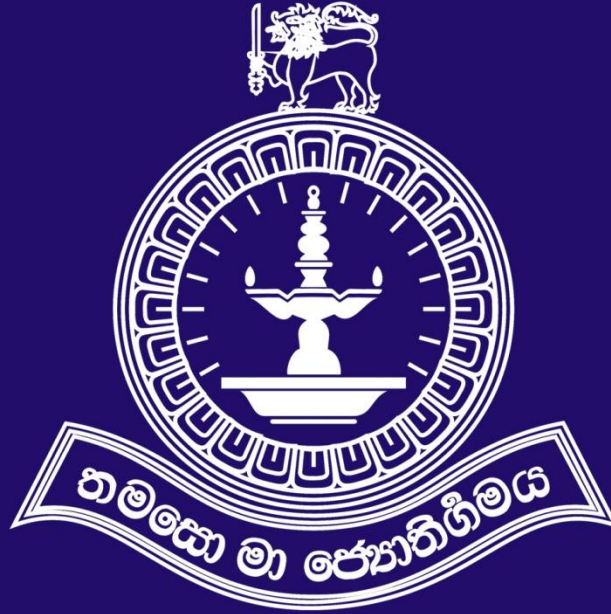


*“Thurstan College, being unshaken amidst the COVID 19 challenges”*

## ***Series of Supportive Activities***



# Grade 8 - English

**THURSTAN COLLEGE**  
**COLOMBO 07**

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**Thurstan College, being unshaken amidst the COVID 19 challenges**

**Series of Supportive Activities**

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**Implementation** - Deputy Principal (Education Development)

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Mrs. Sunethra Siriwardane



Thurstan College

Colombo 07

Grade 08

English Language

Self-Study

Summative Assessments - 2021

**Self-Study Helps the Students to Become an Effective Self-Studier**

Student's Full Name: -

Admission No: -

Grade: -

English Teacher's Name: -

Class Teacher's Name: -

Grade Head Teacher's Name: -

Sectional Head Teacher's Name: -

## **Self-Study Helps the Students to Become an Effective Self-Studier**

With so much information available at students' fingertips, it's easier than ever for students to learn by themselves.

Self-study is becoming a more and more popular way to engage students with what they are learning in class. Students have the ability to access so many resources that now, learning can happen anywhere, anytime—not just in the classroom.

### **WHAT IS SELF STUDY?**

Self-studying is a learning method where students direct their own studying—outside the classroom and without direct supervision. Since students are able to take control of what (and how) they are learning, self-study can be a very valuable way for many students to learn.

Self-study and traditional classroom learning can be used together to help your child get the most out of his or her learning experience. Together, these methods help students learn and retain information better, helping boost comprehension, grades, and motivation.

### **THE IMPORTANCE OF SELF-STUDY**

Self-studying is a great method students can use to enhance their learning experience, whether they are studying for a course or learning about a topic for fun.

Using self-study, students are able to go beyond simply learning what their class textbooks and instructors teach them. By practicing self-study, they are encouraged to further explore topics they are interested in, developing stronger study skills as a result.

One of the major advantages of self-study is that students can take control over their own learning. And when students have control, they become even more interested in learning.

That's good news for everyone!

### **THE BENEFITS OF SELF-STUDY FOR STUDENTS**

#### **1. Students learn more effectively.**

Exploring a topic on his or her own encourages your child to actively engage with the information. Self-studiers are able to think about topics more deeply and make connections between what they are learning. And when students are engaged (and excited) about what they are learning, they're able to remember it better.

Self-study also helps build study skills your child can use to explore new topics or tackle challenging schoolwork.

## **2. Students discover more about the topics they're studying.**

Self-study is all about searching out new information on a topic your child is interested in. Seeking out this information themselves gives students a chance to learn more about that topic (rather than just what they are taught in class).

## **3. It can boost students' self-esteem.**

As students do more self-study, many become more confident learners. They are able to see themselves as an independent person who is able to learn new things without anyone helping them. This can be a major motivation boost for students.

## **4. Students can learn at their own pace.**

Self-study allows students to take learning at their own pace, focusing on areas they are most interested in (or want to understand a bit better). This helps reduce feelings of frustration, anxiety, or boredom that students may struggle with in a classroom setting.

## **5. Encourages curiosity.**

Curiosity is one of the biggest (and often overlooked) pieces of motivating students to learn. When students aren't engaged with what they are learning, they absorb less of the information. They study to memorize rather than understand. Self-study allows students to choose something they are interested in and excited to learn about, leading to a more effective learning experience.

## **HELP YOUR CHILD BECOME AN EFFECTIVE SELF-STUDIER**

### **1. Find resources on the topic.**

Help your child seek out resources that provide more information on the topic he or she is learning about. Books, articles, and educational videos are all highly effective ways to increase his or her understanding of new concepts.

### **2. Talk about what your child is learning.**

Have a conversation with your child about what he or she is learning, and which topics your child is most excited about. Talking about what he or she is learning is a great way for your child to boost comprehension and motivation to learn (and share!) more.

### **3. Use different study methods.**

Every student has his or her preferred study method, and that's no different when self-studying. The great thing about self-study is that your child can choose what works best for him or her. Encourage your child to try different study techniques, like reading books, watching videos, creating mind maps, or some other activity that helps your child process the information.

### **4. Have the required tools.**

Being prepared is the number one secret to becoming a great self-studier. Ensure your child has all the study tools he or she needs to make the most of each self-study session. Tools your child will need for the most effective self-study session include:

- A study area—such as a desk or table, free from distractions and clutter
- A computer—so your child can read, watch, and listen to online resources
- Study tools—including pens, highlighters, and paper so your child can create organized study notes

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## Content

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1.2 Reads aloud different types of texts accurately and meaningfully.	
2) Uses Mechanics of writing with understanding	8 - 8
2.5 Uses inverted commas appropriately	
3) Engages in activity Listening and responds appropriately	9 - 10
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4.4 Uses affixes to change the word class and the meaning of words.	
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4.7 Uses collective nouns and compound nouns.	
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5.2 Extracts specific information from various types of simple texts.	

- 5.3 Transfers information into other forms.
- 5.4 Reads and responds to simple poems.
- 5.5 Reads and responds to simple folk stories/stories.
- 5.6 Extracts the general idea of a text.

6) Uses English Grammar for the purpose of accurate and effective communication. 27 - 63

6.1 Constructs simple sentences using “Past Perfect” form.

Passive Voice – Present Tense.

Passive Voice – Past Tense.

Passive Voice – Future Tense.

6.2 Uses Pronouns appropriately.

6.3 Uses modals meaningfully.

6.5 Uses contracted form.

6.6 Uses adjectives appropriately.

6.7 Uses prepositions appropriately.

6.8 Uses conjunctions appropriately.

6.9 Uses adverbs appropriately.

7) Uses English creatively and innovatively in written communication. 63 - 105

7.1 Writes descriptions of things, places and people.

7.2 Describes pictures.

7.3 Writes for personal purposes.

7.4 Writes instructions.

7.5 Writes simple compositions on different types of topics.

7.6 Writes poems and stories.

8) Communicates clearly, fluently and concisely.

105 - 110

8.3 Describes objects, animals, people using simple sentence patterns.

8.4 Speaks on familiar topics.

8.6 Uses modals must, should and have to.

8.8 Describes the position.

8.9 Describes pictures.

8.13 Uses language in a variety of contexts.

## **Competency 1**

Identifies the sounds of English Language.

### **Competency Level 1.1**

Pronounces English words properly.

#### **Learning Outcome: -**

Students will be able to pronounce the words with silent letters correctly.

Unit	Text Book Page/s	Work Book Page/s	Lesson	Activity No.
1	-	4 & 5	Plan the work, work the plan	4(1), 4(2), 4(3)
2	-	15	Winged friends	8
2	22	-	Winged friends	2.9
3	32	-	Let's be considerate	3.8
4	35	-	Mother Nature	4.1 (b) (c)
4	-	28	Mother Nature	2 & 3
5	61	-	Between the miles	5.10
6	70	-	When we are together	6.9
6	-	50	When we are together	7
7	83	-	The world of children	7.11
7	-	57	The world of children	8
8	95, 96	-	It's a small world	8.9, 8.10, 8.11
8	-	71	It's a small world	7
9	-	-	-	-
10	-	-	-	-

## References

- 1) How to Read IPA - Learn How Using IPA Can Improve Your Pronunciation – Oxford Online English You Tube channel.
- 2) Silent Letters in English from A-Z |List of Words with Silent Letters| English Pronunciation –7ESL Learning English You Tube channel.
- 3) Silent Letters in English | A to Z Rules – English with Max You Tube channel.
- 4) Oxford Advanced Learner’s Dictionary.
- 5) Grade 8 English Language Syllabus.
- 6) Pupil’s Book.
- 7) Work Book.
- 8) Local & Foreign English News.
- 9) Encyclopaedias available in the school library.

## ACTIVITY I

### Learning Outcome: -

Students will be able to pronounce the words with silent letters correctly.

Read the following words aloud and circle the silent letter in each word.

First one is done for you.

- |                          |                         |                       |                      |                         |
|--------------------------|-------------------------|-----------------------|----------------------|-------------------------|
| Silent B                 | Silent T                | Silent H              | Silent K             | Silent W                |
| 1) Clim <b>(b)</b>       | 4) Cas <b>(t)</b> le    | 7) <b>(H)</b> our     | 10) <b>(K)</b> nife  | 13) <b>(W)</b> rist     |
| 2) Crumb                 | 5) Fasten               | 8) Rhythm             | 11) Knock            | 14) Answer              |
| 3) Debt                  | 6) Listen               | 9) White              | 12) Know             | 15) Two                 |
| Silent G                 | Silent U                | Silent C              | Silent L             | Silent P                |
| 16) Forei <b>(g)</b> ner | 19) B <b>(u)</b> ilding | 22) Mus <b>(c)</b> le | 25) Cha <b>(l)</b> k | 28) <b>(P)</b> neumonia |
| 17) Sign                 | 20) Biscuit             | 23) Crescent          | 26) Calm             | 29) Psychiatrist        |
| 18) Cologne              | 21) Tongue              | 24) Fascinate         | 27) Talk             | 30) Cupboard            |

Silent E	Silent D	Silent A	Silent S
31) Hat(e)	34) San(d)wich	37) Physic(a)lly	40) I(s)le
32) Change	35) Wednesday	38) Logically	41) Island
33) Bridge	36) Handsome	39) Critically	42) Aisle

## ACTIVITY II

### Learning Outcome: -

Students will be able to identify the pronunciation of the words ending with the letters ‘ew’ correctly.

Ex: - flew, blew, drew, chew, etc.

New	Shrew	Stew	Nephew
Few	View	Renew	Review
Crew	Knew		

### References

- 1) <http://www.antimoon.com/how/pronunc-soundsipa.htm>
- 2) Sound Different | ew(few) ew(flew) | 3 Phonics Readers | Go Phonics 4C Unit 15- 17 | EFL – RASS LANGUAGE - Reading as Art & Science of Sounds You Tube channel.
- 3) Oxford Advanced Learner’s Dictionary.
- 4) Grade 8 English Language Syllabus.
- 5) Pupil’s Book.
- 6) Work Book.
- 7) Local & Foreign English News.

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

First one is done for you.

1) View	Sieve	Have	Leave	Pave New	<u>ew</u>
2) Crew	Five	Crow	Sow	Knew	Pow
3) Shrew	Blow	More	Stew	Slow	Grow

- |          |      |        |       |      |      |
|----------|------|--------|-------|------|------|
| 4) Renew | Snow | Nephew | Venue | Keen | Paw  |
| 5) Few   | Dew  | Draw   | Foe   | Due  | Blow |

### **ACTIVITY III**

#### **Learning Outcome: -**

Students will be able to pronounce the words with the letters ‘a’ and ‘o’ in the middle correctly.

Ex: - walk – work      warm – worm

wander – wonder      ward – word

work – walk

want, wand, wash, wart, wall

Find rhyming words to these from the words given above.

Ex: - perk – work

- |                 |               |                |
|-----------------|---------------|----------------|
| 1) term _____   | 2) tall _____ | 3) sword _____ |
| 4) ponder _____ | 5) perk _____ | 6) herd _____  |

### **References**

- 1) American vs. British English - Vowel Sounds - Pronunciation differences – Rachel’s English You Tube channel.
- 2) Vowel Pronunciation - A & O - EnglishLessons4U - Learn English with Ronnie! [engvid] – You Tube channel.
- 3) Oxford Advanced Learner’s Dictionary.
- 4) Grade 8 English Language Syllabus.
- 5) Pupil’s Book.
- 6) Work Book.

### **ACTIVITY IV**

#### **Learning Outcome: -**

Students will be able to pronounce the words beginning with consonant clusters correctly.

## Reference

- 1) Consonant Clusters | English Pronunciation Lesson – ElementalEnglish You Tube channel.
- 2) What are Consonant Blends? | How to Pronounce Consonant Blends/Consonant Clusters? – Learn with Ears You Tube channel.
- 3) scr spr str | Triple Blends | Phonics Reader | A Stroll in Spring | Go Phonics 3E Unit 14 | EFL – RASS LANGUAGE Reading as Art & Science of Sounds You Tube channel.
- 4) Oxford Advanced Learner’s Dictionary.
- 5) Grade 8 English Language Syllabus.
- 6) Pupil’s Book.
- 7) Work Book.

Read aloud the list of words given below and complete the table.

- (a) **sstream, school, screen, snow, spring, small**
- (b) **grow, grind, ground, glass, glad, glue, blue, true**
- (c) **play, prize, price, press, pretty, principal, proud**
- (d) **brown, black, blank, blast, branch, break, brick, bread**
- (e) **cream, crowd, class, clay, cloud**

claim, flay, blame, brush, bring, dream, flame, bridge, clay, cry, blood, flat, crisp, brave, clean, drink, float, block, dress, climb, brain, dry, blind, flood, drop, blaze, clock, floor, blast, close, brother, flower, strawberry, spray, smart, street, sneeze, scrub, scrapbook, scholarship, snapshot, snake, smell, spread, smooth, plant, plump, protect, plumber, prepare, pluck, planet, pliers, platform, proud, pleasure, plaster, plastic, pronounce, plural, pray, place, prince, plane, princess, printer, platoon, present, priest, plan, promise, plug

First one is done for you.



- 6) Grade 8 English Language Syllabus.
- 7) Pupil's Book.
- 8) Work Book.

## **Competency Level 1.2**

Reads aloud different types of texts accurately and meaningfully.

### **Learning Outcome: -**

Students will be able to read different types of texts accurately and meaningfully.

### **Text Types**

tongue twisters, announcements, dialogues, conversations, poems, songs.

### **References**

- 1) Oxford Dictionary
- 2) Sing and enjoy 'Hey Brother' sung by Avicii. Text book page 61 – (Avicii - Hey Brother) Avicii You Tube channel.
- 3) Text Book page 47 Mother Nature sung by P.J. Grand Band – Mother Nature Needs Us!! w/lyrics (Original)The PJ GRAND BAND – PJ GRAND You Tube channel.

Unit	Text Book Page/s	Work Book Page/s	Lesson	Activity No.
1	1 & 2	-	Plan the work, Work the plan	1.1
1	5 & 6	-	Plan the work, Work the plan	14
1	10 & 11	-	Plan the work, Work the plan	1.9
2	12 & 13	-	Winged Friends	2.1
3	23 & 24	-	Let's be considerate	3.1
4	34 & 35	-	Mother Nature	4.1
6	-	50	When we are together	6 & 7

## Competency 2

Uses mechanics of writing with understanding.

## Competency Level 2.5

### Learning Outcome: -

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

### References

- 1) Oxford Dictionary.
- 2) Sing with Grammarsaurus - Speech Marks/Inverted Commas – Grammarsaurus You Tube channel.
- 3) The Direct Speech Song (Inverted Commas) – Anchor Creative Education You Tube channel.
- 4) Speech Marks | How To Use Quotation Marks? | English Grammar | Periwinkle – Periwinkle You Tube channel.
- 5) DIRECT SPEECH | English writing lesson and exercises – Crown Academy of English You Tube channel.

Unit	Text Book Page/s	Work Book Page/s	Lesson	Activity No.
10	107, 108, 109	-	Beyond the classroom	10.5, 10.6
3	-	26	Let's be considerate	10
10	-	75	Let's be considerate	2

### **Competency 3**

Engages in active listening and responds appropriately.

Competency Level	Unit	Text Book Page/s	Work Book Page/s	Lesson	Activity No.
3.2 Listens and follows instructions and respond to requests.	2	21	-	Winged friends	8
	8	96	-	It's a small world	8.12
	3	-	24 & 25	Let's be considerate	9
	3	-	26	Let's be considerate	11
	17	-	60	The world of children	12
3.3 Listens and responds to different types of simple texts.	1	6	-	Plan the work, work the plan	1.5
	5	60	-	Between the miles	5.9
	6	70	-	Events together	6.8
	1	-	6 & 7	Plan the work, work the plan	0.5
	7	-	58	The world of children	10
3.4 Listens and transfers information to other forms.	4	46	-	Mother nature	4.7
	6	70	-	Events together	6.8
	2	-	12	Winged friends	05
	8	-	67, 68	It's a small world	05
	9	-	73	On top of the world	04
	10	-	77, 78	Beyond the classroom	04

Your English teacher will read the above listening texts. Listen carefully and do the activities.

### **ACTIVITY V**

Do the Listening Activities given below.

- 1) Listening Test for Kids | Test 1 – LucyMax English You Tube channel.
- 2) English listening exercise - Bad weather – Crown Academy of English You Tube channel.

Learning Outcome: -

Students will be able to listen and transfers the given information to other forms.

Text Types

3.2 Simple instructions, games, requests & directions.

3.3 Simple dialogues, stories, descriptions of people/places/animals processes (process of making jam) and events, songs, minutes of English Literature Association.

3.4 Description of pictures, notices, notes, letters(informal), instructions, songs, poems, announcements etc.

**Competency 4**

Building up vocabulary using words appropriately and accurately to convey precise meaning.

**Competency Level 4.3**

Finds synonyms and antonyms for given words.

Learning Outcome: -

Students will be able to find synonyms and antonyms for given words.

Example: -	Synonyms	Antonyms
	enough - sufficient	local - foreign
	correct - accurate	simple - complex
	huge - enormous	rural - urban
	lazy - lethargic	import - export

## References

1) Oxford Dictionary.

## **ACTIVITY VI**

Do the activities given below.

- 1) Synonyms and Antonyms – KidsEduc - Kids Educational Games You Tube channel
- 2) What are synonyms and antonyms? | Oxford Owl – Oxford Owl - Learning at Home You Tube channel.
- 3) English Test - Synonyms (part 1) – EnglishTestBlog.com You Tube channel.
- 4) The Synonyms Song – Anchor Creative Education You Tube channel.
- 5) Synonym Song w/Lyrics – Gary Eisenberg You Tube channel.

Unit	Text Book Page/s	Work Book Page/s	Lesson	Activity No.
2	17, 18, 19	-	Winged friends	2.4
5	59, 60	-	Between the miles	5.8

## Text Types

Dialogues, role plays, simple folk stories, poems, passages with synonyms and antonyms etc.

## Activities

Matching, categorizing, multiple choices, finding, fill in the blanks etc.

## **Competency level 4.4**

Uses affixes to change the word class and the meaning of words.

Learning Outcome: -

Students will be able to use affixes.

-un, -ful, -less, -dis, -illy, -ness, -fully, er, -est

Example: - **Adjective** - **Adjective (opposite)**

- patient - **im**patient
- regular - **ir**regular
- cooked - **un**cooked
- legal - **il**legal
- polite - **im**polite
- fortunate - **un**fortunate
- possible - **im**possible

Students will be able to form comparative and superlative adjectives.

<b>Adjectives</b>	<b>Comparative Adjectives</b>	<b>Superlative Adjectives</b>
clever <u>er</u>	clever <u>er</u>	clever <u>est</u>
high	high <u>er</u>	high <u>est</u>

**Verb** - **Verb (opposite)**

- treat **ill**-treat
- load **un**load
- do **un**do
- button **un**button
- tie **un**tie

<b>Verb</b>	<b>Adjective</b>
help	help <u>ful</u>
help	help <u>less</u>
rest	rest <u>less</u>
stop	stopp <u>able</u>
play	play <u>ful</u>
<b>Noun</b>	<b>Adverb</b>
day	daily <u>ly</u>
hour	hour <u>ly</u>
week	week <u>ly</u>
fortnight	fortnight <u>ly</u>
month	month <u>ly</u>
year	year <u>ly</u>
quarter	quarter <u>ly</u>

### Text Types

Dialogues, role plays, simple folk tales, fairytales, poems, songs, passages with words that can be added un-, dis-, im-, -ful, -less, -ily, -ness, -fully, -ment, er, est.

### Activities

Matching, categorizing, multiple choices, finding fill in the blanks, completing a grid.

## ACTIVITY VII

Do the activities given below.

1) Prefixes and Suffixes - English Grammar, Fun & Educational Game for Children, Grade 2 – KidsEduc - Kids Educational Games You Tube channel.

2) What Are Suffixes? | English Grammar | Periwinkle – Periwinkle You Tube channel.

- 3) PREFIX & SUFFIX SONGS – Sunday Heppner You Tube channel.
- 4) Roots and Affixes – Leandra Gute You Tube channel.
- 5) English Suffixes | Learn English Vocabulary – Crown Academy of English You Tube channel.

### **Competency Level 4.5**

Forms the plurals of nouns.

#### **Learning Outcome: -**

Students will be able to form the plurals of compound and collective nouns adding -s/es.

#### **Countable Nouns (Count Nouns)**

A count noun is something we can count. It has a singular and plural form.

Example: -	<b>Singular</b>	<b>Plural</b>
	book	book <u>s</u>
	flower	flower <u>s</u>
	bus	buse <u>s</u>
	mango	mangoe <u>s</u>

#### **Learning Outcome: -**

Students will be able to form the plurals of countable and uncountable nouns.

## Uncountable Nouns (Non-Count Nouns)

A non-count noun is something we don't count. It has no plural form. We use quantifiers before non-count nouns.

Fill in the blanks.

<b>Singular</b>	<b>Plural</b>
Water    a glass of water	two glasses of water
Milk    a glass of milk	glasses of milk
a bottle of milk	bottles of milk
a packet of milk	packets of milk
Bread   slice of bread	
loaf of bread	
piece of bread	
crumb of bread	
Cake    a slice of cake	
Paper   a sheet of paper	
a piece of paper	
Rice    bag of rice	
kilo of rice	
packet of rice	
pot of rice	

## Collective Nouns

A collective noun is a word or phrase that refers to a group of people or things as one entity. One common error that arises from using collective nouns is subject-verb disagreement: writers often become confused about whether to treat a collective noun as singular or plural.

Fill in the blanks.

<b>Singular</b>	<b>Plural</b>
a pile of cloths	piles of cloths
a team of players	teams of players
a school of fish	schools of fish
a herd of elephant	herds of elephants
a swarm of bees	swarms of bees
a heap of stones	heaps of stones
a bunch of flowers	bunches of flowers
a comb of plantains	combs of plantations
a fleet of ships	fleets of fish
	boxes of matches
	packets of tea
	lines of clothes
	bars of chocolates
	string of beads

bedroom - bedrooms

teapot - teapots

timetable - timetables

keyboard - keyboards

blackboard - blackboards  
 haircut - haircuts  
 rainfall - rainfalls  
 a tube of toothpaste - tubes of toothpaste  
 son-in-law - sons-in-law  
 sister-in-law - sisters-in-law  
 passer by - passers-by

### Text Types

Words, phrases, sentences, passages, poems, stories.

### Activities

Matching, completing.

Unit	Text Book Page/s	Work Book Page/s	Lesson	Activity No.
1	8, 9	-	Plan the work, work the plan	1.7
3	31, 32	-	Let's be considerate	3.7
3	-	22	Let's be considerate	7
4	-	32	Mother Nature	9, 10, 11, 12

### ACTIVITY VIII

Do the activities given below.

1) Nouns - Singular & Plural For Kids | English Grammar | Grade 2 | Periwinkle – Periwinkle You Tube channel.

2) Singular & Plural Nouns by Adding S | English Grammar For Kids with Elvis | Grade 1 | #8 – Roving Genius You Tube channel.

- 3) How to Say Plural Endings (-S/-ES) - English Pronunciation – JenniferESL You Tube channel.
- 4) Plural noun forms – EnglishTestBlog.com You Tube channel.
- 5) English nouns with only a plural form – Crown Academy of English You Tube Channel.
- 6) Countable And Uncountable Nouns | English Grammar | Periwinkle – Periwinkle You Tube channel.
- 7) Uncountable English Nouns | Fix Common Grammar Mistakes & Errors – mmmEnglish You Tube channel.
- 8) Uncountable nouns - 6 Minute Vocabulary – BBC Learning English You Tube channel.
- 9) 15 ‘Some things you can count, some things you can’t’ Song (Countable/Uncountable) English on Tour – Cambridge English Online You Tube channel.
- 10) Countable and uncountable nouns | English grammar lesson – Crown Academy of English You Tube channel.
- 11) Collective Nouns | English Grammar | Periwinkle – Periwinkle You Tube channel.
- 12) What are Collective Nouns? | English Grammar | iken | ikenedu | ikenApp – Iken Edu You Tube channel.
- 13) Quiz on collective noun – Online\_Education You Tube channel.
- 14) COLLECTIVE NOUNS | Collective Nouns Quiz 3 – Get Grammarous with Kerry Sensei You Tube channel.
- 15) Compound Nouns | English Grammar | Periwinkle – Periwinkle You Tube channel.
- 16) Compound Nouns | Introduction to Compound Noun (Part - 1 of 3) – English Rankers You Tube channel.
- 17) Types of NOUNS - English grammar lesson – Crown Academy of English You Tube channel.

## **Competency 5**

Extracts necessary information from various types of texts.

### **Competency Level 5.1**

Uses visual and contextual clues to study the picture given in the text book to derive the meaning of that particular text.

Unit	Text Book Page/s	Work Book Page/s	Lesson	Activity No.
1	7, 8	-	Plan the work, work the plan	1.6
5	53, 54, 55	-	Between the miles	5.4
6	62	-	Events together	6.1
6	65, 66, 67	-	Events together	6.4, 6.5
3	-	17, 18	Let's be considerate	2
3	-	23	Let's be considerate	8
4	-	31	Mother Nature	8
5	-	41, 42	Between the miles	6

## **ACTIVITY IX**

Do the activities given below.

- 1) Context Clues | Award Winning Context Clues Teaching Video | Comprehension & Reading Strategies – GrammarSongs by Melissa You Tube channel.
- 2) Context Clues | English Grammar | Periwinkle – Periwinkle You Tube channel.
- 3) Context clues day 3 – Jodi McKay You Tube channel.
- 4) Context Clues Song - Lyrics on Screen – McCarthy Math Academy You Tube channel.

## **Competency Level 5.2**

Extracts specific information from various types of simple texts.

### **Learning Outcome: -**

Students will be able to find specific information (names, dates, days, places etc.) from various types of texts.

## Text Topics

Historical places, botanical gardens, stories famous people.

## Activities

Comprehensive questions, fill in the blanks, completing sentences and simple passages, MCQ, true/false, matching, grid filling.

Unit	Lesson	Text Book		Work Book	
		Activity No.	Page/s	Activity No.	Page/s
1	Plan the work, work the plan	1.2, 1.9	2, 10, 11	5	21
2	Winged friends	2.2	12, 13	-	-
3	Let's be considerate	3.2 I, 3.2 III	24, 25	-	-
3	Let's be considerate	3.4 (b)	26, 27	-	-
4	Mother Nature	4.1 (a)	34, 35	-	-
5	Between the miles	5.3, 5.4, 5.8	52, 53, 54, 59, 60	-	-
6	Events together	6.1, 6.3, 6.5	62, 63, 64, 65, 67, 68	-	-
7	The world of children	7.4, 7.10	75, 76, 81, 82	-	-
8	It's a small world	8.2, 8.9	87, 95	-	-
9	On top of the world	9.2, 9.6	99, 101, 102, 103	-	-
10	-	10.2, 10.4, 10.5	104, 105, 107, 108	-	-

## **ACTIVITY X**

Do the activities given below.

1) Reading Comprehension, Answer the Questions Based on the Stories, Kids Learning Videos – KidsEduc - Kids Educational Games You Tube channel.

2) Top 10 Best Countries To Live In The World - Quality of life, Job, Raise Kids – Around The World You Tube channel.

Name the top 10 best countries in the world.

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

3) Most dangerous places in the world – SPOTLIGHT You Tube channel.

Name the most dangerous places in the world.

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

### **Competency Level 5.3**

Transfers information into other forms.

#### **Learning Outcome: -**

Students will be able to transfer the given information into other forms.

## Text Types

Pictures, notices, notes, letters formal/informal, instructions, messages, descriptions places, people, things, events and processes, articles, minutes, advertisements, stories, songs, simple graphs etc.

## Activities

Drawing pictures to a written text, transferring information to a grid, descriptions into pictures, marking maps, (read the picture and write about it, read the description and draw) etc.

Unit	Lesson	Text Book		Work Book	
		Activity No.	Page/s	Activity No.	Page/s
1	Plan the work, work the plan	1.9	10, 11	6	13
2	Winged friends	2.3	14, 15, 16, 17	-	-
3	-	-	-	-	-
4	Mother Nature	4.3	39, 40, 41	8, 13	31, 34, 35
5	Between the miles	5.1	49, 50, 51	8	44
6	Events together	6.2, 6.5	63, 64, 67, 68	3	47, 48
7	-	-	-	-	-
8	-	-	-	-	-
9	-	-	-	-	-
10	-	-	-	-	-

## **ACTIVITY XI**

Do the exercises.

The 8 UNESCO World Heritage Sites of Sri Lanka - World Heritage Journey – World Heritage Journey You Tube channel.

Name the world heritage sites of Sri Lanka.

- |    |    |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

**Competency Level 5.4**

Students will be able to identify the simple poetic techniques mentioned.

Students will be able to express their ideas, feelings, emotions in simple sentences.

**Text Types**

Simple interesting poems on birds, rivers, mountains, great persons, transport etc.

**Activities**

Comprehensive questions on above poetic techniques and students’ activities, drawing, matching, multiple choice questions, true/false questions, reciting.

Unit	Lesson	Text Book		Work Book	
		Activity No.	Page/s	Activity No.	Page/s
1	Plan the work, work the plan	1.8	-	-	-
2	-	-	-	-	-
3	Let’s be considerate	3.9	-	-	-
4	Mother Nature	4.4	-	-	-
5	Between the miles	5.7	-	-	-
6	Events together	-	-	07	50
7	-	-	-	-	-
8	-	-	-	-	-

9	-	-	-	-	-
10	-	-	-	-	-

## **ACTIVITY XII**

Do the exercises.

- 1) A Time To Talk by Robert Frost - Poetry Reading – Pearls Of Wisdom You Tube channel.
- 2) A Time To Talk by Robert Frost – Walk 'n Poems You Tube channel.
- 3) My Shadow – dandelionden You Tube channel.
- 4) Nurse’s Song by William Blake - Poetry Reading – Pearls Of Wisdom You Tube channel.
- 5) Poetic Devices – CockrumVideos You Tube channel.
- 6) Red Room Poetry Object Poetic Device #2: Imagery | ClickView – The Red Room Company You Tube channel.
- 7) Sensory Poems - Google Slides – Lauren Maccia You Tube channel.
- 8) Red Room Poetry Object Poetic Device #6: Simile | ClickView – The Red Room Company You Tube channel.
- 9) Figurative Language: Metaphors, Fun and Educational Game for Children – KidsEduc - Kids Educational Games You Tube channel.
- 10) Red Room Poetry Object Poetic Device #3: Metaphor | ClickView – The Red Room Company You Tube channel.
- 11) Stanzas, Lines, and Rhyme Schemes – Miss H. in Fifth You Tube channel.
- 12) Write your own poems.

## **Competency Level 5.5**

Reads and responds to simple folk stories/stories.

### **Learning Outcome: -**

Students will be able to identify the characters, their dress, qualities and message expressed.

Unit	Lesson	Text Book		Work Book	
		Activity No.	Page/s	Activity No.	Page/s
2	Winged friends	2.4	17, 18	04	10, 11
3	Let's be considerate	3.5	27, 28, 29	05	21
6	When we are together	-	-	03	47, 48

**ACTIVITY XIII**

1) Sweet Porridge Story | Stories for Teenagers | English Fairy Tales – English Fairy Tales YouTube channel.

a) Name the characters in the story.

.....

.....

b) Describe their dress and qualities.

.....

.....

.....

.....

.....

c) Describe the message expressed.

.....

.....

.....

.....

.....

**Competency Level 5.6**

Extracts the general idea of a text.

**Learning Outcome: -**

Students will be able to extract the general idea of a text.

Text Book Page 57	Activity 5.5
Text Book Page 89	Activity 8.5

**ACTIVITY XIV**

Complete the blanks using the words given below.

The Story of Tea

The drinking of tea plays different roles in cultures around the world.

The legend of tea began about 4,700 years ago in China. Emperor Shen Nong was travelling to a

1) \_\_\_\_\_ area of China.

While he was waiting for his water to boil, a leaf from a wild tea bush 2) \_\_\_\_\_ into it.

The leaf turned the water brown, but the 3) \_\_\_\_\_ still drank it.

It tasted 4) \_\_\_\_\_ and the idea of drinking tea began.

China was the first major 5) \_\_\_\_\_ of tea. In the eighth century monks 6) \_\_\_\_\_ seeds of the tea plant to Japan. There the growing and drinking of tea became 7) \_\_\_\_\_.

In the sixteenth century, traders and missionaries who had traveled to 8) \_\_\_\_\_ took tea back to Europe. Holland was the 9) \_\_\_\_\_ European country to develop a taste for tea.

At first tea was drink for the 10) \_\_\_\_\_, but as it became cheaper it was enjoyed by all.

fell, good, producer, Asia, first, took, distant, emperor, popular, rich

## **Competency 6**

Uses English Grammar for the purpose of accurate and effective communication.

### **Competency Level 6.1**

Constructs simple sentences - using 'Past Perfect' form.

#### **Learning Outcome: -**

Students will be able to write sentences using 'Past Perfect' form.

Unit	Lesson	Text Book		Work Book	
		Activity No.	Page/s	Activity No.	Page/s
10	-	10.3	106	1	74
-	-	-	-	3	76

## **ACTIVITY XVI**

PAST PERFECT TENSE | English grammar lesson and exercise – Crown Academy of English  
You Tube channel.

Write 10 sentences using Past Perfect Tense.

- 1.
- 2.
- 3.
- 4.
- 6.
- 7.

- 8.
- 9.
- 10.

## **ACTIVITY XVII**

Past Perfect Tense

Complete the table. First one is done for you

Positive Form	Negative Form	Positive Question	Negative Question
Example: -			
1) I had read a book.	I had not read a book.	Had I read a book?	Hadn't I read a book?
2) He had cut his finger.			Hadn't he cut his finger?
3) I had eaten a mango.		Had I eaten a mango?	Hadn't I eaten mango.
4) I had been to Ampara.	I had not been to Ampara.		Hadn't I been to Ampara?
5) I had cleaned the room.			
6) Nimal had made a knife.			
7)	Saman had not written a poem.		
8)			Hadn't I sung a song?
9)		Had she grown vegetables?	
10)	A bird had not flown away.		

Reference

1) Oxford Dictionary.

2) Learn English Tenses: PAST PERFECT – Learn English with Rebecca[engVid] You Tube channel.

## **ACTIVITY XVIII**

Regular & Irregular Forms of Verbs

### Regular and Irregular Forms of Verbs

Present Base Form	Past Simple	Past Participle
bring	brought	brought
buy	bought	bought
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drive	drove	driven
eat	ate	eaten
feel	felt	felt
find	found	found
get	got	got
give	gave	given
go	went	gone
have	had	had
hold	held	held
keep	kept	kept

know	knew	known
leave	left	left
lose	lost	lost
make	made	made

## Reference

- 1) Oxford Dictionary.
- 2) High School English Grammar & Composition Wren & Martin.
- 3) Irregular verbs in English – Crown Academy of English You Tube channel.

### Passive Voice - Present Tense

## Learning Outcome: -

Students will be able to construct sentences using Passive Voice - Present Tense.

Examples: -

Study these sentences.

### Passive Voice

#### Simple Present

#### Compare

1) Sithum recites a poem.

2) A poem is recited by Sithum.

\* These two sentences express the same meaning.

\* Sithum does something.

\* The verb recites is said to be in the Active Voice.

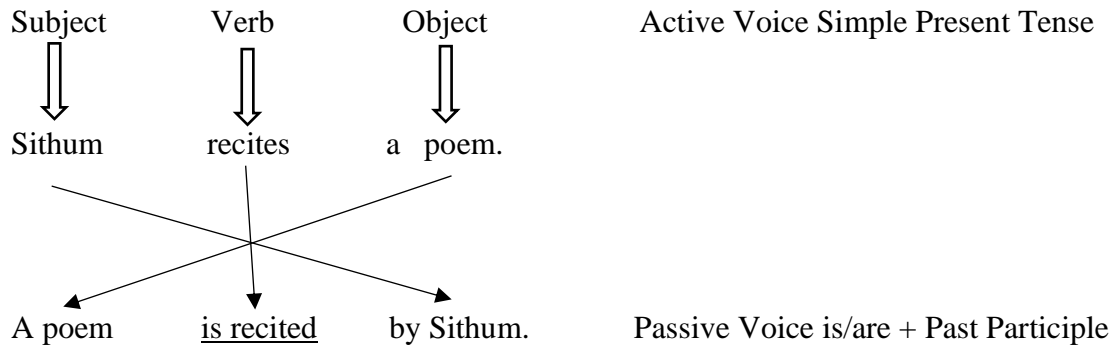
\* The verb recited is in the Passive Voice.

\*Subject (Sithum) is the doer of the action.

\*When the verb is changed from the Active Voice to the Passive Voice, the object of the Transitive verb in the Active Voice becomes the Subject of the verb in the Passive Voice.

\*The object of a verb in the Active Voice becomes the subject of the Passive form, it follows that only Transitive verbs can be used in the Passive Voice, because an Intransitive verb has no object.

\*The Passive Voice is formed with the suitable tense of the verb be followed by the Past Participle.



Unit 6 Text Book Pages 68 & 69 Activities 6.6 & 6.7

References

- 1) Oxford Dictionary.
- 2) High School English Grammar & Composition Wren & Martin.
- 3) PASSIVE voice - what is it and why do we use it? – Crown Academy of English You Tube channel.
- 4) PASSIVE VOICE - English Grammar step-by-step – Arnel’s Everyday English You tube channel.

**ACTIVITY XIX**

Construct sentences in the Simple Present Form of the Passive Voice. First one is done for you.

Example: -

- 1) I draw a picture - Active  
     A picture is drawn by me - Passive
- 2) She pays a lot of money.

.....

3) They wear blue shoes.

.....

4) He opens the door.

.....

5) We set the table.

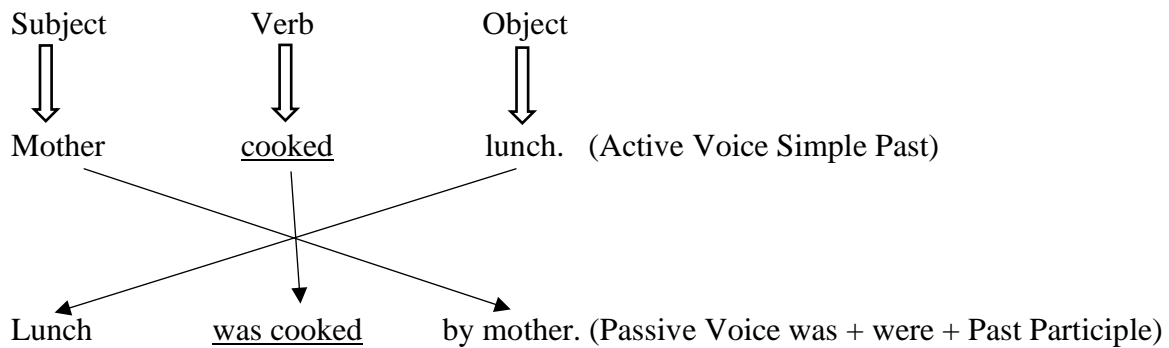
.....

6) They play cricket.

.....

### Passive Voice - Simple Past Tense

Example: -



Text Book unit 7 pages 73 & 74 Activities 7.2 & 7.3  
Work Book unit 7 pages 51 & 52 Activities 1, 2 & 3.

### References

- 1) Oxford Dictionary.
- 2) High School English Grammar & Composition Wren & Martin.
- 3) Active and Passive Voice – Learn English on Skype You Tube channel.
- 4) Active vs Passive Voice – Learn English on Skype You Tube channel.

Active versus Passive Voice

Active Voice

- 1) more concise.
- 2) easier to understand.
- 3) less work for your reader.

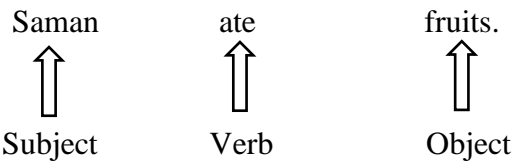
Remember

the Active subject is “doing” the verb’s action.

My brother and I played basketball.

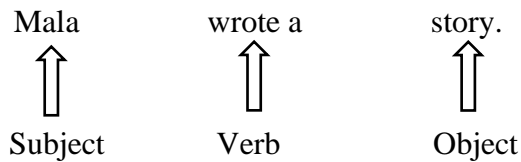
Passive Voice object + “to be” + Past Participle + by + Subject

Example: - Active



Passive – Fruits were eaten by Saman.

Active



Passive – A story was written by Mala.

**ACTIVITY XX**

Convert Active Voice to Passive Voice.

Example

1) Students cleaned the classroom. – Active Voice Simple Past

The classroom was cleaned by the students. – Passive Voice Simple Past

2) Upul read a book.

.....

3) A boy sang a song.

.....  
4) A woodcutter cut a tree.  
.....

5) A boy chased a cat.  
.....

6) A teacher taught a student.  
.....

Passive Voice Simple Future Tense Verb Structure
---

Active Voice

Shall/Will + Verb I

Examples: -

Kamal will invite you.

I will buy a car.

The two teams will play one test match.

Passive Voice

Shall/Will + be + Verb 3

You will be invited.

A car will be bought by me.

One test match will be played by the two teams.

Unit 8 Text Book Pages 87,88 & 89. Activities 8.2,8.4 & 8.5.
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Unit 8 Work Book Pages 62,63. Activity 1-3
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Activity 2
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### References

1) Oxford Dictionary.

2) High School English Grammar & Composition Wren & Martin.

- 3) Active and Passive Voice | Simple Future Tense – HAPPY TO TEACH You Tube channel.
- 4) Passive Voice - English Lesson – Anglo-Link You Tube channel.

## **ACTIVITY XXI**

Fill in the blanks.

First one is done for you.

- 1) Matches **will be held** (hold) in Colombo.
- 2) Sri Lanka team \_\_\_\_\_ (lead) by Sanath Jayasooriya.
- 3) The concert \_\_\_\_\_ (starts) at 6 p.m.
- 4) Schools \_\_\_\_\_ (close) tomorrow.
- 5) Tickets \_\_\_\_\_ (sell) at the counter.

## **Competency Level 6.2**

Uses pronouns appropriately.

### Learning Outcome: -

Students will be able to use reflexive pronouns - myself, ourselves, yourselves, himself, herself, itself, themselves.

Help students to use indefinite pronouns - all, any, most, none, some.

Unit 1 Text Book Pages 3,4 Activity 1.3
---

## Reflexive Pronouns

Singular - myself, yourself, himself, herself, itself

Plural - ourselves, yourselves, themselves

We use a reflexive pronoun as a direct object when the object is the same as the subject of the verb.

Example: -

I am teaching myself to speak French.

Be careful with these scissors! You might cut yourself.

We can use a reflexive pronoun as direct object with most transitive verbs.

Examples: -

Amuse, blame, cut, dry, enjoy, help, hurt, introduce, kill, prepare, satisfy, teach.

Don't blame yourself!

Enjoy yourselves!

We do not use a reflexive pronoun after verbs which describe things people usually do for themselves.

He washed in hot water.

Lal dressed and got ready for the party.

We only use reflexive pronoun with these verbs for emphasis.

Examples: -

She dressed herself in spite of her injuries.

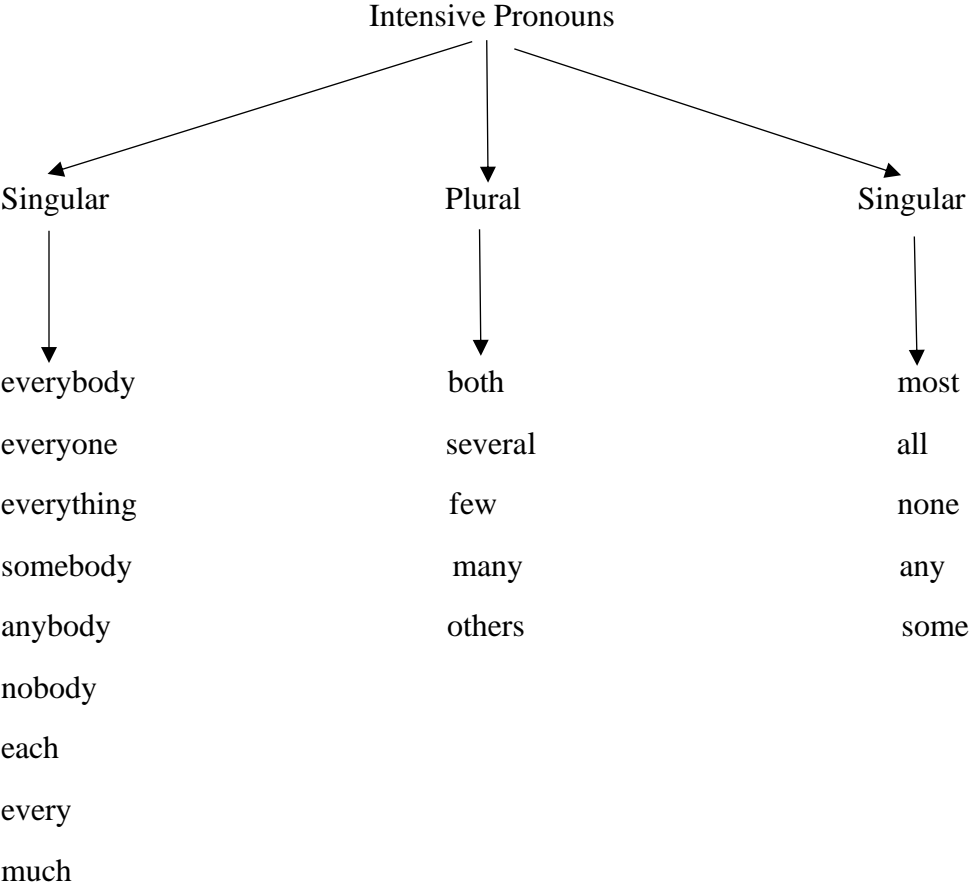
She's old enough to wash herself.

### Reflexive Pronouns and Intensive Pronouns in English

	<u>Personal object</u> <u>Pronoun</u>	Reflexive/Intensive Pronoun
First person singular	Me	Myself

Second person singular	You	Yourself
Third person singular male	Him	Himself
Third person singular female	Her	Herself
Third person singular neuter	It	Itself
First person plural	Us	Ourselves
Second person plural	You	Yourselves
Third person plural	Them	Themselves

Reflexive pronouns and intensive pronouns are the same words but the use is very different.



Examples

Most of the book is interesting.

Most of the books are interesting.

Most of the furniture was expensive.

Most of the chairs were expensive.

All of the food was delicious.

All of the desserts were delicious.

None of the equipment was delivered.

None of the computers were delivered.

Was any of his advice helpful?

Were any of his ideas helpful?

Some of the information is important.

Some of the lectures are important.

Important

Books, chairs, desserts, computers, ideas, lectures are Countable Nouns.  
Therefore, we use Plural Verbs.

Furniture, food, equipment, advice, information are Uncountable Nouns.  
Therefore, we use Singular Verbs.

Do the exercise given below using is/are.

First one is done for you.

1) Some of the students are absent.

2) Most of my homework is finished.

3) \_\_\_\_\_ any of your luggage missing?

4) None of the players \_\_\_\_\_ injured.

- 5) All learning \_\_\_\_\_ useful.
- 6) \_\_\_\_\_ any of my answers incorrect?
- 7) Some rice \_\_\_\_\_ fragrant.
- 8) None of the material \_\_\_\_\_ useful.
- 9) Most shows \_\_\_\_\_ waste of time.
- 10) All your friends \_\_\_\_\_ safe.

## References

- 1) Oxford Dictionary.
- 2) High School English Grammar & Composition Wren & Martin.
- 3) Reflexive pronouns and intensive pronouns in English – Crown Academy of English You Tube channel.
- 4) English Grammar: How to use 5 confusing indefinite pronouns – Learn English with Rebecca[engVid] You Tube channel.

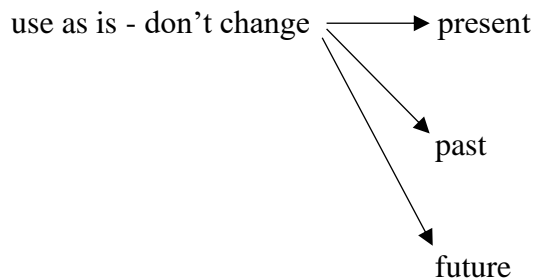
## Competency Level 6.3

Uses modals meaningfully.

Students will be able to use the modals ‘must’ and ‘have to’ appropriately.

### Modals

can	may	should	must	will
could	might	ought to	have to	shall
				would



- ✓ He can swim.
- × He cans swim.

\* Use base verb after modal - don't use 'to'

- ✓ He might join us.
- × He might to join us.

\* Use 'not' after modals - don't use don't, doesn't, isn't, aren't, wasn't, wont                      × have to

- ✓ You should not smoke.
- × You don't should smoke. a

ability, possibility, permission

obligation - behave differently

cannot – one word

Source – No more mistakes with MODALS! 3 Easy Rules – Learn English with Rebecca[engVid] You Tube channel.

## References

- 1) Oxford Dictionary.
- 2) High School English Grammar & Composition Wren & Martin.
- 3) Should - Must - Have to | English Modal Verbs (Part 3) – Anglo-Link You Tube channel.
- 4) No more mistakes with MODALS! 3 Easy Rules – Learn English with Rebecca[engVid] You Tube channel.
- 5) Modal verb MUST - form, use and meaning in English – Crown Academy of English You Tube channel.

Underline the correct answer.

- 1) I \_\_\_\_\_ go or I'll miss my train.  
a) must                      b) must to                      c) have
- 2) We \_\_\_\_\_ wear face masks in shops from now on.  
a) have                      b) have to                      c) had to
- 3) You \_\_\_\_\_ eat more fruits and vegetables.  
a) ought                      b) should to                      c) should
- 4) You \_\_\_\_\_ see the doctor.  
a) ought                      b) ought to                      c) should to
- 5) You really \_\_\_\_\_ smoke.  
a) don't should                      b) should do                      c) shouldn't
- 6) You \_\_\_\_\_ smoke inside public buildings.  
a) mustn't                      b) must not to                      c) don't have to
- 7) Ah, it's Saturday, so I \_\_\_\_\_ get up early.  
a) mustn't                      b) don't have to                      c) shouldn't
- 8) We \_\_\_\_\_ a uniform when I was at school.  
a) must worn                      b) must wore                      c) had to wear
- 9) I can't come out tonight because \_\_\_\_\_ do my homework.  
a) I've got to                      b) I got to                      c) I have got
- 10) You \_\_\_\_\_ work harder if you want to go to university.  
a) need                      b) need to                      c) needing
- 11) \_\_\_\_\_ finish this today?  
a) Do we need                      b) Do we got to                      c) Have we got to
- 12) We \_\_\_\_\_ talk in the exam.  
a) didn't have to                      b) had not to                      c) couldn't

Source – English Grammar Quiz 11: MODALS for OBLIGATION – Learn English with Mr K You Tube channel.

Unit 2 Winged Friends Activities 2.5, 2.6, 2.7

Text Book Pages 20 & 21

Work Book Page 14      Activity 07

### **Competency Level 6.5**

Students will be able to use contracted form in speaking and writing.

Text Book Unit 3 Activity 3.6 page 30

### Contractions

### References

- 1) Oxford Dictionary.
- 2) High School English Grammar & Composition Wren & Martin.
- 3) How To Use Contractions in English? | English Grammar For Kids | Periwinkle – Periwinkle You Tube channel.
- 4) Oxford Online English You Tube channel.

### Possible contractions

am - 'm	have - 've
are - 're	has - 's
is - 's	had - 'd
will - 'll	
would - 'd	

## Examples

1) You're the nicest person I've ever met.

You are the nicest person I have ever met.

2) They will think he has gone completely mad!

They'll think he's gone completely mad!

3) I am sure she would call if anything had happened.

I'm sure she'd call if anything'd happened.

most sounds + 's = /z/

he's /he:z/

## Contractions with two pronunciations

are - 're

is - 's

would - 'd

have - 've

has - 's

had - 'd

Aux. verb + not → n't

do not → don't

is not → isn't

have not → haven't

would not → wouldn't

will not → won't

am not → no contraction

## Examples

He does not understand why they did not help him.

He doesn't understand why they didn't help him.

They are not happy that the company has not told them anything.

They aren't happy that the company hasn't told them anything.

You should not have said yes if you could not do it.

You shouldn't have said yes if you couldn't do it.

They are not here yet.

They aren't here yet.

Source – English Contractions - Improve Your Pronunciation of Contractions in English – Oxford Online English You Tube channel.

Complete the following table

Long Form	Short Form
are not	aren't
can not	can't
could not	
	didn't
does not	
	don't
had not	
he had	he'd
he would	
	he'll
should not	

## Competency Level 6.6

Uses Adjectives appropriately.

### Learning Outcome: -

Students will be able to use Comparative and Superlative adjectives appropriately to compare nouns.

Text Book Pages 53,54,55,56 & 57. Activities 5.4,5.5 & 5.6  
Work Book Page 40. Activity 5

### Comparative Adjectives

We use comparative adjectives to compare 2 or more things, people or places.

Example

Comparative Adjective



The cat is smaller than the dog.

We use “than” after the comparative adjective to say what we are comparing something with.

For most one - syllable adjectives we add - er

Adjective	Comparative Adjective
hard	harder
tall	taller
short	shorter
small	smaller

Mr. Jones is taller than me.

For one - syllable adjectives ending in “e” we add - r

Adjective	Comparative Adjective
nice	nicer
fine	finer

For one - syllable adjectives ending in a consonant, vowel and consonant we double the last consonant and add - er

Adjective	Comparative Adjective
big	bigger
fat	fatter
hot	hotter
thin	thinner

The weather in Spain is hotter than England.

For most two - syllable adjectives we use “more” + adjective

Adjective	Comparative Adjective
careful	more careful
famous	more famous
peaceful	more peaceful
pleasant	more pleasant
useful	more useful
useful	more useful

I lost my keys yesterday I need to be more careful.

Two - syllable adjectives ending in “y” we change the “y” to “i” and add - er

Adjective	Comparative Adjective
busy	busier
easy	easier
funny	funnier
happy	happier

Jane is feeling happier than yesterday.

Two - syllable adjectives ending in “er”, “le” or “ow” we usually add - er

Adjective	Comparative Adjective
clever	cleverer
gentle	gentler
narrow	narrower

Mark is cleverer than the other students.

Adjectives with three or more syllables: we always use “more” + adjective

Adjective	Comparative Adjective
complicated	more complicated
enjoyable	more enjoyable
interesting	more interesting

Some comparative adjectives are irregular

Adjective	Comparative Adjective
good	better
bad	worse
far	further or farther

old

older or eldest

I think that Messi is a better football player than Ronaldo.

Source – Comparative adjectives | English grammar lesson – Crown Academy of English You Tube channel.

Underline the correct adjective

1) Comparative adjectives are used when comparing \_\_\_\_\_ things, people or groups.

- a) two                      b) two or more                      c) three or more

2) Which is the comparative form?

“I’m strong, but my brother is \_\_\_\_\_.”

- a) strongest                      b) stronger                      c) as strong

3) Many adjectives are changed in to the comparative form by adding

- a) \_er                      b) \_est                      c) ies

4) Which is the correct comparative form?

“My phone’s expensive, but Joe’s is \_\_\_\_\_.”

- a) expensiver                      b) most expensive                      c) more expensive

5) A long adjective of 3 or more syllables is changed in to a comparative adjective by

- a) adding \_er to it                      b) adding \_est to it                      c) putting “more” before it

Source – English Grammar Quiz: Comparative vs Superlative Test |English MasterClass| – English MasterClass You Tube channel.

### **Competency Level 6.7**

Uses prepositions appropriately.

### **Learning Outcome: -**

Students will be able to use prepositions to describe the position.

Unit 4 Text Book Pages 42,43 Activity 4.5

Unit 4 Work Book Pages 30,31. Activities 5,6 & 8.


### Prepositions

Prepositions function as connectors, relating one word to another within a sentence.


They allow a speaker or writer to express the link between separate items. Prepositions can convey information about location, time, or direction or provide details.

A preposition relates the noun or pronoun following it to another word in the sentence.

Example: - The duck floated on the surface of the pond.



The dog ran across the yard and hid between the bushes.



In the first example, the duck floated where? (on the surface) It was the surface of what? (the pond)  
In the second example, the dog ran where? (across the yard) The dog hid where? (between the bushes)

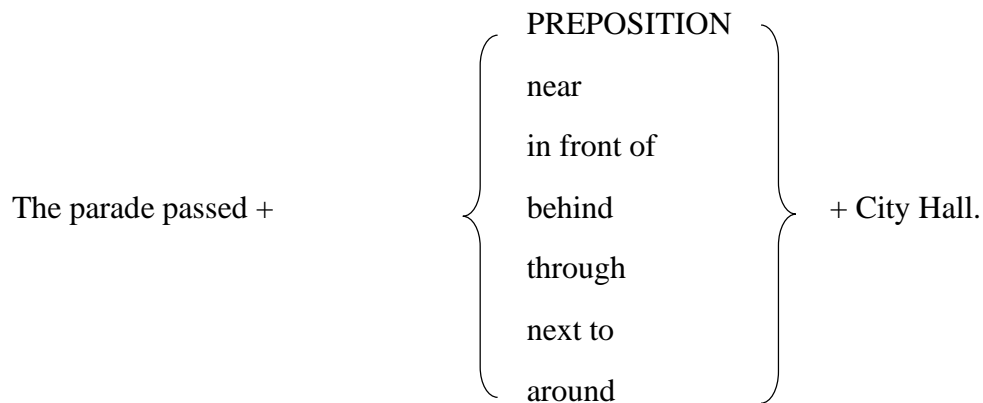
FIFTY COMMON PREPOSITIONS				
about	Behind	during	off	to
above	Below	except	on	toward
across	Beneath	for	onto	under
after	Beside	from	opposite	underneath
against	Besides	in	out	until
along	Between	inside	outside	up
among	Beyond	into	over	upon
around	But	like	past	with
at	By	near	since	within

before	Down	of	through	without
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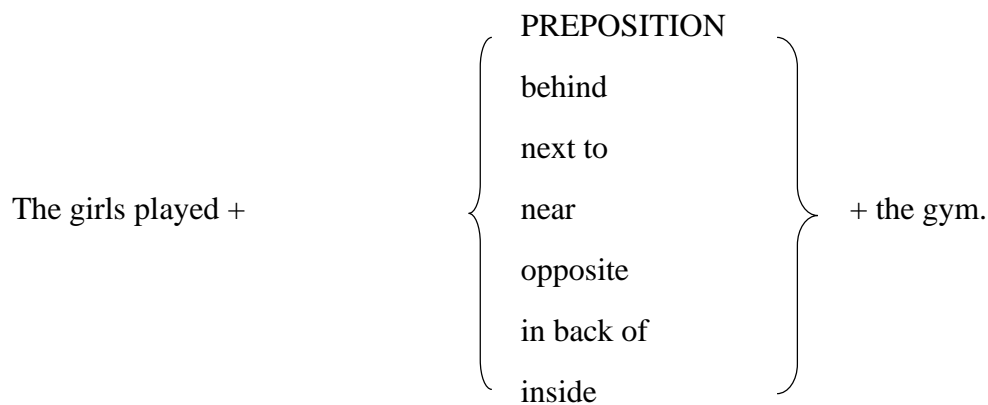
Compound Prepositions: - Prepositions consisting of more than one word are called compound prepositions. Some of them are listed in the chart below:

COMPOUND PREPOSITIONS		
according to	by means of	instead of
ahead of	in addition to	in view of
apart from	in back of	next to
aside from	in front of	on account of
as of	in place of	on top of
because of	in spite of	out of

Because prepositions have different meanings, using a particular preposition will affect the way other words in a sentence relate to one another. In the first sentence, for example, notice how each preposition changes the relationship between parade and City Hall.



In this sentence, the preposition changes the relationship between girls and gym.



### Prepositions Used to Sentences

A preposition is never used by itself in a sentence. Instead, it appears as part of a phrase containing one or more other words.

A preposition in a sentence always introduces a prepositional phrase.

### Prepositional Phrases

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. The noun or object pronoun following the preposition is the object of the preposition.

Some prepositional phrases contain just two words- the preposition and its object. Others are longer because they contain modifiers.

Examples: - in water  
 from the system  
 in place of the old, broken antenna  
 inside the large, modern stadium

Prepositional phrases convey information about location, time, or direction or provide details.

Source – Internet

## Preposition Worksheet

Directions: Locate the prepositions in the sentence and circle or underline them. Each sentence contains at least two prepositions.

First one is done for you.

Some Common Prepositions: about, above, across, against, along, among, around, as, at, behind, below, beneath, beside, between, beyond, by, down, during, for, from, in, inside, into, near, of, off, on, onto, outside, over, past, since, than, through, to, toward, under, until, up, upon, with, within, and without.

- 1) We cut through the fence and snuck into the secret government base.
- 2) We were looking for the documents that were hidden in a safe.
- 3) There was a guard with a dart gun hiding behind a door.
- 4) We tried sneaking by him, but I tripped over a mop.
- 5) The guard grabbed my friend by the neck, but I snuck around him and karate chopped him.
- 6) He fell on the ground and we crept into the elevator.
- 7) The red lights above us were flashing and we could hear footsteps coming toward us.
- 8) We were near the safe when a bunch of guards ran from the break room.
- 9) We hid under a cardboard box and they ran by us.
- 10) We crept along the wall, snuck inside the room, and broke into the safe.
- 11) I took the secret documents from the safe that was hidden under a desk.
- 12) I put the documents in my bag without looking at them.
- 13) She snuck under the gate, and I removed the alarm from the wall.
- 14) We crawled onto the elevator and climbed up the elevator shaft.

- 15) We were near the exit when the elevator started moving toward us.
- 16) The elevator inched toward us, but we jumped through a ventilation shaft.
- 17) We crawled along the ventilation shaft and we were near the exhaust vent.
- 18) I kicked out the vent and we jumped from the shaft into a dumpster filled with cardboard boxes.
- 19) We crawled through the yard and hopped into our escape car.
- 20) We escaped from the base and we looked at the documents, which were ungraded school papers.

Source – <https://www.ereadingworksheets.com/free-grammar-worksheets/prepositions-worksheet/preview/>