose** brother is Chamara?

He is Viraj's brother.

**Whose** dog is at the gate?

Chanaka's dog is at the gate.

**Whose** father is a farmer?

Kaml's father is a farmer.

**When** will you visit Unawatuna?

We'll visit on poya day.

**When** are you free?

Normally, in the evening.

**When** does the vacation begin?

Coming Friday.



## Activity 11

Fill in the blanks.



### *Jaya Sri Maha Bodhi*

The sacred Jaya Sri Maha Bodhi is..... Arahath Sanghamitta theri brought the Bodhi sapling. .... planted the Bodhi sapling..... The Buddhists consider it as .....in the world. Let's worship our Jaya Sri Maha Bodhi.

in Anuradhapura    King Dewanampiyatissa    in Mahameuna Park  
the oldest sacred tree

## Activity 12

First complete the table and then read the words aloud.

then	shall	chair	when	them
white	chant	shell	chest	wheel
that	shirt	there	sheep	
	check	where		

then			
	shell		
		check	
			when

### Activity 13

Read the notice and complete the table.

**NOTICE**

*A Book Exhibition will be held  
on Monday the 1<sup>st</sup> of July 2019  
from 8 a.m. to 6 p.m.  
at Sumangala Pirivena Main Hall.  
All are welcome.*

*Organized by  
Grade two students*

What is this notice about?	
Date	
Time	
Venue	
Organised by	

### Activity 14

(a) Read the following sentences.

- ❖ Kasun always comes **early**. He never gets **late**.
- ❖ I'm **happy** but my friend is **unhappy**.
- ❖ Nimal is **present** but his brother is **absent**.
- ❖ Using a phone has many **advantages** but it has some **disadvantages**.
- ❖ Do **good** deeds and avoid **bad** deeds.

The highlighted words in each of the sentences are opposite words (*Antonyms*).  
Read them aloud.

Opposite Words	
early	late
happy	unhappy
present	absent
advantages	disadvantages
good	bad

**(b) Underline the opposite words.**

- e.g.    hot       -    sun       cold       old       far
1.    old       -    empty       easy       new       short
2.    beautiful -    clean       big       absent       ugly
3.    rich       -    happy       glad       poor       difficult
4.    early       -    blank       silent       late       disadvantages
5.    thin       -    pot       wet       slow       fat

# The Buddha

## 8



### Activity 1

#### (a) Act Out

Venerable Nanda : Venerable Sir, **shall** I go to the shrine room now?

Chief Incumbent : Why?

Venerable Nanda : Because it's very **ca/m** there.

Chief Incumbent : Yes, It **shou/d** be calm and quiet.

What are you going to do there?

Venerable Nanda : I **shall** recite some stanzas from The Dhammapada.

Chief Incumbent : That's good. Please be back after **half** an **hour**.

We **will** have to go for an **a/ms** giving.

(b) Read the dialogue and answer.

01. Where does Venerable Nanda want to go?
02. What is he going to do there?
03. Why does he have to come back after half an hour?

### Activity 2 - Reading

Read and practise with your teacher.

The following words are from the above dialogue. Identify the silent 'l' in them.

*calm*

*half*

*alms*

*should*

Read and identify the following silent letters.

#### Silent 'h'

*hour*

*honest*

*daughter*

*light*

*sigh*

#### Silent 'l'

*half*

*alms*

*calm*

*palm*

*salmon*

*talk*

*walk*

#### Silent 'w'

*write*

*wrong*

*wrist*

*wrestle*

*wrap*



## Vocabulary - Collective Nouns

### Learning Point

A collective noun refers to a collection or number of people, animals or things. The words **team** and **range** function as collective nouns in the pictures below. Study the table given here and learn the *suitable collective nouns* for people, animals and things.



A team of players



A team of horses



A range of mountains

People	Animals	Things
an army of soldiers	an army of ants	an album of stamps/ photographs
a board of directors	a flock of birds	a bouquet of flowers
a choir of singers	a school of fish	a bowl of rice
a crew of sailors	a herd of deer/goats/ cattle/ sheep	a fleet of ships
a crowd of people/ spectators	a host of sparrows	a galaxy of stars
a gang of thieves	a litter of puppies/ kittens	a group of islands
a group/ troupe of dancers	a murder of crows	a bunch of keys
a team of players	a swarm of bees/ rats	a range of mountains
a staff of employees	a team of horses/ ducks	a pair of shoes
a panel of experts	a pride of lions	a pack of cards

**Activity 3 - Writing**  
Look and complete.

























### Activity 4 - Reading

Read and write.

It is a very sacred festival for Buddhists. It falls in May. It commemorates the Birth, the Enlightenment and the Passing Away of The Buddha.

It is 263 metres tall. It is a beautiful waterfall in Sri Lanka. It is in the Badulla district. The meaning of its name is 'spraying waterfall' or vapour waterfall.'

It is a rock fortress. It was built by King Kashyapa. Its entrance is shaped like a lion's mouth. It is a world heritage today. We all like this place.

We all need it. We cannot survive without it. It helps us in many ways. We should understand its value and protect it. Sometimes it can be harmful to man.

Water

Vesak

Dunhinda

Sigiriya

### The Simple Future Tense

#### Positive Sentence

☞ I **shall** recite some stanzas.

She **will** get up early.

#### Positive Question

☞ **Shall** I recite some stanzas?

**Will** she get up early?

#### Negative Sentence

☞ I **shall** not recite some stanzas.  
I **shan't** recite some stanzas.

She **will not** get up early.  
She **won't** get up early.

#### Negative Question

☞ **Shall** I not recite some stanzas?  
**Shan't** I recite some stanzas?

**Will** she not get up early?  
**Won't** she get up early?

### Activity 5 - Grammar

**Match and make 05 sentences.** (First say them to the class and then write in your book.)

I	shall / will	offer	a song
We		read	books
You	will	play	poems
They		recite	flowers
He		drink	cricket
She		eat	coffee
It		sing	candy

- ❖ Make negative sentences and questions (positive and negative) for the sentences you wrote.



## Activity 6 - Reading

(a) Rearrange the following words and phrases to make meaningful sentences.

01. my mother/ come/ next Sunday/ will
02. will/ our principal/ address/ the meeting
03. conduct/ will/ Venerable Nanda/ the Bodhi Pooja
04. shall/ we/ him/ help
05. I/ in the evening/ meditate/ shall

(b) Write 05 things you will do tomorrow.

## Activity 7

Read and understand.

Quantifier	Singular Nouns	Plural Nouns	Uncountable Nouns
all	✗	✓	✓
both	✗	✓	✗
enough	✓	✓	✓
no	✓	✓	✓

**A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity.**



Both apples are red.



All students are in the class.



There is/ isn't enough room to sit.



There is no water in the glass.

❖ Go to Activity 5 in your workbook and complete it.

### Activity 8

Look and complete.



This picture depicts the \_\_\_\_\_ of Prince Siddhartha.

He attained the **Buddhahood** under the \_\_\_\_\_.

It was on a Vesak \_\_\_\_\_.

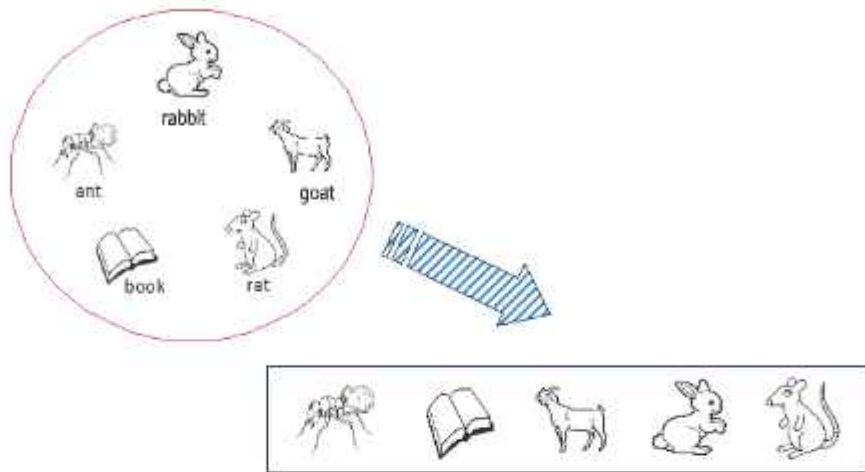
This happened in \_\_\_\_\_ in India.

This **information** is valuable to all \_\_\_\_\_.

Sacred Bo tree	Enlightenment	full moon day
Buddhists		Buddhagaya



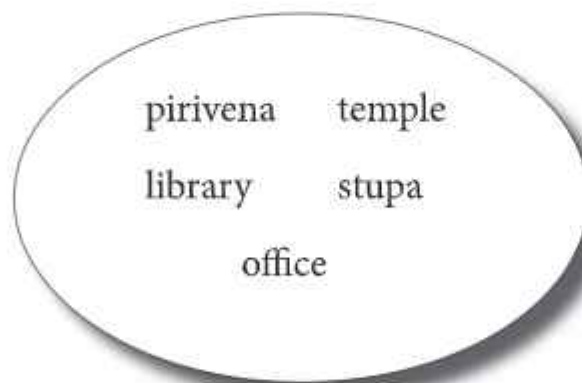
## Alphabetical Order



**Alphabetical Order** ➤ ant, book, goat, rabbit, rat

### Activity 9

Arrange the following words in alphabetical order.

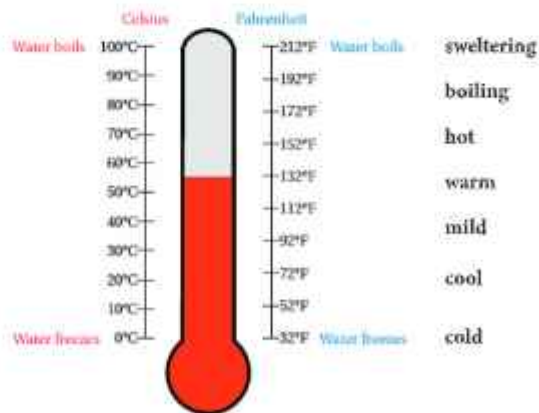
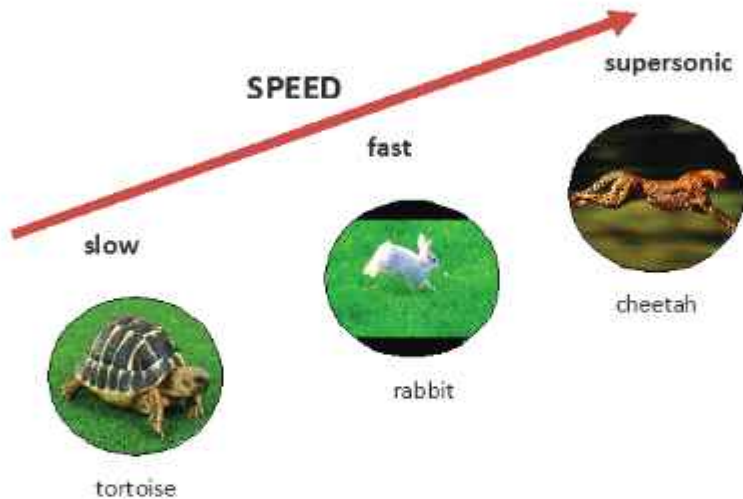


library, .....

### Learning Point

You have just learned to arrange words in alphabetical order. In the same way we can arrange the words in a certain category into a particular order. Arranging words according to a particular order is called **WORD CLINE**.

Study the following examples of **WORD CLINE**.



- Go to Activity 9 in your workbook and complete it.

## Activity 10

Read and write.

Remember the words in the following circles are called **ABSTRACT NOUNS**.

An abstract noun is a noun that refers to a thing that does not exist as a material object.



I. Arrange the above words in alphabetical order.

a. ....

b. ....

II. Find the words and write.

Some abstract nouns are formed by adding -hood or -tion to the end of words	
-hood	-tion
Buddhahood	information

### Activity 11

Rewrite the following sentences correctly.

01. I is working hard.
02. she are playing badminton.
03. he am eating a mango now.
04. they isn't reading books.
05. we wasn't making kites.

### Activity 12 - Listening

Listen carefully and put the numbers in correct order.

01. Switched on the TV.
02. Selected the channel.
03. Plugged in the TV.
04. Sat and enjoyed the programme.
05. Went to the living room.
06. Turned on the volume.

### Activity 13

Learn the following stanza and its meaning in English.

Teacher : Did you recite the stanzas?

Venerable Nanda : Yes, Venerable Sir.

Teacher : Can you say it now?

Venerable Nanda : Yes, Venerable Sir, I will say the stanza and its meaning in English.

Teacher : Excellent! Go on...

Dunniggaḥassa lahuṇo	–	yattha kāmanipātino
cittassa damato sādhu	–	cittaṃ dantaṃ sukhāvahaṃ

The meaning in English;

*The mind is very hard to check and swift,*

*it falls on what it wants.*

*The training of the mind is good,*

*a mind so tamed brings happiness.*



**Meditation** is the key to  
tame/ control your mind.