

# ENGLISH LANGUAGE

First Term Modules

**Grade 6**

MODULE **01** | STEP UP

READING FOR LIFE | MODULE **02**

MODULE **03** | MIRROR WALL

Department of English  
Faculty of Languages Humanities & Social Sciences  
National Institute of Education  
Sri Lanka  
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## **English Language – Grade 6**

### **First Term**

#### **Module 1 - Step Up**

#### **Module 2 - Reading for Life**

#### **Module 3 - Mirror Wall**

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## **Message from the Director General**

The General Education Transformative Reform Effort in Sri Lanka aims to create a decisive pathway to meet the needs of every learner.

The foundation of this reform lies in the modernization of curricula, teaching–learning methodologies, and assessment systems, with a strong emphasis on competency-based learning, critical thinking, creativity, 21st-century skills, technological orientation, and ethical citizenship.

The contribution of the Hon. Prime Minister; the Secretary to the Ministry of Education; Additional Secretaries; Subject Directors; the Commissioner General of Examinations and the staff; and the Commissioner General of the Educational Publications Department and the staff, who worked with exceptional dedication, has been immense in ensuring the quality of the curricula and related learning materials proposed for implementation from the year 2026 for Grades 1 and 6. These materials have been developed by the National Institute of Education through a collaborative dialogue with educationists, interdisciplinary experts, teachers, and various stakeholders.

I also gratefully acknowledge the exceptional commitment of the Council and the Academic Affairs Board of the National Institute of Education during this initiative.

The entire staff of the National Institute of Education, who have contributed immensely in accomplishing this task, deserve the respect of the nation.

**Prof. Manjula Vithanapathirana**

Director General

National Institute of Education

## Foreword

Broad learning areas identified for the entire school curriculum reflect the nation's capacity to address the challenges of sustainable development in a rapidly changing national and global context. Furthermore, it is evident that the broader learning areas have been identified to meet the demands that keep on evolving over time. Similarly, while the subjects in the existing school curriculum are being modernized, new subjects are also introduced. Thus, the teaching–learning process must essentially evolve in line with these changes. The introduction of learning-based modules for each subject in the new curriculum scheduled to be implemented from 2026 is a result of this evolution.

New curricula are scheduled to be introduced for Grades 1 and 6 in 2026, and thereafter in Grades 2 and 7, Grades 3 and 8, Grades 4 and 9, and Grade 5 in 2027, 2028, 2029, and 2030 respectively covering both primary and junior secondary stages.

From the Junior Secondary stage, the new modules incorporating modern learning centered pedagogy are developed, and therefore, teachers are expected to provide the necessary guidance to learners while creating an environment that fosters self-learning. These modules are intended to support the development of students' skills and to guide them in applying acquired knowledge and essential concepts. They will also help students learn and reinforce 21st-century skills such as literacy, interpersonal skills, Critical thinking, and values.

Each module provides guidance on the use of new technologies. Furthermore, students will be provided with appropriate assessment tools to evaluate their performance and educational progress transparently. The modules are designed to support realistic learning by encouraging the practical application of new skills and knowledge.

Invaluable contribution of experts such as Dr. Upali Sedara, former Secretary to the State Ministry of Education, and the former Director Generals of the National Institute of Education, Dr. Sunil Jayantha Nawarathna and Prof. Prasad Sethunga, who played key roles in the development of module-based learning methods, is acknowledged with gratitude on the occasion of releasing these materials to the system.

In addition, the contribution of all staff members of the institution involved in the development of these modules, along with the support provided by teachers, teacher educators, directors, and professionals from various fields in both the public and private sectors should also be fondly remembered. Their efforts have significantly contributed to maintain quality of the modules.

Since feedback on user experience and suggestions for further improvement are considered important, your feedback will be greatly acknowledged.

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## Introduction

Modern English language curriculum is designed to provide learners with essential linguistic competence along with the life skills to excel in the social, academic and professional spheres. Flexibility and adaptability of the new curriculum provide the opportunity for the teachers to address the needs of each and every learner ensuring the achievement of expected language proficiency at the end of each grade. Based on the new curriculum, English Language modules have been developed as effective tools to achieve the pre-determined learning objectives. Modules have been designed according to the modern thinking of language learning, making both the teachers and learners accountable for their role in the teaching and learning process. Scaffolding activities in the modules that support the growth mindset of the learner provide a better platform to practice language skills. Students are exposed to a wide variety of learning experiences in both printed and digital modes making language learning more engaging, effective, and accessible for learners of all levels and backgrounds. Hope this innovative effort would create the much-awaited transformation in English language education in Sri Lanka.

Department of English, NIE

### Module 1

Module 1 is designed basically to improve listening and speaking skills. It includes a variety of interactive activities and real-life communication tasks to help learners build confidence and fluency in using English.

### Module 2

Module 2 focuses on enhancing students' reading skills. It offers a range of texts and exercises aimed at developing comprehension, vocabulary, and critical thinking abilities.

### Module 3

Module 3 is aimed at improving students' writing skills. It provides practice in various forms of writing such as short paragraphs, short essays helping students organize and express their ideas clearly and accurately using correct grammar and vocabulary.

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**Grade**

**6**

**Term 1**

**Module 1**

**ENGLISH**

**Language**

**Step Up**

**Listening & Viewing**

**Speaking & Representing**

**Literature for Enjoyment**



Hello, friends!  
This is your first module.  
I'm **Ben**, your **study guide**.  
I'm here to help you.



The tasks in this module will guide you to do the following:

- ✓ Engage in small talk in English.
- ✓ Tell others about yourself, your friends, your favourite person and where your village is located
- ✓ Speak about familiar topics.
- ✓ Listen to enjoy and perform simple songs in English.
- ✓ Deliver simple presentations.

| Icon                                                                                                   | Meaning                                                                                                       |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                      | Take Home Activity                                                                                            |
|                     | Progress Check                                                                                                |
|                     | Do It Yourself                                                                                                |
|                     | Pair Work                                                                                                     |
|                     | Group Work                                                                                                    |
|                     | Whole Class Activity                                                                                          |
|  I can do it myself |  I can manage with support |





# Lifting Me Up

**At the end of this lesson, you will be able to**

- listen to a text and pick words.
- tell your name and age.
- say what you want to be in future.
- talk about what you like.
- talk about what you can do.



Hello!  
Let's begin  
learning English  
with fun  
activities.

This is the first day in your new class.

## Task 1.1 Name cheer.



Stand in a circle.

Listen to the teacher's instructions.

Say your name loudly with a clap.

Well, hope you  
enjoyed it.



## Task 1.2 Listen and find



Listen to the teacher and circle the words you hear.

pilot

eleven

sing

guitar

books

swim

sports

scientist

science

English

music

teacher

musician

### Task 1.3 Listen and find



Listen to the teacher and write the correct answers.



Hello, friends! I'm Ravindu.  
I'm \_\_\_\_\_ years old.  
I can play the \_\_\_\_\_.  
I like \_\_\_\_\_.  
I want to be a \_\_\_\_\_.



Hello, friends! I'm Divya.  
I'm \_\_\_\_\_ years old.  
I can speak \_\_\_\_\_.  
I like \_\_\_\_\_.  
I want to be a \_\_\_\_\_.



Hello, friends! I'm Yasmin.  
I'm \_\_\_\_\_ years old.  
I can \_\_\_\_\_.  
I like \_\_\_\_\_.  
I want to be a \_\_\_\_\_.



Hello, friends! I'm Natali.  
I'm \_\_\_\_\_ years old.  
I can \_\_\_\_\_.  
I like \_\_\_\_\_.  
I want to be a \_\_\_\_\_.



Get ready to introduce yourself to your classmates.

### Task 1.4 Let's talk



#### Let's study

I'm.....

I can.....

I like.....

I want to be a/an .....

(a) Plan what you are going to speak.

Prepare at least 4 sentences about yourself.

You can work with your group members if you need help.

I'm

I can...

I like...

I want to be a/an...

(b) Draw a picture of what you want to be in the future.

#### Future Me



I'm .....  
I want to be a .....

(c) Now go in front of the class and introduce your self to your classmates.

Use the sentences you have prepared and show the picture you have drawn.

## Progress Check – 01



Read and tick the matching box. If necessary, ask your teacher for help.

| I can...                         |  |  |
|----------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| listen to a text and pick words. |                                                                                   |                                                                                     |
| tell my name.                    |                                                                                   |                                                                                     |
| tell my age.                     |                                                                                   |                                                                                     |
| talk about what I can do.        |                                                                                   |                                                                                     |
| say what I like to do.           |                                                                                   |                                                                                     |
| say what I want to be in future. |                                                                                   |                                                                                     |

|                                                                                                      |                                                                                                             |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

Colour the star according to the number of ticks you got for the green smiley face.

5 - 6 Ticks – Green    3 - 4 Ticks – Yellow    1-2 Ticks - Blue



## Take Home Activity



### Activity 1

Design a name card for you.

Wear it when you come to school.



### Vocabulary journal:

- ### Vocabulary journal entry format:

|                      |                |
|----------------------|----------------|
| <b>Letter</b>        | <b>Word</b>    |
| <b>Meaning</b>       | <b>Picture</b> |
| <b>Similar words</b> |                |

A **vocabulary journal** is a **book or notebook** where you **write down** the **new words** you learn.

### Activity 3

#### Portfolio:

- ✓ Collect all the things you prepare while doing this module. (name card, Future Me poster, class survey, food chart, speeches, etc.)
- ✓ At the end of the module, you will have to arrange everything in a portfolio.

#### Know it

A **portfolio** is a **special folder** where **you collect your best work** to show what you have learned.



## Greet Me

**At the end of this lesson, you will be able to**

- greet your friends.
- respond to greetings.
- introduce yourself to others.
- ask for personal details from friends (name, village/ area they live).
- respond to your friends' questions asking for personal details (name, village).
- listen and pick words/phrases.

Let's talk with our friends.

### Task 2.1 Listen and find



Listen to your teacher and match the expressions you hear with the pictures. Write the number of the relevant picture in your writing book.



**Know it**

**Greetings are polite words or gestures people use when they meet, leave or talk to each other.**



## Task 2.2 Listen and find



(a) Listen to your teacher and tick (✓) what you hear.

- |                            |       |
|----------------------------|-------|
| 1) Good morning, everyone. | ..... |
| 2) Hi!                     | ..... |
| 3) Hello!                  | ..... |
| 4) How old are you?        | ..... |
| 5) I'm Lithuli.            | ..... |
| 6) What's your name?       | ..... |
| 7) Nice to meet you.       | ..... |
| 8) My name is Kehan.       | ..... |
| 9) Nice to meet you, too.  | ..... |
| 10) Bye!                   | ..... |

## Task 2.3 Tim to talk



Here's another dialogue between two friends. Read it and practise by replacing the highlighted information with your own.

Ruwan : Hi! I'm **Ruwan**, and you?

Rifka : I'm **Rifka**.

Ruwan : Where are you from?

Rifka : From **Wilgama**, and you?

Ruwan : From **Kandy**.

Rifka : Nice to meet you **Ruwan**.

Ruwan : Nice to meet you too !.

Then come to the front and act out the dialogue with your partner.



## Progress Check – 02

Read and tick the matching box. If necessary, ask your teacher for help.

| I can...                                                                                             |                           |  |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| greet my friends.                                                                                    |                                                                                                             |                                                                                     |
| respond to greetings.                                                                                |                                                                                                             |                                                                                     |
| introduce myself to others.                                                                          |                                                                                                             |                                                                                     |
| ask for personal details from friends.(name, village/ area they live)                                |                                                                                                             |                                                                                     |
| respond to my friends' questions asking for personal details. (name, village)                        |                                                                                                             |                                                                                     |
| listen and pick words/phrases                                                                        |                                                                                                             |                                                                                     |
|  I can do it myself |  I can manage with support |                                                                                     |

Colour the star according to the number of ticks you got for the green smiley face.

5-6 Ticks – Green    3 - 4 Ticks – Yellow    1 - 2 Tick - Blue



## Take Home Activity

### Activity 1

- Make a list of English phrases you use in your day-to-day life.  
e.g. Thank you

### Activity 2

- Study the pictures on the next page.
- Identify the actions you can do.
- Collect some A4 sheets or unused pages from an old exercise book and make a booklet.
- Write your name and title the booklet “What I can do”.
- Draw or paste pictures of the actions you can do.

## Action Verbs

Dance



Climb



Swim



Fly



Run



Ride



Read



Sing



Write



Play



Walk



Sleep



Cry



Paint



Talk



Jump



Eat



Drink



Cook



Clean



Know it

**Action verbs** are words that tell **what** someone does.



## Talented Me

**At the end of this lesson, you will be able to**

- use “can” to ask questions about abilities.
- respond to the questions about abilities using “can”.
- encourage a friend to speak in English.
- listen to a song and find words.

Hello friends! We are going to listen to a song.



### Task 3.1 Listen and find



Listen to the song and find the actions you hear.

clap

fly

stomp

swim

run

sing

dance

climb



Shall we find out what our friends can do?



### Task 3.2 Time to discuss



Have you heard these expressions? Read them aloud.

**Great!**

**Excellent!**

**Wow!**

**Well done!**

**Superb!**

**Oh, really?**

Why do we use these expressions? Discuss with your teacher.

### Task 3.3 Class survey



Study the example.

A: Can you ..... ?

B: Yes, I can .

A: Superb!

B: Thank you.

#### Help box

play the piano  
write poems  
dance  
swim

Now walk around the class and talk with your friends. Find what your friends can do / can't do. Use the above expressions to encourage your friends.



You can fill in this table while talking with your friends.

|    | Friend's name | He/she can | He/she can't |
|----|---------------|------------|--------------|
| 1. | Ravindu       | play chess | sing         |
| 2. | Nethuli       | sing       | dance        |
| 3. |               |            |              |
| 4. |               |            |              |

Let's study

Can you.....?

### Task 3.4 Talk about your friend



Follow the example given below and tell what your friends can do/ can't do.

Ravindu **can** play chess, **but** he **can't** sing

Nethuli **can** sing, **but** she **can't** dance.

Subject pronouns



### Language note

We use "but" to **join two different ideas**.

e.g. Nethuli can sing, **but** she can't dance.

(Nethuli can do one thing, but not the other)

## Progress Check – 03



Read and tick the matching box. If necessary, ask your teacher for help.

| I can...                                                                                                                                                                                                                                                   |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| use “can” to ask questions about abilities.                                                                                                                                                                                                                |                                                                                     |                                                                                     |
| respond to the questions about abilities using “can”.                                                                                                                                                                                                      |                                                                                     |                                                                                     |
| encourage a friend to speak in English.                                                                                                                                                                                                                    |                                                                                     |                                                                                     |
| listen to a song and pick words.                                                                                                                                                                                                                           |                                                                                     |                                                                                     |
| <div>  I can do it myself         </div> <div>  I can manage with support         </div> |                                                                                     |                                                                                     |

Colour the star according to the number of ticks you got for the green smiley face.

3 - 4 Ticks – Green    2 Ticks – Yellow    1 Tick - Blue



## Take Home Activity



Draw or paste pictures of your favourite things.

|                      |  |
|----------------------|--|
| My favourite colour  |  |
| My favourite food    |  |
| My favourite sport   |  |
| My favourite animal  |  |
| My favourite vehicle |  |

## LESSON 04

# My Personal Picks

### Know it

At the end of this lesson, you will be able to

- talk about your favourite things.
- ask your friends about their personal picks.
- talk about your friends' favourite things
- listen and extract words/phrases.

A personal pick is something you **choose** because you like it.

### Task 4.1 Listen and find



Listen to the teacher and say the number of the correct picture.

1



2



3



4



5



Well, let's listen to a song.  
Find out what the singer's favourites are.





## Task 4.2 Listen and find

Listen and underline the correct answer.

1.) What is he singing about?

- a. Hometown    b. Favourite things    c. abilities

2.) Find the correct answer.

|                    |               |               |               |
|--------------------|---------------|---------------|---------------|
| Favourite food     | a. cake       | b. bread      | c. pizza      |
| Favourite drink    | a. milk       | b. water      | c. juice      |
| My favourite sport | a. cricket    | b. volleyball | c. football   |
| Favourite song     | a. Happy song | b. Sad song   | c. Earth song |
| Favourite planet   | a. the Sun    | b. the Earth  | c. the Venus  |

## Task 4.3 Talk about your favourites

Recall the song. Prepare two sentences about your favourites.

e.g. My favourite food is.....



## Task 4.4 Find your friends' personal picks



Now talk with your friends to find out their favourite things.

### Help box

What is your favourite food?  
What is your favourite drink?  
What is your favourite sport?

### Let's study

What is your favourite.....?

## Task 4.5 Talk about your friend



Get ready to talk about one of your friends' personal picks.

### Help box

My friend is.....  
His/her favourite food is.....  
His/her favourite drink is.....  
His/her favourite sport is.....

He → His  
She → Her

## Progress Check – 04



Read and tick the matching box. If necessary, ask your teacher for help.

| I can...                                                                                               |                          |  |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| talk about my favourite things.                                                                        |                                                                                                               |                                                                                       |
| ask my friends about their personal picks.                                                             |                                                                                                               |                                                                                       |
| talk about my friends' favourite things.                                                               |                                                                                                               |                                                                                       |
| listen and pick words/phrases.                                                                         |                                                                                                               |                                                                                       |
|  I can do it myself |  I can manage with support |                                                                                       |

Colour the star according to the number of ticks you got for the green smiley face

3 - 4 Ticks – Green   2 Ticks – Yellow   1 Tick - Blue



### Take HomeActivity



Draw or paste pictures of your favourite fruits.



## My Fruity Favourites

**At the end of this lesson, you will be able to**

- ask your friends about their likes and dislikes.
- respond to your friends' questions on likes and dislikes.
- take turns in pair and group work.
- listen to a song and pick words.
- orally present your findings from the class survey.

### Task 5.1 Listen and find



Listen and find the pictures of the fruits you hear.



1



2



3



4



5



6



7



8



9



10



11



12



I like to eat fruits. Fruits give us vitamins.  
My favourite fruit is mango.  
Do you like fruits?

### Task 5.2 Let's talk



Practise with your friend. Take turns. Ask and answer.

|                  |                                                                                   |                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                  |  |  |  |  |  |
| Do you like....? |                                                                                   |                                                                                   |                                                                                   |                                                                                    |                                                                                     |



Yes, I do.



No, I don't.

#### Let's study

Yes, I do.  
No, I don't.

A: Do you like bananas?  
B : Yes, I do.  
A: Do you like mangoes?  
B: No, I don't.

## Task 5.3 Class survey



Let's do a class survey.  
Follow your teacher's instructions.

Get into groups, talk with 5 friends in your group and complete the table.

|                |    |    |    |    |    |
|----------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Ravindu</b> |    |    |    |    |    |
|                |    |    |    |    |    |
|                |   |   |   |   |   |
|                |  |  |  |  |  |
|                |  |  |  |  |  |
|                |  |  |  |  |  |



Yes, I do.



No, I don't.

## Task 5.4 Let's talk



Present what you found from your survey to the class.

Study the collected data and get ready to speak.  
Use the following structures to construct sentences.

**Most of my friends like .....**

**Two of us like.....**

**Three of us like.....**

**All of us like.....**



### Let's study

Most of us....

Two of us....

Three of us....

All of us....

## Progress Check – 05



Read and tick the matching box. If necessary, ask your teacher for help.

| I can...                                                |  |  |
|---------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| ask my friends about their likes and dislikes.          |                                                                                      |                                                                                      |
| respond to my friends' questions on likes and dislikes. |                                                                                      |                                                                                      |
| take turns in pair and group work.                      |                                                                                      |                                                                                      |
| orally present my findings from the class survey.       |                                                                                      |                                                                                      |
| listen to a text and pick words.                        |                                                                                      |                                                                                      |

|                                                                                                        |                                                                                                               |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

Colour the star according to the number of ticks you got for the green smiley face.

4-5 Ticks – Green    2 - 3 Ticks – Yellow    1 Tick - Blue



## Take Home Activity



Do you eat healthy food?

What do you like to eat throughout the week?

Draw or paste pictures of food items you like to eat in the table given below.



| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
|        |        |         |           |          |        |          |
|        |        |         |           |          |        |          |





## Healthy Me

**At the end of this lesson, you will be able to**

- ask questions about your friend's food habits.
- answer questions about your food habits.
- learn the meaning of once, twice, thrice and every day.
- use once, twice, thrice and every day to talk about food habits.
- talk about the similarities in the food habits of two people using 'both'.

### Task 6.1 Listen and do

Jump up following your teacher's instructions.



Do you eat healthy food?  
Look at my food chart.



## Task 6.2 Time to discuss



a). Look at Ben's food chart.  
Answers your teacher's questions.

|           | Fruits | Porridge | Green leaves | Grains | Yams |
|-----------|--------|----------|--------------|--------|------|
|           |        |          |              |        |      |
| Monday    |        |          |              |        |      |
| Tuesday   |        |          |              |        |      |
| Wednesday |        |          |              |        |      |
| Thursday  |        |          |              |        |      |
| Friday    |        |          |              |        |      |
| Saturday  |        |          |              |        |      |
| Sunday    |        |          |              |        |      |
| Every day |        |          |              |        |      |
| Every day |        |          |              |        |      |
| Every day |        |          |              |        |      |
| Every day |        |          |              |        |      |

Good! Now you know about my food habits.



### Know it

Someone's **food chart** is a **plan** that shows **what kind of food** that person eats each day of the week **to stay healthy**.

### Help box

- ✓ Ben eats oranges **twice a week**.
- ✓ Ben eats bananas **thrice a week**.
- ✓ Ben eats vegetables **every day**.

b). Now talk about Ben's food habits with your teacher.

### Language note

We use the **simple present tense** to talk about **things we do every day or regularly**.

e.g. Ben **eats** vegetables **every day**. (**every day**)

Ben **eats** oranges **twice a week**. (**regularly**)

Ben **eats** bananas **thrice a week**. (**regularly**)

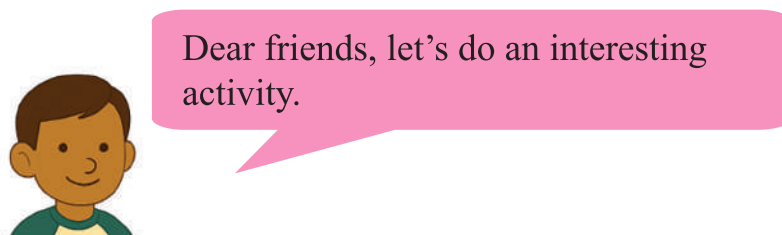
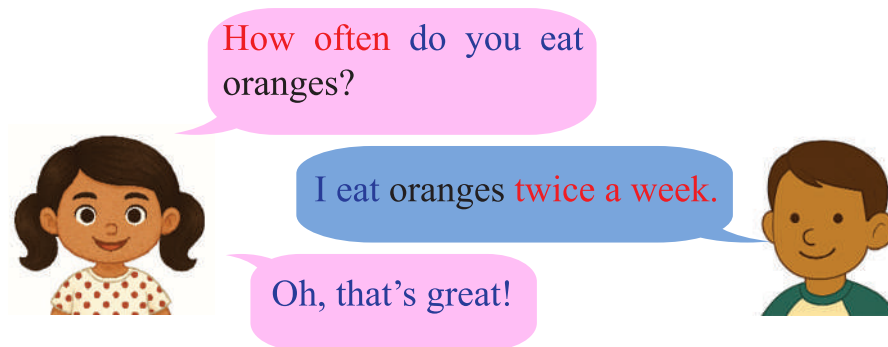
### Know it

**Food habits** mean the **food items** someone **usually** eats and how **often**.

Sharini is my classmate.

She asked me a question about my food habits.





### Task 6.3 Talk with your friend



- (a) Talk with your friend and complete the grid given below.  
Enter your name first.

**How often do you eat .....?**

| Names              |  |  |  |  |  |
|--------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Your name          |                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |
| Your friend's name |                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |

Use the structures given below to talk with your friend and complete the grid above.

How often do you eat....?

I eat ..... (what) ..... (how often)

### Let's study

Once a week  
Twice a week  
Thrice a week  
Every day



This is my younger sister Radhi. She is talking about our food habits.

I eat grains **twice a week**.  
Ben eats grains **thrice a week**.  
I eat mangoes **thrice a week**.  
Ben eats mangoes **once a week**.  
Both of us eat vegetables **every day**.



### Language note

#### In Simple Present Tense,

|            |   |                 |            |
|------------|---|-----------------|------------|
| I          | → | eat (verb)      | } Singular |
| Ben        | → | eats (verb + s) |            |
| Sharini    | → | eats (verb + s) |            |
| My friend  | → | eats (verb + s) |            |
| Both of us | → | eat (verb)      | } Plural   |
| We         | → | eat (verb)      |            |



Now it's your time to talk about you and your friend's food habits.

### Task 6.4 Think and share



Use the chart prepared in Task 6.3 and get ready to present your findings.  
Use the structures given below.

e.g. **I** eat ..... **twice a week**.

**Sharini** eats ..... **thrice a week**.

**Both of us** eat ..... **once a week**.

**Let's study**

Both of us...

Present your findings to the class.

### Progress Check – 06



Read and tick the matching box. If necessary, ask your teacher for help.

| I can...                                                                   |  |  |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| ask questions about my friend's food habits.                               |                                                                                       |                                                                                       |
| answer questions about my food habits.                                     |                                                                                       |                                                                                       |
| use once, twice, thrice and every day to talk about food habits.           |                                                                                       |                                                                                       |
| talk about the similarities in the food habits of two people using 'both'. |                                                                                       |                                                                                       |

|                                                                                                        |                                                                                                               |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

Colour the star according to the number of ticks you got for the green smiley face

3- 4 Ticks – Green

2 Ticks – Yellow

1 Tick - Blue



### Take Home Activity



Find phrases used to start and end a short speech in Sinhala/ Tamil.



## Talkative Me

**At the end of this lesson, you will be able to**

- pick the phrases/sentences used to start and end a short speech.
- plan a speech.
- start a speech.
- end a speech.
- maintain the flow of a speech.
- deliver a 1-2-minute speech about a person you like.



Today, we are going to have a talk show.

### Task 7.1 Listen and find



Listen to the short speech and colour what you hear.

|                                     |
|-------------------------------------|
| Good morning, everyone              |
| Hello,                              |
| My name is.....                     |
| I'm here to speak.....              |
| Today I'm going to speak about..... |
| That's all about.....               |
| Thank you.                          |
| Have a nice day.                    |



## Task 7.2 Read and categorize



Get into groups.

Categorize the following speech bubbles as,

- ✓ phrases/sentences used to start a speech
- ✓ phrases/sentences used to end a speech

1. Have a nice day.

2. Thank you for listening.

3. I am here to speak about....

4. Good morning, everyone.

5. That's all about.....

6. Dear teacher and my dear friends,.....

7. I am going to speak about....

## Task 7.3 Get ready to talk



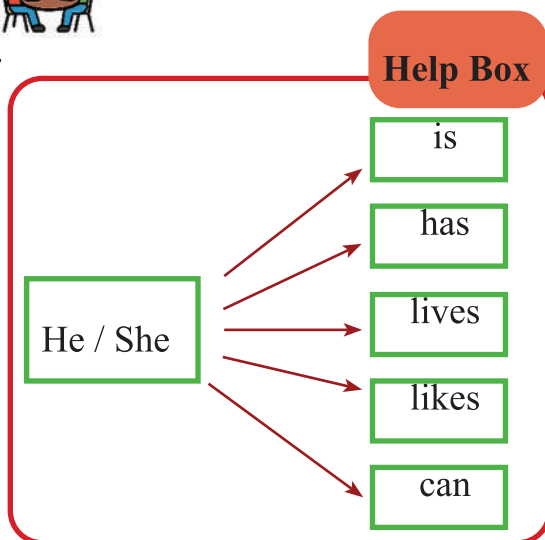
Think about a person you like.

Talk about him/her.

Plan what you are going to say.

Include the following.

- Name
- Relationship to you
- Age/Job/hometown
- Favourites
- Why you like him/her



Use the following sample speech to help you

### Help box

**Good morning, everyone.**

**Today, I'm going to speak about** my favourite person.

My favourite person is my aunt. Her name is Anusha. She is 42 years old. She is a teacher. She lives in Kandy. She has a son. She likes music. She can sing and dance. She loves me very much.

**That's all about my aunt!**

**Thank you for listening!**

### Let's study

Good morning, everyone.

Today, I'm going to speak about.....

That's all about .....

Thank you for listening.



It's time to show your talents.  
Let's have a "Talk show".

### Task 7.4 Let's talk



Follow your teacher's instructions and deliver a short speech about your favourite person.

I'm going to speak  
about my friend



## Progress Check – 07



Read and tick the matching box. If necessary, ask your teacher for help.

| I can...                                                                                |  |  |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| listen to a speech and pick the phrases/sentences used to start and end a short speech. |                                                                                     |                                                                                     |
| plan a speech.                                                                          |                                                                                     |                                                                                     |
| start a speech.                                                                         |                                                                                     |                                                                                     |
| end a speech.                                                                           |                                                                                     |                                                                                     |
| maintain the flow of a speech.                                                          |                                                                                     |                                                                                     |
| deliver a 1-2 minute speech about a person I like.                                      |                                                                                     |                                                                                     |

|                                                                                                      |                                                                                                             |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

Colour the star according to the number of ticks you got for the green smiley face.

5-6 Ticks – Green    3 - 4 Ticks – Yellow    1-2 Ticks - Blue



Take Home Activity



### Activity 1

Talk to your parents and find the following.

|                                 |  |
|---------------------------------|--|
| My village/ town                |  |
| Grama Niladari Division         |  |
| Name                            |  |
| Number                          |  |
| Divisional Secretariat Division |  |
| District                        |  |
| Province                        |  |



Try to find your home location using Google Maps.

## Activity 2

Prepare three cards as shown below and bring them to the next listening and speaking lesson.

Country

District

Province



## Me on the Map

**At the end of this lesson, you will be able to**

- tell the location of your village.
- prepare a short description of the location of your village.
- present the prepared description clearly and confidently to the classmates.



Let's learn how to say where you live.



### Task 8.1 Listen and show



Listen to the list of words read by your teacher and show the correct word card.

Country

District

Province

This is a short speech one of my friends delivered during the Geography period. It is about where he lives. Your teacher will read it to you.



## Task 8.2 Listen and complete



Listen to the teacher and complete the blanks with the correct word.

Hello everyone,  
I'm Yenuka, I'm going to speak about where I live.  
The name of my **village** is \_\_\_\_\_. My **Grama Niladari division** is \_\_\_\_\_. Well, it is in the \_\_\_\_\_  
**Divisional secretariat Division**.  
It belongs to the \_\_\_\_\_ **district**, \_\_\_\_\_  
**province**. My \_\_\_\_\_ is Sri Lanka. It is in the  
\_\_\_\_\_ **continent**. I live on the **planet** \_\_\_\_\_.  
Thank you for listening.



## Task 8.3 Time to talk



- Now get ready to talk about where you live (Use the information in the table you prepared for Take Home Activity 1 in Week 7.)
- Use Yenuka's speech as a model.
- Work collaboratively with the group members. Help others when they need your help.
- Present your description to the class.

## Progress Check – 08



Read and tick the matching box. If necessary, ask your teacher for help.

| I can...                                                                    |  |  |
|-----------------------------------------------------------------------------|--|--|
| tell the location of my village.                                            |  |  |
| prepare a short description of the location of my village.                  |  |  |
| present the prepared description clearly and confidently to the classmates. |  |  |

|                                                              |  |  |
|--------------------------------------------------------------|--|--|
| work collaboratively with the group members.                 |  |  |
| help my classmates when they need support with the activity. |  |  |

|                                                                                                      |                                                                                                             |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

Colour the star according to the number of ticks you got for the green smiley face.

4 - 5 Ticks – Green    2 - 3 Ticks – Yellow    1 Tick - Blue

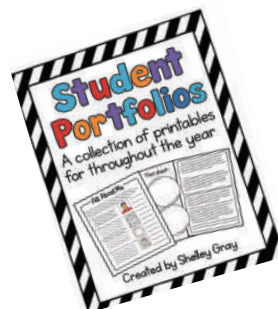
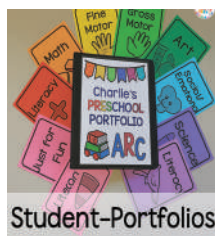
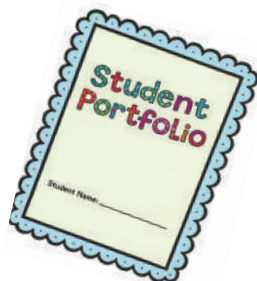


## Take Home Activity



- Gather all the things you prepared while doing this module. (name card, future me poster, class survey, food chart, speeches, etc.)
- Arrange them in a folder. It is your portfolio.
- Make a creative portfolio.

Bring your portfolios when you come to school next day.





## Portfolio Exhibition

**At the end of this lesson, you will be able to**

- create a portfolio of your own work.
- tell others about the work in your portfolio.
- comment on your friends' work in their portfolios.
- appreciate your friends' work.

This is the 9<sup>th</sup> week and we are at the end of the module.  
We have done many things.  
We enjoyed listening and speaking tasks.  
We also had some fun activities.  
Are you ready with your portfolio?  
Let's talk about the portfolio.



### Task 9.1 Portfolio exhibition



Follow the teacher's instructions and get ready for the "Portfolio Exhibition."

Collect all the portfolios and arrange them for the exhibition.

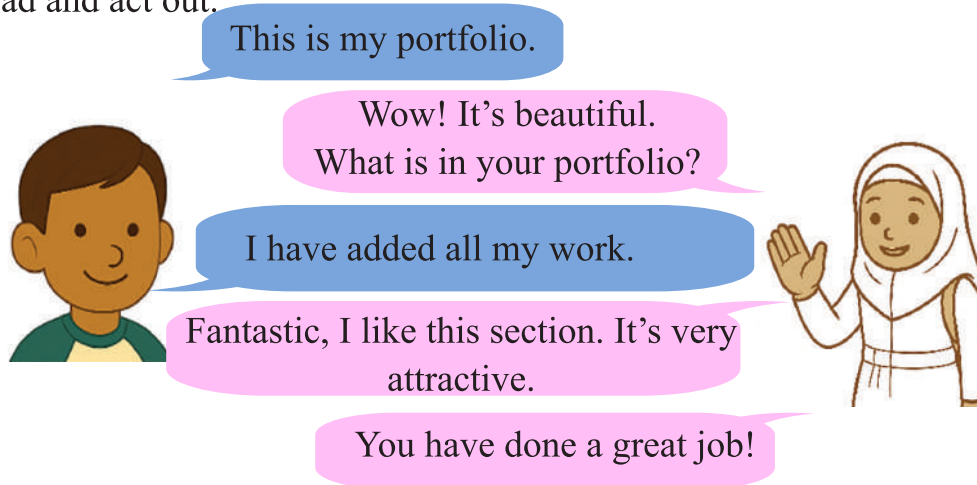




### Task 9.2 Let's act out



Read and act out.



### Task 9.3 Gallery walk



Move around the class and see your friends' portfolios.

Use the expressions given below to comment on your friends' portfolios.

#### Help box

It's a nice collection.  
You can add more pictures.  
Can you add .....?  
What is in your portfolio?  
I like this page.  
How about adding some pictures?  
You can paste a picture here.  
You can colour this picture.

#### Useful expressions

Wow, it's beautiful!  
Excellent!  
Great work!  
Fantastic!  
Well done!  
Keep it up!

## Task 9.4 Let's talk



Get ready to speak about your portfolio.



Recall what you have learnt about delivering speeches in previous activities. Use the following sentences/phrases if necessary.

### Help box

This is my portfolio.

I have added my best work here.

Here are my drawings.

This page includes my food chart.

This is about my personal picks.

You can see ..... in the portfolio.

Take turns presenting your speech to the group.

## Progress Check – 09



Read and tick the matching box. If necessary, ask your teacher for help.

| I can...                                                                                                                                                                                                                                                   |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| tell others about the work in my portfolio.                                                                                                                                                                                                                |                                                                                     |                                                                                     |
| comment on my friends' work in their portfolios.                                                                                                                                                                                                           |                                                                                     |                                                                                     |
| appreciate my friends' work.                                                                                                                                                                                                                               |                                                                                     |                                                                                     |
| create a portfolio by collecting my own work                                                                                                                                                                                                               |                                                                                     |                                                                                     |
| <div>  I can do it myself         </div> <div>  I can manage with support         </div> |                                                                                     |                                                                                     |

Colour the star according to the number of ticks you got for the green smiley face

3 - 4 Ticks – Green    2 - 3 Ticks - Yellow    1 Tick - Blue

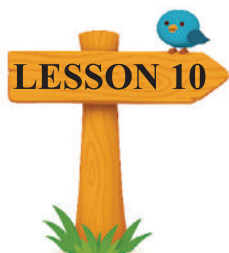


## Take Home Activity



Thank everyone who visited your exhibition and cheered you up. Create a beautiful handmade craft/ a thank you card for them. Bring it to the class next day.





## Test Me

Hi, friends. We have come to the end of our module.  
Let's check your progress.



### Task 10.1 Listen and write



- ✓ Write your name on the given space.
- ✓ Read the task sheet before listening.
- ✓ Keep your pens on the table.
- ✓ Listen to the dialogue three times.  
1<sup>st</sup>- listen carefully 2<sup>nd</sup> - write answers 3<sup>rd</sup>- check your answers.
- ✓ Answer all the questions.
- ✓ At the end of the test, hand over your task sheet to the teacher.

Listen to the audio and write answers in the given space.

**Name -** \_\_\_\_\_

1. List down 3 names mentioned in the dialogue. \_\_\_\_\_
2. Where is Rizana from? \_\_\_\_\_
3. What is Tharindu's apartment number? \_\_\_\_\_
4. Who is in apartment C20? \_\_\_\_\_
5. Who is Rizana's cousin? \_\_\_\_\_

## Task 10.2 Let's talk



My self

My friend

My favourite food

- ✓ Select a topic card and prepare for a 1 minute short speech.
- ✓ Deliver the speech.
- ✓ At the end of the test, handover your topic card to the teacher.



**You have successfully completed Module 1.  
Let's meet in the next module.  
Good Luck!**

**Only a  
Good Listener  
can be a  
Good Speaker**

Grade

6

Term 1

Module 2

# ENGLISH

LANGUAGE

Reading for Life



Reading & Viewing

Literature for Enjoyment

Hi, friends! Let's start Module 2.  
Glad to meet you all again.  
I'm Ben, your study guide.



The tasks in this module will guide you to do the following:

- ✓ find specific information in a short simple text.
- ✓ find the general idea of a short simple text.
- ✓ use information from a short simple text to fill other formats.

| Icon                                                                                                   | Meaning                                                                                                       |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                     | Take Home Activity                                                                                            |
|                     | Progress Check                                                                                                |
|                     | Do It Yourself                                                                                                |
|                     | Pair Work                                                                                                     |
|                     | Group Work                                                                                                    |
|                     | Whole Class Activity                                                                                          |
|  I can do it myself |  I can manage with support |



## Finding Friends

**At the end of this lesson, you will be able to**

- read a short, simple text containing basic personal information and extract specific details.
- answer questions based on a short, simple text about basic personal information.



Hello, friends!  
Do you have an e-buddy?  
I found one and I want to write my first email to introduce myself.

### Task 1.1 Read and tick



Read the list given below and tick (✓) the information Ben should include in his first email to his e-buddy.

Name and age

☐

Recent trip to upcountry

☐

Country and city

☐

Name of the school and grade

☐

Information about the family

☐

Hobbies

☐

Likes and dislikes

☐

Term test marks

☐

### Task 1.2 Read and find

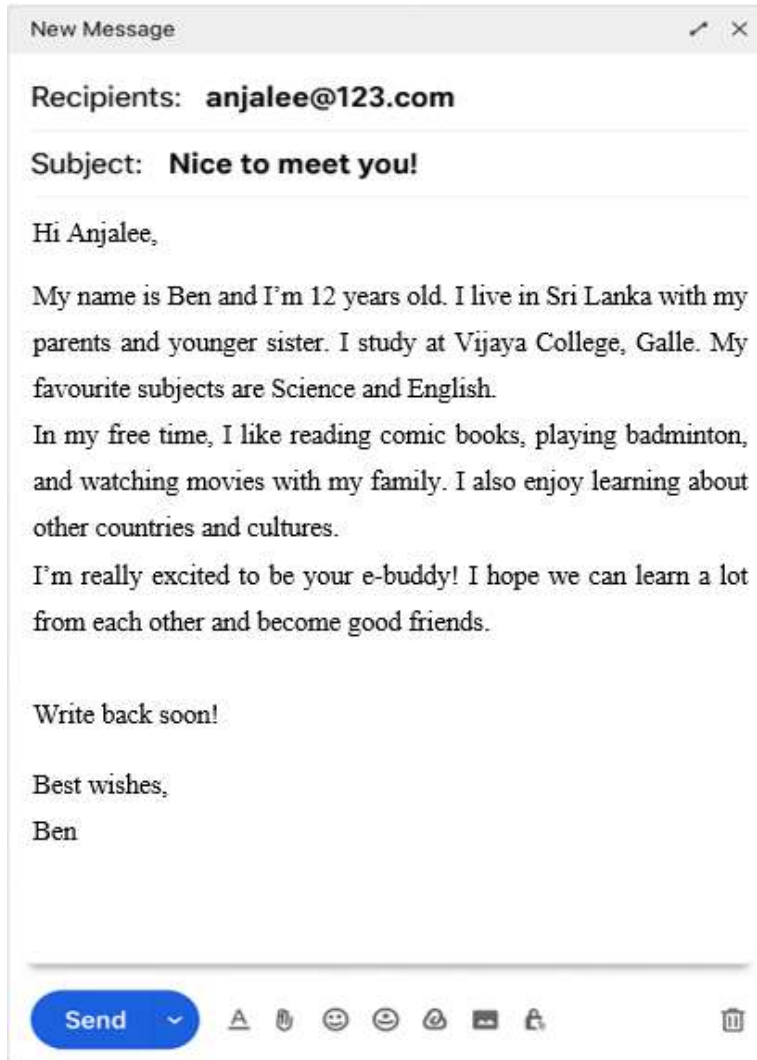


#### Know it

**An e-buddy** (electronic buddy) is a person with whom someone communicates through email or other digital platforms.



Read the email written by Ben to his new e-buddy, Anjalee.  
Decide whether the following statements are **True** or **False**.



- 1) Ben is 16 years old. ....
- 2) Ben lives in India. ....
- 3) Ben has a younger sister. ....
- 4) Ben studies at Future International School. ....
- 5) Ben plays badminton in his free time. ....



Here are some e-buddy profiles I found. Let's read their descriptions first.

### Task 1.3 Read and find



Read the descriptions given below and complete the e-buddy profiles.

I'm Tom. I'm from England. I'm a 10-year-old boy. I like taking photographs. I read a lot. I like to eat chocolates. I'm 140 cm tall. My weight is 35kg. I can speak English and French. My ambition is to be a photographer.



My name is Fumiko. I'm 9 years old. I'm a girl. I live in Japan. I can speak Japanese and English. I can play the violin. My height is 130 cm and my weight is 32 kg. My favourite food is sushi. I want to be a businesswoman in the future.



Hello! I'm Anjalee. I'm 12 years old. I'm from India. I can speak Hindi, Tamil and Telugu. Painting and dancing are my hobbies. I'm 140 cm tall. My weight is 37 kg. I like naan. I want to be a dancer.



buddy.net



**Tom Smith**

Age: .....  
Country: .....  
Interests: .....  
Height: .....  
Weight: .....  
Favourite food item/s: .....  
Ambition: .....



buddy.net



**Fumiko Tanaka**

Age: .....  
Country: .....  
Interests: .....  
Height: .....  
Weight: .....  
Favourite food item/s: .....  
Ambition: .....




**Anjalee Rana**

Age: .....

Country: .....

Interests: .....

Height: .....

Weight: .....

Favourite food item/s: .....

Ambition: .....

### Word bank

Photographer  
Businesswoman

### Find it out

What is sushi?  
What is naan?

### Know it

**An e-buddy profile** is a short description that you use to **introduce yourself to new online friends**.

## Progress Check - 01



Read and tick the matching box. If necessary, ask your teacher for help.

| I can...                                                                                      |  |  |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| read a short, simple text containing basic personal information and extract specific details. |                                                                                      |                                                                                       |
| answer questions based on a short, simple text about basic personal information.              |                                                                                      |                                                                                       |
| work collaboratively with the group members.                                                  |                                                                                      |                                                                                       |



I can do it myself



I can manage with support

Colour the badge according to the number of ticks you got for the green smiley face.

3 Ticks – Green    2 Ticks – Yellow    1 Tick – Blue



## Take Home Activity

### Activity 1

- ✓ Write the new words you learnt in your vocabulary journal

### Activity 2

- ✓ Create a short description of yourself for an e-buddy profile to be published in a newspaper.
- ✓ Make sure to include the following details, along with one of your recent photographs.

Name , age, country, interests, height and weight, favourite food item/ items, siblings, your dream or ambition

### Activity 3

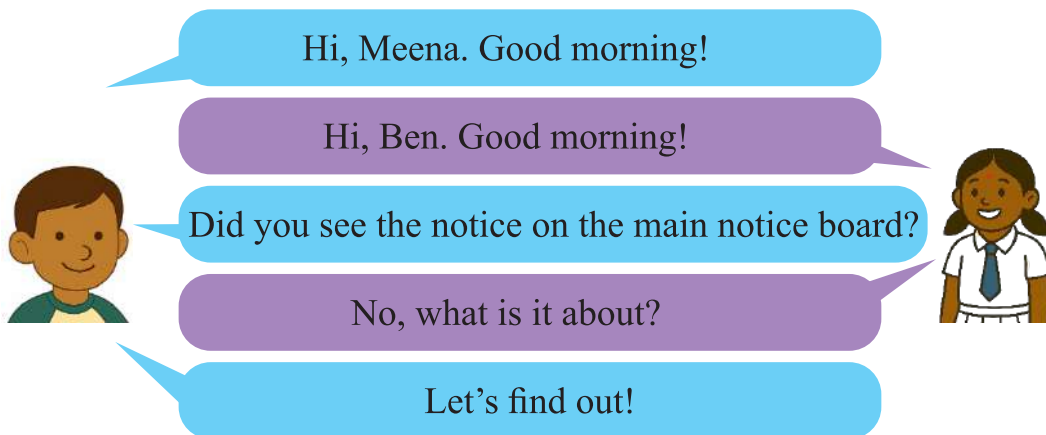
- ✓ Collect all the work you prepare while doing the module and attach them to the portfolio.



## Getting Information

**At the end of this lesson, you will be able to**

- read and find the keywords in a notice.
- infer the meaning of new words in a notice.
- identify prepositions in a notice.
- identify the purpose of a notice.
- extract necessary information from a notice.



Here is the notice on Ben's school notice board.

### Task 2.1 Read and find

#### NOTICE

**A Reading Week** for Grade 6 students of our school  
from 10<sup>th</sup> July 2025 to 14<sup>th</sup> July 2025.

**Time:** from 8.30 a.m. to 10.00 a.m.

**Venue:** school main hall

Join the Readers' Club and take part in the event.

5<sup>th</sup> July 2026

Organizing Committee  
Readers' Club

Read the notice and

- a. underline the date and time of the event.
- b. Circle the name of the event
- c. Cross out the place.

## Task 2.2 Read and complete



The notice is about a \_\_\_\_\_.

Read the notice and find details to complete the table.

|           |  |
|-----------|--|
| Event     |  |
| Dates     |  |
| Time      |  |
| Venue     |  |
| Organizer |  |

Guess and try!  
Check your answer with a friend.



Another word for venue is \_\_\_\_\_.

1. meeting
2. place
3. event

### Word bank

event  
venue  
organizer

### Task 2.3 Read and find

Read the notice given below.

#### NOTICE

The English Club of our school has organized an English Camp **on Friday, 11<sup>th</sup> July 2025, at 2:00 p.m. in the school main hall.**

All Grade 6 students are invited to join the camp.

10<sup>th</sup> July 2026

Organizing Committee  
English Club

Look at the words in bold letters.  
What kind of words are they?  
Discuss with your teacher

#### Let's study

we use,

**on** before a date

**at** before a time

**in** before a place

### Task 2.4 Fun with prepositions

Follow your teacher's instructions.  
Run and touch the correct preposition.

in

on

at

(15<sup>th</sup> February, playground, 31<sup>st</sup> of March, school library, the community hall, 10.30 a.m., 6.00 p.m., 7<sup>th</sup> March)

## Progress Check – 02

Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                    |  |  |
|----------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| read and find the keywords in a notice.      |                                                                                     |                                                                                     |
| infer the meaning of new words in a notice.  |                                                                                     |                                                                                     |
| identify prepositions in notices.            |                                                                                     |                                                                                     |
| identify the purpose of a notice.            |                                                                                     |                                                                                     |
| extract necessary information from a notice. |                                                                                     |                                                                                     |

|                                                                                                      |                                                                                                             |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

Colour the badge according to the number of ticks you got for the green smiley face.

4-5 Ticks – Green    2-3 Ticks – Yellow    1 Tick - Blue



## Take Home Activity

### Activity 1

- ✓ Enter the new words you learnt in your vocabulary journal.

### Activity 2

- ✓ Write a notice to be put up on the school notice board.
- ✓ Think of an event (e.g. Art Exhibition, Activity Day).
- ✓ Include the following : date, time, venue, participants and organizer.





## Magical Reading Week

**At the end of this lesson, you will be able to**

- read and find important information in a schedule.
- respond to questions starting with “who”, “when”, “what” and “how many”.



Grade 6 students are getting ready for their Reading Week.



Children, here's the schedule of our reading week.

Wow! What are the activities, teacher?

Shall I read it?



Here is the schedule of the “Magical Reading Week for Grade 6”.

**Magical Reading Week for Grade 6**



**Reading gives you wings!  
Join, read, enjoy and win.**

**From  
10<sup>th</sup> July  
to  
14<sup>th</sup> July**

| Date                             | Time                 | Topic                   |
|----------------------------------|----------------------|-------------------------|
| Monday, 10 <sup>th</sup> July    | 8.30a.m. – 9.30a.m.  | Reading for Living      |
| Tuesday, 11 <sup>th</sup> July   | 9.30a.m. – 10.30a.m. | Reading Stories         |
| Wednesday, 12 <sup>th</sup> July | 8.30a.m. – 9.30a.m.  | Enjoying Poems          |
| Thursday, 13 <sup>th</sup> July  | 9.00a.m. – 10.00a.m. | Word Power              |
| Friday, 14 <sup>th</sup> July    | 8.00a.m. – 9.00a.m.  | Reading for Information |

### Task 3.1 Time to discuss

Discuss with your teacher.

What is a “**schedule**”?

What can you find in a schedule?

#### Know it

A **schedule** is a **plan** that shows **what activities** or **events** will happen and **at what time**.

### Task 3.2 Read and match

What does each “Wh” word ask for?  
Match A and B

| A        | B        |
|----------|----------|
| What     | a time   |
| When     | a thing  |
| How many | a person |
| Who      | a number |

**Let's study**

**What**  
**When**  
**Who**  
**How many**

### Task 3.3 Read and find

Read the schedule of the “Magical Reading Week for Grade 6”.  
Find answers for the following.

- 1) What is the schedule about? .....
- 2) When does the event start? .....
- 3) How many days are in the schedule? .....
- 4) Who can participate in the event? .....
- 5) How many topics are there in the schedule? .....

### Task 3.4 Read and find

Ben wrote a short letter to her aunt about an event organized by the Readers’ Club of his school. Here is a part of it. Read it and find answers.

I am a member of the Readers’ Club of my school. Our club has organized an exhibition from 05<sup>th</sup> June 2026 to 08<sup>th</sup> June 2026. The exhibition starts at 8.30 a.m. every day. Only Grade 6 students can take part in it.

1. What is the event? \_\_\_\_\_
2. When does it start? \_\_\_\_\_
3. How many days does the event last? \_\_\_\_\_
4. Who can take part in it? \_\_\_\_\_
5. Another word for “participate” is \_\_\_\_\_  
 a. start      b. take part      c. going to have

### Progress Check - 03

Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                          |  |  |
|----------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| read and find important information in a schedule. |                                                                                     |                                                                                     |
| respond to a question starting with “who”.         |                                                                                     |                                                                                     |
| respond to a question starting with “when”.        |                                                                                     |                                                                                     |
| respond to a question starting with “how many”.    |                                                                                     |                                                                                     |
| respond to a question starting with “what”.        |                                                                                     |                                                                                     |

|                                                                                                        |                                                                                                               |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

Colour the badge according to the number of ticks you got for the green smiley face.

5 Ticks – Green    3-4 Ticks – Yellow    1 - 2 Ticks Blue



### Take Home Activity

1. Find two food wrappers/labels with details on them.
2. Paste one of them in your book and circle/ highlight the new words you found.
3. Keep the other wrapper inside your book and bring it to school for the next lesson.



## Reading for Living

**At the end of this lesson, you will be able to**

- read and find important information in a schedule.
- respond to a question starting with “who”, “When”, “what” and “How many”.



Did you find food labels? Our teacher is going to start the lesson.

Good morning, children.



Let's start the lesson.  
What do you read to get information?  
Shall we make a list?

Good morning, teacher.



### Task 4.1 Discuss and complete



Complete the list.

What do you read in your day-to-day life to get information?



- newspapers
- labels
- bills
- .....
- .....
- .....

## Task 4.2 Read and find



Get the food labels or wrappers you brought from home.

Find the following items on your food wrappers.

If necessary, get help from the teacher.

1. Name of the product
2. Ingredients
3. Net weight
4. Expiry date
5. Price

### Let's study

Product  
Ingredients  
Net weight  
Expiry date  
Price



Look at the food label I found.

### Thinking space

Why is it important to read food wrappers before buying a food item?

## Task 4.3 Read and find



Read the label and complete the jar given below with relevant details.

**Lanka Yummyfood**

**Wood Apple Jam**



**Ingredients:**  
Wood apple, sugar, water

**Net weight 160g**

|                                           |
|-------------------------------------------|
| <b>Date of Manufacture:</b><br>12/06/2023 |
| <b>Date of Expiry:</b><br>12/06/2024      |
| <b>Batch Code:</b> 1233445                |
| <b>Price:</b> Rs.225.00                   |

Manufactured by  
Yummyfood Distributors,  
155, kandy Road,  
Kadawatha,  
Tel : 0112334567  
Email :  
yummyfood@gmailcom



## Task 4.4 Read and find

Read the food label given below and find the correct answer.

1. The food label is about .....
2. The net weight is .....
3. The price of the product is .....
4. The expiry date is .....
5. The ingredients are .....

### Word bank

information  
label  
wrapper  
product  
price  
ingredients

|                                                                                                                                                                                                                                                                  |                             |                      |                |                                                                                                                                                       |       |           |             |                             |                                                                                           |           |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|-------------|-----------------------------|-------------------------------------------------------------------------------------------|-----------|--|
|                                                                                                                                                                                 |                             | <b>Milky Yoghurt</b> |                | <table border="1"> <tr> <td>Sugar</td> <td>Salt</td> <td>Fat</td> </tr> <tr> <td>13.9g/100g</td> <td>0.1g/100g</td> <td>0.1g/100g</td> </tr> </table> | Sugar | Salt      | Fat         | 13.9g/100g                  | 0.1g/100g                                                                                 | 0.1g/100g |  |
| Sugar                                                                                                                                                                                                                                                            | Salt                        | Fat                  |                |                                                                                                                                                       |       |           |             |                             |                                                                                           |           |  |
| 13.9g/100g                                                                                                                                                                                                                                                       | 0.1g/100g                   | 0.1g/100g            |                |                                                                                                                                                       |       |           |             |                             |                                                                                           |           |  |
| <b>Net weight: 80g</b>                                                                                                                                                                                                                                           |                             |                      |                |                                                                                                                                                       |       |           |             |                             |                                                                                           |           |  |
| <table border="1"> <tr> <td>Date of manufacture</td> <td>10.08.2024</td> </tr> <tr> <td>Date of expiry</td> <td>24.08.2024</td> </tr> <tr> <td>Price</td> <td>Rs. 70.00</td> </tr> <tr> <td>Ingredients</td> <td>Cow's milk, sugar, gelatin.</td> </tr> </table> | Date of manufacture         | 10.08.2024           | Date of expiry | 24.08.2024                                                                                                                                            | Price | Rs. 70.00 | Ingredients | Cow's milk, sugar, gelatin. | <b>Manufactured by:</b><br>Dairy Farmers Company,<br>No:02, Main Street,<br>Anuradhapura. |           |  |
| Date of manufacture                                                                                                                                                                                                                                              | 10.08.2024                  |                      |                |                                                                                                                                                       |       |           |             |                             |                                                                                           |           |  |
| Date of expiry                                                                                                                                                                                                                                                   | 24.08.2024                  |                      |                |                                                                                                                                                       |       |           |             |                             |                                                                                           |           |  |
| Price                                                                                                                                                                                                                                                            | Rs. 70.00                   |                      |                |                                                                                                                                                       |       |           |             |                             |                                                                                           |           |  |
| Ingredients                                                                                                                                                                                                                                                      | Cow's milk, sugar, gelatin. |                      |                |                                                                                                                                                       |       |           |             |                             |                                                                                           |           |  |

### Thinking space

Why is it important to read nutritional facts?

## Progress Check 04

Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                              |  |  |
|--------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| read and find information in a food label.             |                                                                                       |                                                                                       |
| infer the meaning of unfamiliar words on a food label. |                                                                                       |                                                                                       |
| use information in a label to fill other formats.      |                                                                                       |                                                                                       |

|                                                                                                        |                                                                                                               |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

Colour the badge according to the number of ticks you got for the green smiley face.

3 Ticks – Green    2 Ticks – Yellow    1 Tick - Blue



## Take Home Activity



### Activity 1

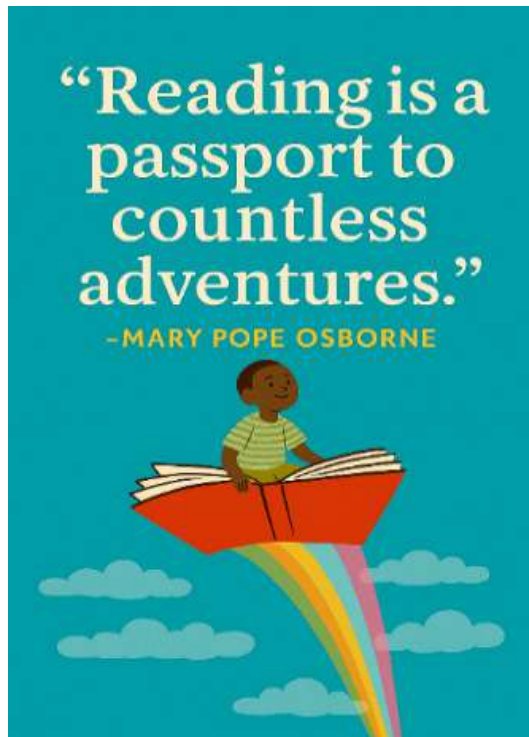
- ✓ Write the new words you found on wrappers/labels in your vocabulary journal.

### Activity 2

- ✓ Design a food wrapper/label including all the necessary details
- ✓ If possible, use a computer

### Activity 3

- ✓ Find a saying about “Reading” and create a colourful poster.
- ✓ Consider the following as an example.







## Cling on Posters

**At the end of this lesson, you will be able to**

- read and extract the necessary details in a poster.
- read and identify the parts of a poster.
- use the information in a poster to complete a table.



Did you create posters at home?  
Let's have a gallery walk.

### Task 5.1 Gallery walk

Arrange the poster you created on your desk.  
Walk around the classroom and look at your friends' posters.  
Read the sayings on the posters.

#### Know it

**A poster** is a **big piece of paper** with pictures and words that gives a **message** or **information**.

#### Know it

**Gallery walk** is a **classroom activity** where students **move around the room** to **read and look at each other's work** like in an art gallery.

Grade 6 students of our school have created a poster for “Reading Stories” day of their Magical reading week.

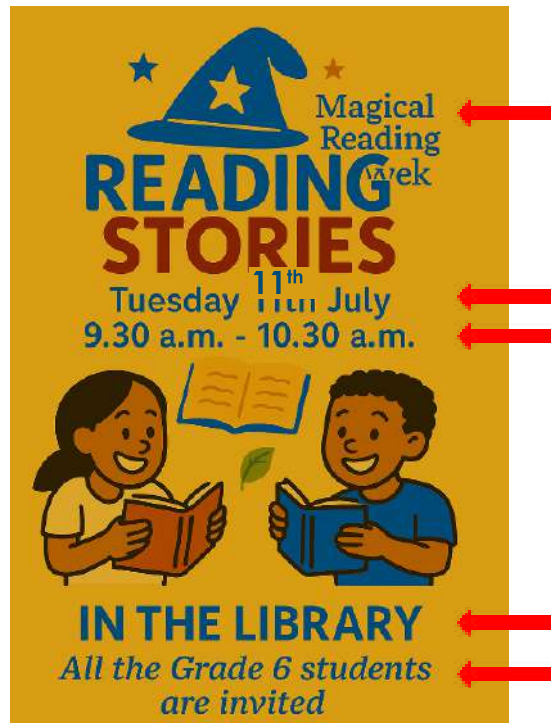


### Task 5.2 Read and match



Match the labels with the correct parts of the poster.

| Event | Date | Time | Venue | Participants |
|-------|------|------|-------|--------------|
|-------|------|------|-------|--------------|



### Task 5.3 Tap the board



- Read the words given below aloud.

| Event | Date | Time | Venue | Participants |
|-------|------|------|-------|--------------|
|-------|------|------|-------|--------------|

- Your teacher will display the above 5 words on the board and read some phrases.
- Listen carefully and tap the correct word displayed on the board. (in the main hall, on 5<sup>th</sup> July, Grade 6 students, exhibition, drama workshop, at 8.00 a.m., in the library, at 12.30 p.m., English camp, primary students)

## Task 5.4 Read and find



Read the poster and answer the questions given below



1. What is the poster about?
2. What is the date of the event?
3. What are the starting and ending times?
4. Who can participate in the event?
5. What is the venue?

### Word bank

event  
date  
time  
venue/place  
participants

### Know it

**Venue** is the **place**  
where an **event**  
**takes place.**

## Progress Check 05



Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                           |  |  |
|-----------------------------------------------------|--|--|
| read and extract the necessary details in a poster. |  |  |
| read and identify the parts of a poster.            |  |  |
| use the information in a poster to fill a table.    |  |  |

|                    |                           |
|--------------------|---------------------------|
| I can do it myself | I can manage with support |
|--------------------|---------------------------|

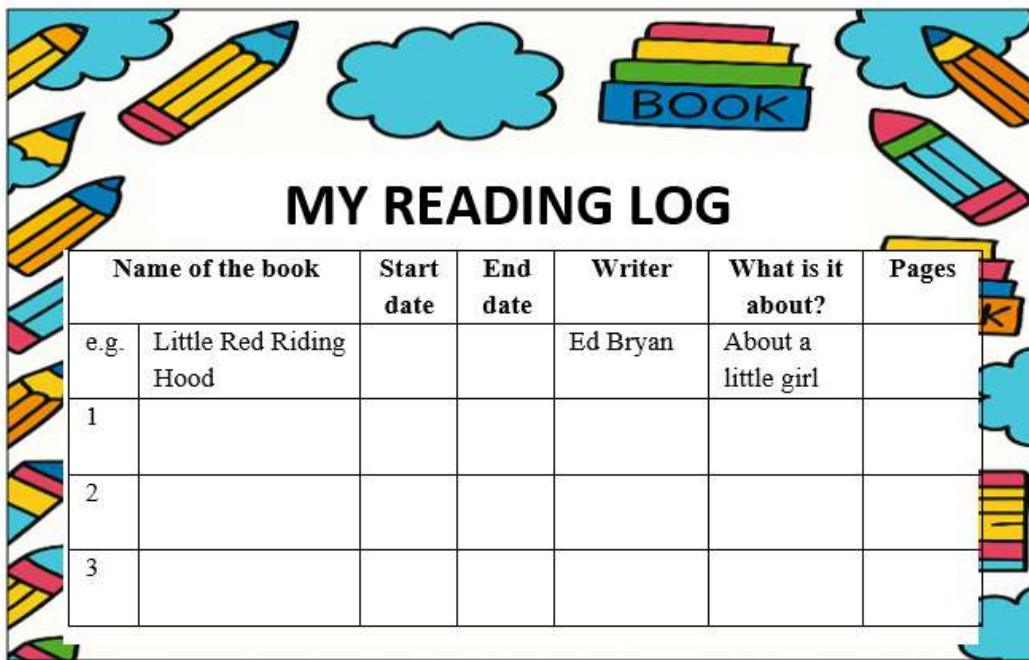
Colour the badge according to the number of ticks you got for the green smiley face.

3 Ticks - Green    2 Ticks - Yellow    1 Tick - Blue



## Take Home Activity

- ✓ Write the meaning of those words in Sinhala/Tamil.
- ✓ Use the format of a reading log given below to keep records of the books you read.



### MY READING LOG

|      | Name of the book       | Start date | End date | Writer   | What is it about?   | Pages |
|------|------------------------|------------|----------|----------|---------------------|-------|
| e.g. | Little Red Riding Hood |            |          | Ed Bryan | About a little girl |       |
| 1    |                        |            |          |          |                     |       |
| 2    |                        |            |          |          |                     |       |
| 3    |                        |            |          |          |                     |       |

### Know it

A **reading log** is a **chart** or a **notebook** where you write down **the books you read** and **some information** about them.

### Thinking space

Why is it important to maintain a reading log?



## LESSON 06

# Enjoying Stories

**At the end of this lesson, you will be able to**

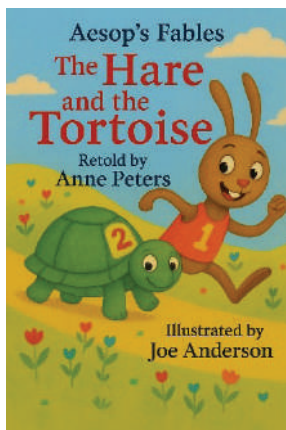
- find the title, author and illustrator of a storybook by reading its cover page.
- tell what the story is about.
- identify characters and feelings of the characters.
- tell where the story takes place.
- enjoy reading stories.

Ben and his friends are in the library. The librarian is helping Ben find some new storybooks.



Here is a famous story. It is a fable.  
Ben, can you tell the **name** of this story?

Yes, it's **The Hare and the Tortoise**.



Now, look at the cover page.  
Can you guess the **characters** of this story?

**Hare and tortoise.**



## Task 6.1 Read and find



a. Read the dialogue between Ben and the librarian. Then fill in the blanks.

1. The name of the story is \_\_\_\_\_.
2. There are \_\_\_\_\_ characters in the story.
3. They are \_\_\_\_\_.

### Know it

A **fable** is a **short story that teaches a lesson**, usually about **how to behave or make good choices**. The characters are usually **animals** that behave and speak like humans.

e.g. Aesop's Fables



Look at the cover page of the storybook given below and find the following details.

b. Read and find the details.



- 1). Name of the book : .....
- 2). Written by: .....
- 3). Illustrated by : .....

Match the following words/phrases with the phrases given in the box above.

Title  
Author  
Pictures by

### Know it

“**Illustrated by**” tells us **who drew the pictures** in a storybook.



You are going to read a story.  
Before you read, let's do a simple activity.

## Task 6.2 Read and find



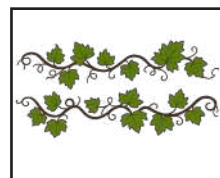
a. Underline the correct word.



1. A cat
2. A wolf
3. A fox



1. A bunch of coconuts
2. A bunch of grapes
3. A bunch of bananas



1. A vine
2. A plant
3. A leaf

### Language note

"**Bunch of**" means a group of things together.

e.g. a bunch of grapes  
a bunch of flowers  
a bunch of bananas

### Word bank

title  
writer  
author  
character



Here's the story. It's a famous story called  
"The Fox and the Grapes".



b. Read and find answers.



**Once upon a time,** there was a hungry fox. He saw some bunches of grapes hanging from the vines in a vineyard.



He wanted to pluck them. But they were too high. Then he thought for a while. After that, he jumped again and again, but failed.



Finally, he was tired and said; "These grapes are sour and I don't want to eat them".

First, read the questions given below.

Then, find answers for the following questions.

1. This story is about - .....
2. Characters in the story - .....
3. The setting of the story - .....

### Thinking space

If you are the fox, what are you going to do?

### Task 6.3 Read and match



Read and match the sentence halves.

|                           |                         |
|---------------------------|-------------------------|
| 1. Once a fox was         | the idea.               |
| 2. The fox saw            | again and again.        |
| 3. The fox tried          | very hungry.            |
| 4. The fox jumped         | some bunches of grapes. |
| 5. The fox couldn't reach | to pluck the grapes.    |
| 6. The tired fox gave up  | the grapes.             |





Now, let's think about how the fox was feeling throughout the story.  
Discuss with your friends.

### Task 6.4 Think and select



The fox was....., so he jumped at some bunches of grapes.

- a. When the fox saw bunches of grapes in a vineyard, he was....
  - 1. tired
  - 2. hungry
  - 3. sleepy
- b. When the fox failed to pluck bunches of grapes, he was.....
  - 1. hopeless
  - 2. hopeful
  - 3. lazy
- c. After jumping several times to pluck the grapes, the fox was finally....
  - 1. tired
  - 2. hungry
  - 3. sleepy

### Progress Check 06



Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                                                        |  |  |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| find the title, writer and illustrator of a storybook by reading its cover page. |                                                                                       |                                                                                       |
| tell what the story is about.                                                    |                                                                                       |                                                                                       |
| identify the characters of a story.                                              |                                                                                       |                                                                                       |
| identify the feelings of the characters.                                         |                                                                                       |                                                                                       |
| tell where the story takes place.                                                |                                                                                       |                                                                                       |
| enjoy reading stories.                                                           |                                                                                       |                                                                                       |

 I can do it myself

 I can manage with support

Colour the badge according to the number of ticks you got for the green smiley face.

5-6 Ticks-Green    3-4 Ticks–Yellow    1-2 Tick-Blue



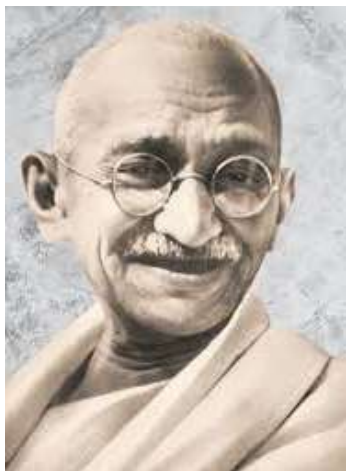
## Take Home Activity

### Activity 1

- ✓ Write the story "The Fox and the Grapes" in your own words.
- ✓ Start with "Once upon a time.....".
- ✓ Use simple sentences.

### Activity 2

- ✓ Find and bring pictures of two world famous people you like.
- ✓ They can be the pictures of sports stars, scientists, leaders, writers or social workers.





## Inspiring Personalities

**At the end of this lesson, you will be able to**

- read a short simple passage about a famous person and find important details like name, country, job, and what the person did.
- read a short simple passage about a famous person and answer simple questions based on it.
- fill in a table using the information given in a short simple passage about a famous person.



Hi friends! Today we are going to talk about world famous people who are admired for their talents and contributions.

### Task 7.1 Look and identify



Sit in your group and place all the pictures of world famous people you have brought in the middle of the table.

Look at all the pictures and try to find out,

- who the person is
- which country he or she is from
- what they are famous for

## Task 7.2 Look and identify

Identify the world renowned personalities given below.

Arthur C. Clarke

Kumara Sangakkara

Mother Teresa

Michael Jackson



My friends have written about word famous people for the school newspaper.

### Task 7.3 Read and find



Read the three paragraphs written by Movindu, Sabeer and Nithya about their favourite people and answer the questions given below.



My favourite person is **Kumar Sangakkara**. He is a famous cricketer, known all around the world for his amazing batting. He played for our country, Sri Lanka and scored many runs. He is not just a great player, he is also a very good person. He is famous for his commitment and outstanding leadership. He is interested in reading and has studied law. I like him for his good sportsmanship and respectful behaviour.



My favourite person is **Mother Teresa**. She was a very kind and caring woman who was interested in helping poor and sick people. She lived in India and spent her life taking care of many people who had no home, no food, or were very sick. Mother Teresa was famous all over the world for her love and kindness. She worked very hard every day to make the world a better place. Many people respected and admired her. She gave hope and comfort to those who needed help.



My favourite person is **Michael Jackson**. He was a very famous singer and dancer from the USA. His songs like "Heal the world" and "Earth Song" are known all over the world. He was famous for his moonwalk dance and unique music. He was interested in protecting nature and making the world a better place. I admire him very much. He worked hard and shared his talent with everyone. His music still makes people happy and want to dance.

Mark each statement as “true” or “false”.

1. Kumar Sangakkara is famous for his fast bowling. ....
2. Michael Jackson was known for his moonwalk dance. ....
3. Michael Jackson did not care about nature or the world. ....
4. Mother Teresa lived in Sri Lanka. ....
5. Mother Teresa helped poor and sick people. ....

### Task 7.4 Read and find

Complete the table using the information given in the three paragraphs written by Movindu, Sabeer and Nithya.

| Favorite Person          | Kumar Sangakkara | Mother Theresa | Michael Jackson |
|--------------------------|------------------|----------------|-----------------|
| Country                  |                  |                |                 |
| What are they famous for |                  |                |                 |
| Interests                |                  |                |                 |
| Good qualities           |                  |                |                 |

#### Word bank

famous  
personality  
admire  
leadership  
unique

#### Thinking space

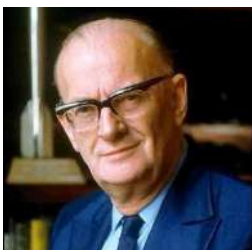
Who is the world famous person you like the most?  
Why do you like him/her?



Here is the passage I wrote about my favourite person.

## Task 7.5 Read and find

Read the passage and find answers.



### My Favourite Person

My favourite person is Arthur C. Clarke. He lived in Sri Lanka for many years. He was a great writer and a scientist. He is famous for writing science fiction. One of his best books is “2001: A Space Odyssey”. He was interested in space and advanced technology. He had visionary ideas about the future.

His good qualities include kindness and intelligence. He believed in helping others and learning new things. I want to be like him one day.

1. Arthur C. Clarke lived for many years in .....
2. Arthur C. Clarke was famous for .....
3. One of his best books given here is .....
4. His interests were.....
5. Some good qualities of Arthur C. Clarke are .....

## Progress Check 07

Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                                                                                                      |  |  |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| read a short simple passage about a famous person and find important details like name, country, job, and what the person did. |                                                                                       |                                                                                       |
| read a short simple passage about a famous person and answer simple questions based on it.                                     |                                                                                       |                                                                                       |
| fill in a table using the information given in a short simple passage about a famous person.                                   |                                                                                       |                                                                                       |



|                                                                                                      |                                                                                                             |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

Colour the badge according to the number of ticks you got for the green smiley face.

3 Ticks-Green

2 Ticks-Yellow

1 Tick-Blue



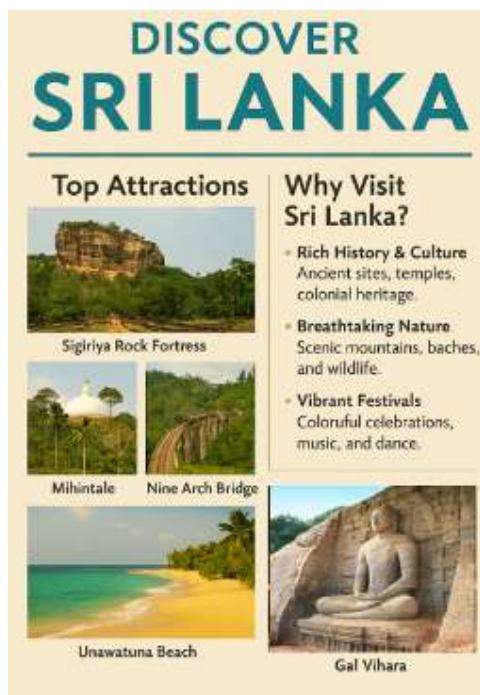
## Take Home Activity

### Activity 1

- ✓ Write a short description of the world famous person you like the most.
- ✓ Paste a picture of him/her.

### Activity 2

- ✓ Find some travel brochures and bring them to the class for the next lesson.







## Reading for Information

**At the end of this lesson, you will be able to**

- identify the key features of a travel brochure.
- read and extract necessary information from a travel brochure.
- use the information in a brochure to complete a table.

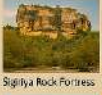
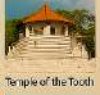


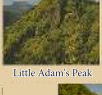
Hi friends, did you find travel brochures?

### DISCOVER SRI LANKA

PEARL OF THE INDIAN OCEAN

#### Top Attractions



#### Why Visit Sri Lanka?

- **Rich History & Culture**  
Ancient temples, colonial architecture
- **Breathtaking Nature**  
Pristine beaches, lush rainforests, and scenic highlands
- **Wildlife Encounters**  
Safari adventures and marine biodiversity
- **Delicious Cuisine** - Spicy curries, fresh seafood, and tropical fruits

#### Rich History & Culture

#### Breathtaking Nature

#### Delicious Cuisine

**BOOK YOUR ADVENTURE**

<http://www.visitpicturesquesrilanka.lk/>

+94 11 234 5678

**Picturesque Sri Lanka**

### Travel Brochure

"THE LIGHT OF PARIS IS ONLY COMPARABLE TO THE BRILLIANCE OF THE DIAMOND".

- Elizabeth Taylor



#### PLACES TO VISIT

Paris has several emblematic places, historical monuments and great constructions with a neoclassical architectural style. There is nothing better than walking through these illuminated places because it's one of those moments in life that you shouldn't want to be told about. So there are some places you should visit:




#### FOR TRAVEL INFORMATION

NUMBER  
(55) 3442 6598

EMAIL  
[parisinfo@travels.com](mailto:parisinfo@travels.com)

INSTAGRAM/ FACEBOOK  
[@paristravels](https://www.instagram.com/paristravels)



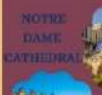


WELCOME TO *Paris*

"The City of Lights"

#### ART & CULTURE

Paris is considered the capital of the arts because it has a magnificent cultural heritage. It's a monumental city because it has large buildings such as specialized libraries, theaters, shops with well-known clothing brands and the best museums of modern and contemporary art where you can find beautiful sculptures and interesting paintings. There are some of the ones you can visit:






#### FOOD

Paris offers you a variety of meals known for their delicious when prepared and served, such as the duck with orange or the meat stew accompanied by a good wine. The most delicious is the typical Parisian breakfast: baguette, bread, chocolate croissant and a hot coffee. So choose one of these options and you will not regret it!

### Task 8.1 Read and find



Get into groups.

Study the travel brochures you have brought to class.

Tick what you can find in a travel brochure.

1. Eye-catching title
2. Photographs or images
3. Brief descriptions of destinations
4. Best time to visit
5. Charts or graphs
6. Accommodation and dining information
7. Travel tips
8. Contact information
9. Tour packages or prices
10. Long paragraphs

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

#### Know it

A **travel brochure** is a **small booklet or leaflet** that gives information about a place/area where people can visit. It usually has **pictures, descriptions of the places and contact information.**

### Task 8.2 Read and find



Read the descriptions of three iconic places from a travel brochure and answer the questions below.

## Anuradhapura

### *The Ancient Sacred City*

Explore the wonders of **Anuradhapura**, Sri Lanka's first ancient capital. Visit sacred Sri Maha Bodhi tree; believed to be the oldest living tree planted by humans and explore massive stupas, ancient temples and royal palaces.



📍 **Location:** North Central Province

★ **Highlights:** Sri Maha Bodhi, Ruwanwelisaya, ancient ruins

🕒 **Best time to visit:** Morning or late afternoon

## Kandy

### *The Cultural Heart of Sri Lanka*

Surrounded by hills, **Kandy** is a beautiful city rich in tradition and culture. It is home to the Temple of the Sacred Tooth Relic, one of the most important Buddhist sites in the world. Walk around the scenic Kandy Lake, explore the botanical garden, and enjoy the famous Esala Perahera festival with colorful parades with traditional dancers.



📍 **Location:** Central Province

★ **Highlights:** Temple of the Tooth, Kandy Lake, cultural shows

🕒 **Best time to visit:** July–August (Perehera season)

## Jaffna

### *The Northern Cultural Gem*

Discover the charm of **Jaffna**, a lively city in northern Sri Lanka known for its rich Tamil culture, historic temples, and warm hospitality. Visit Jaffna Fort, explore the busy markets, and enjoy delicious northern food. Don't miss visiting famous Nallur Kovil.



📍 **Location:** Northern Province

★ **Highlights:** Jaffna Fort, Nallur Kovil, local food, cultural heritage

🕒 **Best time to visit:** May–September (dry season)

- 1.What is Sri Lanka’s first ancient capital? .....
- 2.Why is the Sri Maha Bodhi tree special? .....
- 3.What is the important Buddhist site located in Kandy? .....
- 4.When is the best time to visit Kandy? why? .....
- 5.Name two places you can visit in Jaffna. ....

### Task 8.3 Read and find

Match the words in the boxes with their meaning.

|         |         |         |        |       |
|---------|---------|---------|--------|-------|
| explore | ancient | wonders | sacred | charm |
|---------|---------|---------|--------|-------|

- a). Remarkable or amazing things - .....
- b). Belonging to a time long ago in history - .....
- c). Connected to religion and regarded with deep respect - .....
- d). Travel through a place to learn more about it - .....
- e). The ability to attract or fascinate others - .....

### Task 8.4 Read and find

Read the passages again and complete the table given below.

|   | Clue                            | City | Province | Important places to visit | Best time to visit |
|---|---------------------------------|------|----------|---------------------------|--------------------|
| 1 | The Ancient Sacred City         |      |          |                           |                    |
| 2 | The Cultural Heart of Sri Lanka |      |          |                           |                    |
| 3 | The Northern Cultural Gem       |      |          |                           |                    |

## Word bank

ancient  
sacred  
explore

massive  
tradition  
hospitality

wonder  
parade  
location

charm

## Progress Check 08



Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                                      |  |  |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| identify the key features of a travel brochure.                |                                                                                     |                                                                                     |
| read and extract necessary information from a travel brochure. |                                                                                     |                                                                                     |
| use the information in a brochure to complete a table.         |                                                                                     |                                                                                     |

|                                                                                                      |                                                                                                             |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

Colour the badge according to the number of ticks you got for the green smiley face.

3 Ticks-Green

2 Ticks-Yellow

1 Tick-Blue



## Take Home Activity



- ✓ Create an eye catching travel brochure to show people why they should visit a place/area
- ✓ Include the following
  - Name of the place/location
  - Attractive headings and sub headings
  - Main attractions in the area
  - Short description of the attractions
  - Activities for visitors
  - Pictures/ photographs
  - Contact information



## Enjoying Poems

**At the end of this lesson, you will be able to**

- find the title and the poet of a simple poem
- find rhyming words and similes in a poem.
- read and find what the poem is about.
- read and enjoy simple poems.



Hi friends, today we can enjoy reading and reciting poems.

My friends are getting ready for the "Fastest Reader competition".

### Know it

**A poem is a short piece of writing that uses beautiful and creative words to show ideas or feelings. Poems often have rhythm or rhyme.**



Hello, children. Let's start the Fastest Reader Competition. Look at the nursery rhymes given. Let's sing together.

## Task 9.1 Read and find

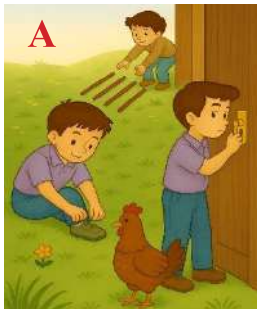
Read the given nursery rhymes and find the picture that matches each rhyme

**1** Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

**2** Row, row, row your boat,  
Gently down the stream.  
Merrily, merrily, merrily,  
merrily,  
Life is but a dream.

**3** Jack and Jill went up the hill  
To fetch a pail of water;  
Jack fell down and broke his  
crown,  
And Jill came tumbling after.

**4** One, two, buckle my shoe;  
Three, four, knock at the door;  
Five, six, pick up sticks;  
Seven, eight, lay them straight;  
Nine, ten, a big fat hen;



**5** Mary had a little lamb,  
Its fleece was white as snow;  
And everywhere that Mary  
went,  
The lamb was sure to go.







We enjoyed taking part in the competition.  
Next, we are going to learn more about poems.

## Task 9.2 Guess and do



### Open a Book

Open a book  
And you will **find**  
People and places of every **kind**;  
Open a book  
And you can be  
Anything that you want to be;  
Open a book  
And you can **share**  
Wondrous worlds you find in **there**;  
Open a book  
And I will **too**  
You read to me  
And I'll read to **you**



**Jane Baskwill**

- Colour** the title of the poem.
- Circle** the rhyming words.
- Underline the name of the poet.

### Word bank

poem  
poet  
title

d). Find answers to the questions given below.

- The title of the poem is .....
- The name of the poet is .....
- What is the poem about? .....
- How many lines are there in the poem? .....
- Find a word that rhymes with “share” .....



What are rhyming words?



### Know it

**Rhyming words** are words that have the **same ending sound**

e.g. find - kind

too - you

### Task 9.3 Recite and enjoy 🧑🧒🧑🧒

Read the poem given below and underline the similes you can find.

#### My Cat

My cat is like a shadow,

It moves without a sound.

Its fur is soft like cotton,

Barely shakes the ground.

Its eyes are like two marbles,

Sparkle in the night.

It jumps like a spring,

And hides out of sight.



### Know it

A **simile** is a figure of speech that compares **two different things** that share **one or more similar features**, using the word **"like"** to make the comparison.

e.g. My cat is **like** a shadow..

### Task 9.4 Read and find



Read the poem and answer the questions given below.

#### **Mom's Embrace**

By Michele Meleen

My mom is like a cloud,  
comfortable and strong.  
I am like a raindrop,  
she keeps safe and sound.  
When I am fully formed,  
she'll let me go,  
dropping into the world,  
like a raindrop to the ground.



1. What is the title of the poem?.....
2. Write the name of the poet. ....
3. What is the poem about? .....
4. Write two words that rhyme. ....
5. Write two similes you can find. ....

#### **Thinking space**

What does “like a cloud” mean?

We read some interesting poems and learnt about rhyming words and similes.  
Let's check what you have learnt.



## Progress Check 09



Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                            |  |  |
|--------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| find the title of a poem.            |                                                                                     |                                                                                     |
| find the poet of a poem.             |                                                                                     |                                                                                     |
| find rhyming words in a simple poem. |                                                                                     |                                                                                     |
| find similes in a simple poem.       |                                                                                     |                                                                                     |
| find what the poem is about.         |                                                                                     |                                                                                     |
| read and enjoy a poem.               |                                                                                     |                                                                                     |

|                                                                                                      |                                                                                                             |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

Colour the badge according to the number of ticks you got for the green smiley face.

5-6 Ticks - Green    3-4 Ticks – Yellow    1- 2 Ticks - Blue



## Take Home Activity



- ✓ Find a simple poem you like.
- ✓ Copy it on an A4 sheet.
- ✓ Label the title and the poet's name.
- ✓ Circle the rhyming words and underline the similes.
- ✓ Draw/paste a suitable picture related to the poem.
- ✓ Bring your work to class the next day.
- ✓ Exchange poems with your friends and continue reading.



## Test Me



Hi friends! Throughout the Reading Week you enjoyed reading and learnt to use different skills. Let's use those skills. Try it out and check how you have improved.

The teacher displays a set of instructions for the day's task.

You are going to read 3 different types of texts one after the other. Follow your teacher's instructions, read the texts and complete the tasks. Remember to complete the task within the given time.

### Task 10.1 Read and find



### Strawberry Jam

NET WEIGHT 12 OZ  
(340g)

DATE OF  
MANUFACTURE  
15/02/2025

DATE OF EXPIRY  
15/02/2027



**Ingredients:**  
Strawberries, Sugar, Pectin, Citric Acid

**Manufactured by:**  
**ABC Foods**  
123, Main street, Ambewela, Sri Lanka

**Rs. 888.00**

## Task 10.2 Read and find



# KIDS' ACTIVITY CAMP SCHEDULE



| Time             | Activity                                               |
|------------------|--------------------------------------------------------|
| 8:30–9.00 a.m.   | Arrival & welcome                                      |
| 9:00–9.30 a.m.   | Morning circle                                         |
| 9:30–10.30 a.m.  | Outdoor adventure                                      |
| 10:30–11.00 a.m. | Snack break                                            |
| 11:00–12.00 p.m. | Creative Time (Arts and crafts, Music, Dancing, Drama) |
| 12:00–1:00 p.m.  | Lunch & free play                                      |
| 1:00–2:00 p.m.   | Team games                                             |
| 3:30–3:30 p.m.   | Storytime                                              |
| 3:00–3:30 p.m.   | Goodbye Songs                                          |



**Date: 2<sup>nd</sup> August 2026**  
**In the School Main Hall**

### Task 10.3 Read and find



#### **The Lamb and the Wolf**

One day, a lamb was eating grass in a meadow. It was all alone. A hungry wolf came near, but the lamb didn't see the wolf. When the lamb saw the wolf, it became very scared.

The lamb said, "Dear wolf, I just ate some grass. My meat is not ready yet. If I dance, the food will go down faster and I will taste better."

The foolish wolf agreed and let the lamb dance.

While dancing, the lamb said, "Can you help me? Please take my bell and ring it loudly. Then I can dance better."

The wolf took the bell and rang it loudly.

The shepherd heard the bell. He ran to the place quickly. He chased the wolf away and saved the lamb.



***Well Done!!  
Let's meet in the next module.  
Good bye!***





Term 1  
Module 3

Grade  
**6**

# ENGLISH

LANGUAGE

## MIRROR WALL



Writing & Representing

Literature for Enjoyment



Hi, friends! let's start Module 3.  
I'm Ben, your study guide.



The tasks in this module will guide you to do the following:

- ✓ Write short descriptions of yourself, your favourite people, pets and familiar places.
- ✓ Write short poems and simple stories.

| Icon                                                                                                   | Meaning                                                                                                       |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                     | Take Home Activity                                                                                            |
|                     | Progress Check                                                                                                |
|                     | Do It Yourself                                                                                                |
|                     | Pair Work                                                                                                     |
|                     | Group Work                                                                                                    |
|                     | Whole Class Activity                                                                                          |
|  I can do it myself |  I can manage with support |





## Filling Forms

**At the end of this lesson, you will be able to**

- fill out a simple form correctly with your personal details
- write a short description about yourself using the information provided in the form.
- get feedback from your friends to improve your writing.
- give helpful feedback on your friend's writing.



Hi, Nizam.



Hi, Ben.

Do you like to join the Writers' Club of our village?

Yes, why not?

Great! Then can you fill out this form?

### PERSONAL INFORMATION

FULL NAME

DATE OF BIRTH

ADDRESS

PHONE

EMAIL

OCCUPATION

### Task 1.1 Time to talk



What is a form?

Have you ever filled out a form before? What was it for?

Why do people fill forms?

Discuss your ideas with your teacher and classmates.

## Know it

A **form** is a **paper or an online document** in which you **write important information** like your name, address or details to join something or apply for a course or a service.

### Task 1.2 Read and do



Here is a sample form. This is the membership form for the Writers' Club. Read the form first.

| <b>Writers' Club</b>          |                                      |
|-------------------------------|--------------------------------------|
| <b>Membership Form</b>        |                                      |
| 1. Name in full               | : Biyon Ravi Perera.                 |
| 2. Name with Initials         | : B. R. Perera.                      |
| 3. Name of the school         | : Vijaya College                     |
| 4. Class                      | : Grade 6 – A.                       |
| 5. Name of the class teacher: | Mrs. Sitha Fernando.                 |
| 6. Home address               | : No 17, 2 <sup>nd</sup> Lane, Maho. |
| <b>Date:</b> 26. 09.2021.     | <b>Signature:</b> Biyon              |

What details are needed in the above form?

- ✦ Name in full
- ✦ .....
- ✦ .....
- ✦ .....
- ✦ .....
- ✦ .....

## Word bank

initials  
gender  
parents  
siblings  
details

### Task 1.3 Read and complete



This is the membership form to get the membership of “The Wellness Circle”. Complete it with your details.



**The Wellness Circle**  
*Healthy Minds Healthy Bodies*  
*Membership Form*

1. Name in full: .....
2. Name with initials: ..... (In block letters)
3. Age:..... 4. Date of birth: ..... 5. Gender: .....
6. Weight:..... 7. Height: .....
8. School : ..... 9. Grade and class: .....
10. Name of the class teacher: .....
11. Home address: .....
12. Name of the parents:  
Mother: ..... Father: .....
13. Do you have siblings? Yes/No  
If “yes”, provide their details.

| Name | Age |
|------|-----|
|      |     |
|      |     |

14. Area of special interest: .....  
(e.g. reading /drawing /dancing/singing/ writing poems)
15. Contact number: .....

I hereby declare that the above particulars are true and correct.

Date .....

Signature .....

### Task 1.4 Write about yourself



Now, write a paragraph about yourself using the information you provided in the form above.

#### Help box

My name is .....  
I live in .....  
I am ..... years old  
My birthday is .....  
My height is .....  
My weight is .....  
I study at .....  
I'm in grade .....  
I like .....  
I live with my parents and .....

#### Language note

##### Ordinals

|               |                    |
|---------------|--------------------|
| First         | – 1 <sup>st</sup>  |
| Second        | – 2 <sup>nd</sup>  |
| Third         | – 3 <sup>rd</sup>  |
| Fourth        | – 4 <sup>th</sup>  |
| Fifth         | – 5 <sup>th</sup>  |
| Sixth         | – 6 <sup>th</sup>  |
| Seventh       | – 7 <sup>th</sup>  |
| Eighth        | – 8 <sup>th</sup>  |
| Ninth         | – 9 <sup>th</sup>  |
| Tenth         | – 10 <sup>th</sup> |
| Seventeenth   | – 17 <sup>th</sup> |
| Twentieth     | – 20 <sup>th</sup> |
| Twenty first  | – 21 <sup>st</sup> |
| Twenty second | – 22 <sup>nd</sup> |

#### Language note

**Prepositions of time** – used with birthdays

e.g. on the 5<sup>th</sup> of May

**Prepositions of place** – used with where someone lives/studies.

e.g. I live **in** Kandy (large area)

I study **at** Vijaya College (specific place)

Use the following paragraph to guide your writing.



My name is Fazeena. I live in Kandy. I am 11 years old. My height is 140 centimetres. My weight is 45 kilograms. My birthday is on the 5th of May 2015. I study at Vijaya College. I'm in Grade 6 - B. I like reading and dancing. I live with my parents and my younger sister.

### Task 1.5 Peer check



Exchange what you have written with your friend and check for mistakes in spelling, grammar, and punctuation.

Give suggestions to improve your friend's paragraph and get your friend's suggestions to improve yours.

### Progress Check 01



Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                                                                              |                          |  |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| fill out a simple form correctly with my personal details.                                             |                                                                                                               |                                                                                       |
| write a short description about myself using the information provided in the form.                     |                                                                                                               |                                                                                       |
| get feedback from my friend to improve my writing.                                                     |                                                                                                               |                                                                                       |
| give helpful feedback on my friend's writing.                                                          |                                                                                                               |                                                                                       |
|  I can do it myself |  I can manage with support |                                                                                       |

Colour the stars according to the number of ticks you got for the green smiley face.

4 ticks – 4 stars

3 ticks – 3 stars

2 ticks – 2 stars

1 tick – 1 star



## Take Home Activity

### Activity 1

- ✓ Make a scrap book.

### How to make a scrapbook :

1. Get a blank book, drawing book, exercise book or a set of stapled pages.
2. Write your name on the first page.
3. Give your scrapbook a title.
4. Decorate the cover using drawings, stickers, coloured paper, borders and photos to make it attractive.
5. Paste or write your work neatly. (e.g. poems, stories, drawings, photos, newspaper cuttings etc.)
6. Keep adding your creative work to the scrapbook throughout the term.

### Know it

A **scrapbook** is a book where you collect and paste your work like poems, stories, pictures and other creative work.



## Activity 2

- ✓ Collect an application form from a library/ bank or prepare one by yourself.
- ✓ Paste it on your scrapbook.
- ✓ Fill in your information.
- ✓ Get a new envelope.
- ✓ Write your name and address correctly.
- ✓ Paste it on your scrapbook

## LESSON 02

# Making Lists

Look at this picture.

At the end of this lesson, you will be able to

- write a list of 5-10 items correctly.
- form plural nouns correctly.
- make lists to organize your own work.



## Task 2.1: Time to talk

What is this?

Where do you see this?

What can you see on it?

Discuss with your teacher and classmates.



### Know it

A **wall magazine** is a **big board** on a wall where people put up creative work like **drawings, stories, poems, pictures and articles** to **share with everyone**



Hello friends, shall we make a wall magazine?

That's a good idea!



What can we include in a wall magazine?



We can include poems, essays etc. in a wall magazine. Let's make a list.



### Task 2.2 Discuss and write

Look carefully at the picture of a wall magazine given above. Make a list of items you can include in your wall magazine.

e. g: poems, essays



### Task 2.3 Discuss and write

What topics can you choose for your creative work on the wall magazine? Write a list.

e.g. My school, Good habits



What materials or tools do we need to create a wall magazine? Make a list.

### Task 2.4 Discuss and write



Discuss and make a list of the materials and tools you need to create your wall magazine. How many of each item do you need?

The pictures below will help you to make the list.

Add more to the list.



|            |
|------------|
| a pinboard |
|            |
|            |
|            |
|            |
|            |

#### Help box

##### How many?

one  
two  
three

a pair of.....  
a box of.....  
a bottle of.....  
a packet of.....



Let's write the plurals correctly.  
Here is a matching game for you.



### Task 2.5 Find and match

Match the correct pairs.

|           |        |             |           |         |
|-----------|--------|-------------|-----------|---------|
| eraser    | story  | library     | leaves    | box     |
| copy      | pencil | stories     | libraries | poems   |
| brush     | poem   | erasers     | pencils   | brushes |
| watches   | copies | boxes       | pens      | watch   |
| glass     | key    | essay       | glasses   | keys    |
| bookshelf | essays | bookshelves | leaf      | pen     |



Let's find how plurals are formed.



### Task 2.6 Think and find

Look at the singular and plural word pairs you matched.

Group the words that follow the same pattern.

Write the word groups in separate columns.

**Clue:** Use the colour codes to help you.

| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |
|         |         |         |         |         |
|         |         |         |         |         |
|         |         |         |         |         |

#### Help box

Add "s"  
Add "es"  
Add "s" after "y"  
Change "y" to "ies"  
Change "f" to "ves"

Now, try to discover the rule for each group.  
Conduct a discussion with the teacher on forming plural nouns.

### Language note

A noun is a word that names a person, place, animal or thing.  
e.g. dog, boy, ball, school

### Language note

#### Rules to Form Plurals

- 1. For most of the nouns:** add -s  
e.g. pencil – pencil**s**  
pen - pen**s**
- 2. Nouns ending in -s, -ss, -sh, -ch, -x :** add -es  
e.g. bus**s** – bus**es**  
glass**s** - glass**es**  
brush**s** – brush**es**  
watch**s** – watch**es**  
box**s** – box**es**
- 3. Nouns ending in a consonant + y:** change y to ies  
e.g. copy**y** – copy**ies**  
story**y** - story**ies**
- 4. Nouns ending in a vowel + y:** add -s  
e.g. essay**y** – essay**s**  
key**y** - key**s**
- 5. Nouns ending in -f or -fe :** change f/fe to ves (for some nouns only)  
e.g. knife**fe** – knife**ves**  
leaf**f** – leaf**ves**

## Progress Check– 02



Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                                                                            |                          |  |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| write a list of 5-10 items correctly.                                                                |                                                                                                             |                                                                                     |
| form plural nouns correctly.                                                                         |                                                                                                             |                                                                                     |
| make lists to organize my own work well.                                                             |                                                                                                             |                                                                                     |
| work collaboratively.                                                                                |                                                                                                             |                                                                                     |
|  I can do it myself |  I can manage with support |                                                                                     |

Colour the stars according to the number of ticks you got for the green smiley face.

4 ticks – 4 stars    2 ticks – 2 stars  
3 ticks – 3 stars    1 tick – 1 star



## Take Home Activity



- ✓ Find pictures of plural nouns and paste them in your scrap book. Label them.
- ✓ Think and write different lists under different topics. (My breakfast plan / Things I have to do / Trees in my garden / Birds I see every day).
- ✓ Do not forget to write a topic for each list.

## **How to make a wall magazine**

- ✓ Get a large cardboard or a pinboard.
- ✓ Think of a title for your wall magazine and write it at the top in big, bold letters.
- ✓ Decorate the borders using coloured strips or draw patterns using colour pens.
- ✓ Divide the space into sections as poems, stories, drawings, articles etc.

Now you can create a wall magazine with your friends.  
Remember to paste your best work on it.



## Our Pets

**At the end of this lesson, you will be able to**

- use appropriate adjectives to describe animals.
- use correct nouns to name the body parts of animals.
- use correct action verbs and their correct forms to describe what animals do.
- write a short description of an animal.



Do you have a pet? I have a cat.  
Let's see what we do every day.

### Task 3.1 Time to talk



Do you have a pet?

What does your pet eat?

Discuss with your teacher and classmates.

### Task 3.2 Read and find



Examine the sentences in the first two columns of the table below.

Can you find differences?

Follow the example and complete the last column.

|                                                                                   |                                                                                   |                          |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------|
|  |  | <b>What does Ben do?</b> |
| I eat rice.                                                                       | My cat eats fish.                                                                 | 1. Ben eats rice.        |
| I drink tea.                                                                      | It drinks milk.                                                                   | 2. He .....              |
| I go to school.                                                                   | It runs after butterflies.                                                        | 3. He .....              |
| I play with my cat.                                                               | It plays with me.                                                                 | 4. ....                  |
| I read books.                                                                     | It catches rats.                                                                  | 5. ....                  |
| I study in my room.                                                               | It sleeps on a soft mat.                                                          | 6. ....                  |

### Language note

We use **Simple Present Tense** to talk about **the things we do every day**.

- For **I, we, you, they**: use the base verb

e.g. I **eat** rice.

We **go** to school.

They **play** badminton.

- For **he, she, it**: add -s / -es or -ies to the base verb

e.g. He **eats** rice.

It **catches** flies.

She **studies** in his room.

eat – eats  
 drink – drinks  
 wash – washes  
 brush – brushes  
 catch – catches  
 study – studies  
 cry – cries  
 play – plays

### Task 3.3 Think and find



Look at the word groups below.

Identify the verb patterns of simple present tense.

The teacher will help you when you need help.



goes  
fixes  
catches  
washes  
passes

buys  
plays  
stays

studies  
cries  
carries

### Help box

Verbs ending with **o / x / ch / sh / ss** : **Base verb + es**

Verbs ending with “y” after a vowel : **Base verb + s**

Verbs ending with “y” after a consonant : **Omit “y” and add “ies”**

### Language note

**A verb is a word that shows an action.**

e.g. eat, drink, go

### Task 3.4 Team game



Match the yellow cards with the blue cards to make as many phrases as possible.

Read them aloud.

|               |              |                 |               |
|---------------|--------------|-----------------|---------------|
| <b>A long</b> | <b>soft</b>  | <b>A bushy</b>  | <b>bright</b> |
| <b>brown</b>  | <b>sharp</b> | <b>pointed</b>  | <b>small</b>  |
| <b>tail</b>   | <b>teeth</b> | <b>skin</b>     | <b>horns</b>  |
| <b>ears</b>   | <b>eyes</b>  | <b>whiskers</b> | <b>fur</b>    |



Hope you enjoyed the game. Here's what I wrote about my pet.



This is my pet Tiki. It is **cute**. It is **brown**. It has a **bushy** tail and **small** ears. It eats fish. It drinks milk. It plays with me. It sleeps on his **soft** mat. I love my pet.

### Language note

We use “**it**” to talk about animals.

e.g. This is my pet. **It** is cute.

We use “**has**” when describing animals.

e.g. It **has** small eyes.

### Thinking space

What do you know about the words in bold in the paragraph above?  
Discuss with your teacher.



Now it's your turn to write about your pet.

### Task 3.5 Time to write



First fill the table.

|                                      |  |
|--------------------------------------|--|
| What is it?                          |  |
| Its name                             |  |
| Its colour/s                         |  |
| Special features (parts of the body) |  |
| Special food it likes/ eats          |  |
| Why do you like it?                  |  |

Now write a short description about your pet.

| My Pet |
|--------|
| .....  |
| .....  |
| .....  |
| .....  |
| .....  |
| .....  |
| .....  |

### Word bank

friendly  
playful  
loyal  
brave  
innocent

fins  
paws  
fur  
beak  
feathers

After writing, check and correct your own mistakes in capital letters, punctuation, and spelling.

### Progress Check– 03

Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                                                     |  |  |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| use appropriate adjectives to describe animals.                               |                                                                                       |                                                                                       |
| use the correct nouns to name the body parts of animals.                      |                                                                                       |                                                                                       |
| use correct action verbs and their correct forms to describe what animals do. |                                                                                       |                                                                                       |
| write a short description of an animal.                                       |                                                                                       |                                                                                       |

|                                                                                                        |                                                                                                               |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

Colour the stars according to the number of ticks you got for the green smiley face.

4 ticks - 4 stars    3 ticks – 3 stars  
2 ticks - 2 stars    1 tick - 1 star



### Take Home Activity

- ✓ Paste pictures of animals in your scrapbook.  
Label the parts of their bodies. (whiskers/ horns / beak / fur, etc.)



## Familiar Places

**At the end of this lesson, you will be able to**

- use appropriate nouns, verbs and adjectives to describe a place.
- write sentences about a place using It is /It has / There is / There are/Simple Present Tense.
- write a short description of a familiar place.
- self-correct your own mistakes in writing.
- work happily with others.



In this lesson, we are going to write about familiar places.



Let's collect pictures of familiar places.

Great!



Good idea!

### Task 4.1 Time to talk



What are the places you often visit in your school?

Why do you go there?

Talk with your teacher and classmates.

### Task 4.2 Read and sort out



Identify the two places given in the pictures.

Match the phrases to the correct place.



1. My favourite place is our school library.

8. There is a very friendly librarian.

2. My favourite place is the school bookshop.

9. It has many books, newspapers, bookracks, tables and chairs.

3. It is a very neat and clean place.

10. It has many books, pens, pictures, maps and colour pencils, crayons for sale.

4. There are many books to read.

11. I go there to buy books and gifts.

5. I go there to read and borrow books.

12. I like this shop very much.

6. It has many items for sale.

13. I like our school library very much.

7. There is a friendly shopkeeper.

14. It is the best bookshop I have visited.

Now, choose the place you like (the library or the bookshop) and copy the sentences to make a short description.

### Language note

We use “**It has**” to tell about the things a place has inside.

e.g. **It has** many books.

**It has** many tables.

### Language note

An **adjective** is a word that **describes** a noun.

**Adjectives to describe places:**

clean, neat, beautiful, busy, tidy, peaceful

e.g. It is a **beautiful** place

### Language note

We use "**There is**" and "**There are**" to talk about something that exists

**in the present.**

**There is** - (for one thing)

e.g. There is a cat.

There is a boy.

**There are** - (for many things)

e.g. There are three cats.

There are boys.

### Task 4.3: Read and write



Read the dialogue between Ben and Anya.

**Ben** - What is your favourite place?

**Anya** - My favourite place is Negombo beach.

**Ben** - Is it close to your area?

**Anya** - Yes, it is.

**Ben** - What do you do there?

**Anya** - I meet friends, eat ice cream, collect seashells, and make sandcastles. We clean the beach, too.

**Ben** - Are there many people?

**Anya** - Yes, there are many people and children like me.

**Ben** - When do you go there?

**Anya** - I go there every Sunday.

Imagine you are Anya.

Write a short description of the Negombo beach. Start like this.

### Negombo Beach

My favourite place is .....  
.....



### Help box

My favourite place is .....  
I go there .....  
It is .....  
I play ....., meet .....  
It has .....  
We clean .....  
There is/are .....

### Language note

We use **Simple present tense** to talk about something that happens regularly (every day, every week)

e.g. I **go** to beach **every Sunday**.

We **play every day**.



Here is a picture of another familiar place.  
Can you name it?



#### Task 4.4 Time to write



a) Study the picture. Can you name the place ?



b) Discuss and list the following.

| Children's Park |                |
|-----------------|----------------|
| Things          | What we can do |
|                 |                |
|                 |                |
|                 |                |

c) Do it by yourself

Now, imagine that the children's park is your favourite place. Write a short description about the children's park.

#### Children's Park

My favourite place is the children's park. I go there .....  
..... There are many ..... There is a  
..... I like to go there again and again.

### Help box

My favourite place is....

I go there.....

It is.....

I play....., ride.....

It has .....

There is/are.....

I enjoy.....

### Word bank

ride

slide down

run

seesaw

monkey bars

sandpit

slide

skip

After writing, check and correct your own mistakes in capital letters, punctuation, and spelling.

### Progress Check– 04



Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                                                                                                  |                          |  |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| use appropriate nouns, verbs and adjectives to describe a place.                                                           |                                                                                                               |                                                                                       |
| write sentences about a place using the following patterns.<br>(It is /It has / There is / There are/Simple Present Tense) |                                                                                                               |                                                                                       |
| write a short description of a familiar place.                                                                             |                                                                                                               |                                                                                       |
| self-correct my own mistakes in writing.<br>(use of capitals / full stop/spelling)                                         |                                                                                                               |                                                                                       |
| work happily with others.                                                                                                  |                                                                                                               |                                                                                       |
|  I can do it myself                     |  I can manage with support |                                                                                       |

Colour the stars according to the number of ticks you got for the green smiley face.

4 ticks - 4 stars    3 ticks – 3 stars  
2 ticks - 2 stars    1 tick - 1 star



### Take Home Activity

- ✓ What can you do to keep your school clean and beautiful?  
Write them in your scrapbook.  
Draw or paste pictures.

## LESSON 05



# Memories of Events

**At the end of this lesson, you will be able to**

- write past forms of familiar verbs.
- write simple sentences using simple past tense.
- write simple sentences using was/were.
- write a short description of a past event.
- work as an active team member to do writing tasks.



What did you do during the English lessons?

We **learnt** new words.

We **helped** our friends.

We **wrote** about people.

We **made** a scrapbook.



We **worked** in groups.

### Task 5.1 Time to talk

Recollect the last sports meet of your school.

What events did you have?

What were the unforgettable moments?

Discuss with your teacher and classmates.



We had our sports meet last week. I wrote a short paragraph about our drill display.

**Task 5.2: Fill in the blanks**



This is what Ben has written about the drill display. Study the picture and complete the description.



|                     |
|---------------------|
| <b>made</b>         |
| <b>wore</b>         |
| <b>participated</b> |
| <b>watched</b>      |
| <b>clapped</b>      |

**Drill Display - Vijaya College.**

We had our drill display at the last sports meet. All the grade six students (1) ..... in it. We (2) ..... colourful t-shirts. We (3) ..... shapes with our bodies. Everyone (4) ..... and (5) ..... We had a fun day.

**Language note**

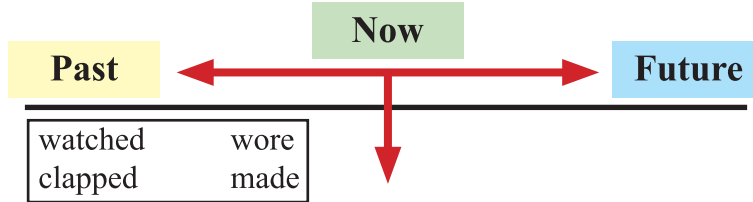
We use **“had”** to talk about an event that happened in the past.

e.g. We **had** our sports meet

We **had** track and field events.

## Language note

Simple past tense describes a **completed action**.



**Subject + Verb (past form) + Object**

e.g. We wore colourful t-shirts

Our parents clapped.



I have some pictures of the sports meet.

Wow! They are beautiful.



Let's write about our sports meet.



This is what my classmates wrote about the sports meet.

### Sports Meet – Vijaya College.

We had our sports meet on the 15th of February. **There were** many events. We had track and field events, drill display and the march past. Gemunu house won the first place. The Chief Guest **awarded** certificates. It was a happy day.

#### Task 5.3: Think and write



Read the paragraph written by Ben and write a short paragraph about your school's sports meet.

#### Language note

We use **was** / **were** to talk about a state, feeling or condition in the past.

e.g. It **was** a fun day. (state)

I **was** happy. (feeling)

We **were** tired after the match. (condition)

**"was"** - for **singular** subjects (I, he, she, it)

**"were"** - for **plural** subjects (we, you, they)

#### Language note

We use **There was/were** to say something existed in the past (people, things)

e.g. There **was** a running event in the play ground.

There **were** many students.



Let's write about a past school event.

### Task 5.4 Time to write



Select one of the events mentioned here and write a short description.

1. English day
2. Talent show

#### Help box

We had our .....  
There were .....  
I ..... (sang/danced)  
We ..... (played, danced)  
The chief guest was .....  
It was a .....

#### Language note

##### Regular Verbs – add ed/d

enjoy → enjoyed

participate → participated

##### Irregular Verbs – change form

wear → wore

win → won

#### Word bank

##### Verbs:

won

awarded

took part

delivered

danced

acted

sang

showed

##### Nouns:

items

talents

poem

guitar

drums

speech

song

After writing, check and correct your own mistakes in capital letters, punctuation, and spelling.



## Progress Check– 05



Read and tick the matching box. If necessary, ask your teacher for help.

| I can....                                          |  |  |
|----------------------------------------------------|--|--|
| write past forms of familiar verbs.                |  |  |
| write simple sentences using simple past tense.    |  |  |
| write simple sentences using was/were              |  |  |
| write a short description of a past event.         |  |  |
| work as an active team member to do writing tasks. |  |  |

|                    |                           |
|--------------------|---------------------------|
| I can do it myself | I can manage with support |
|--------------------|---------------------------|

Colour the stars according to the number of ticks you got for the green smiley face.

4-5 ticks – 4 stars

2-3 ticks - 2 stars

2 ticks – 2 stars

1 tick –1 star



## Take Home Activity



- ✓ Find different verbs and write their past forms.
- ✓ Draw or paste pictures related to each verb.



## Fun with Stories

**At the end of this lesson, you will be able to**

- create simple stories.
- use simple present tense to create simple stories.
- use the adverbs “suddenly”, “slowly” and “quickly” appropriately.



Hello friends,  
We are going to write stories today. I’m sure this  
will be an interesting activity.

### Task 6.1 Time to talk

What is a storybook you read recently?  
Who was the main character?  
Where did the story take place?  
How did the story end?  
Do you like to write stories?



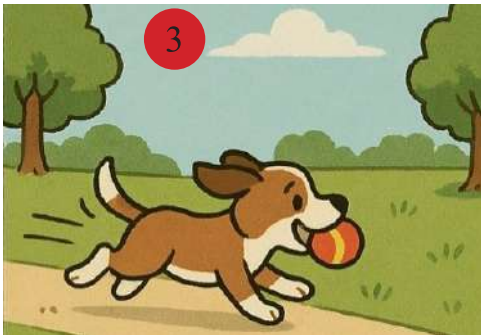
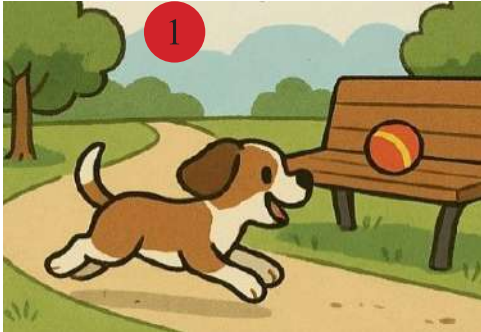
Conduct a discussion with your teacher and  
classmates.

## Task 6.2 Think and write



### Picture story 1

Look at the pictures given below and try to create a story in your mind. Then, read the story written in words.



One day, a little **dog** saw a **ball** on a **bench** in a park. It **ran** fast to **fetch** the **ball**. The **dog stood up** and **snatched** the **ball**. Then, **it brought** the **ball** to the owner. The owner **smiled** and **patted** the dog.

Write a title for the story.

Now let's look at the highlighted words. What are they?

### Nouns or Verbs?

Now look at the picture story 2.

What is happening in the story?

Discuss with your teacher.

## Picture story 2

Now write the story given in the pictures replacing the highlighted words in the previous story.



### Help box

#### Step 1:

Replace:

**dog** with **boy**

**ball** with **kite**

#### Step 2:

Replace the other verbs and nouns.

#### Word support:

walked, kite, get, climbed up,  
picked, hugged, gave, he, thanked,  
roof

### Language note

We use **“it”** to talk about an animal.

e.g. The dog saw a ball. It ran fast to catch it.

If we know the animal’s gender, we can use **“he”** (for a male) or

**“she”** (for a female).

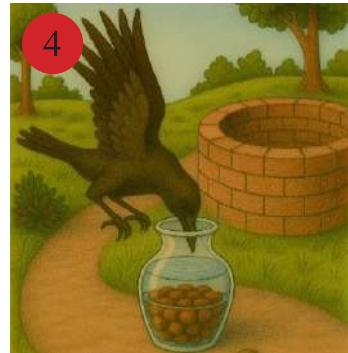
### Task 6.3 Think and number



Look at the pictures carefully.



I'm sure this story is familiar to you.  
Can you tell me the name of the story?



Rearrange the sentences to put the story in the correct order

### The Thirsty Crow

|                                                                               |          |
|-------------------------------------------------------------------------------|----------|
| It <b>searched for</b> water everywhere.                                      |          |
| <b>Slowly</b> , the water level <b>rose</b> and the crow drank water happily. |          |
| Once upon a time, there was a thirsty crow.                                   | <b>1</b> |
| The crow <b>dropped</b> some pebbles into the pot.                            |          |
| <b>Suddenly</b> , it saw a pot of water and <b>flew down</b> to the pot.      |          |
| There was only a little water in the pot.                                     |          |

Now copy down the sentences as a paragraph.

**Once upon a time .....**

**Language note**

Adverbs of manner: They tell us how **something happens**.  
e.g. suddenly, slowly, quickly, happily, sadly

**Thinking Space**

What is the lesson we can learn from the story “**The thirsty crow**”?



Let's write another story.

**Task 6.4 : Look and write**



First, identify the characters of the story.



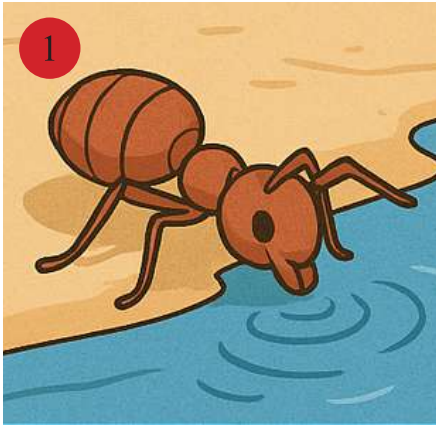
Then, study the pictures and complete the story.  
Get help from the words given next to each picture.

**Tip:** Use simple past tense.



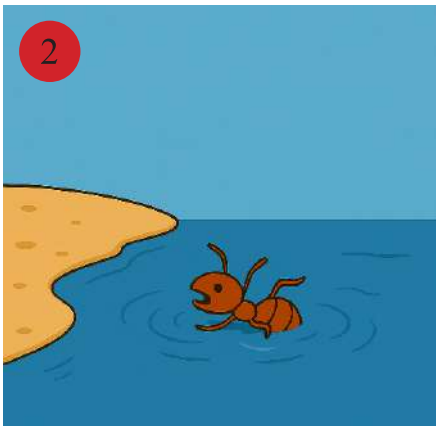
## The Ant and the Dove

Once upon a time, there was a thirsty ant.



(it/drank/water)

..... from a river



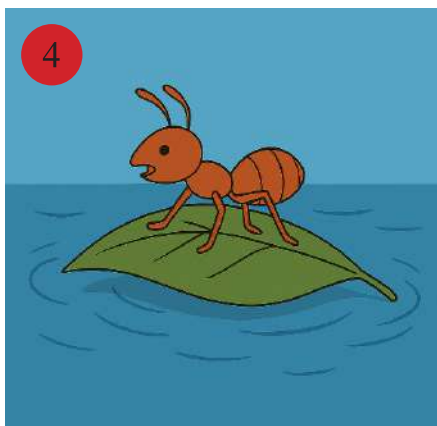
(ant/fell/water)

.....



(dove/dropped/leaf)

.....



(ant/climbed/leaf)

..... and saved its life.

Now write the story as a paragraph using the sentences you prepared.

Add “**suddenly**” and “**quickly**” where necessary.

After writing, check and correct your own mistakes in capital letters, punctuation, and spelling.

#### Thinking space

What is the lesson we can learn from the story “**The Ant and the Dove**”?



## Are You Ready for the Challenge?

Try to save time and do this activity now or do it during your leisure time.

**Step 1:** Underline the nouns in the story “The Ant and the Dove”

**Step 2:** Underline the verbs in the story.

**Step 3:** Now replace the underlined verbs and nouns with new verbs and nouns to create a different story.

This time you are the writer of the story!



## Progress Check– 06



Read and tick the matching box. If necessary, ask your teacher for help

| I can....                                                         |  |  |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| create simple stories.                                            |                                                                                      |                                                                                      |
| use simple past tense to create simple stories.                   |                                                                                      |                                                                                      |
| use the adverbs “suddenly”, “slowly” and “quickly” appropriately. |                                                                                      |                                                                                      |
| enjoy creating simple stories.                                    |                                                                                      |                                                                                      |

|                                                                                                        |                                                                                                               |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

Colour the stars according to the number of ticks you got for the green smiley face.

4 ticks – 4 stars  
2 ticks – 2 stars

3 ticks – 3 stars  
1 tick – 1 star



### Take Home Activity

- ✓ Get a white A4 sheet.
- ✓ Think about a story you have read or heard.
- ✓ Write the story using simple sentences in simple past tense.
- ✓ Draw pictures related to the incidents of the story.
- ✓ Paste it in your scrapbook.



## People I Like

**At the end of this lesson, you will be able to**

- plan your writing.
- write simple sentences using is/are/has/can.
- write simple sentences using simple present tense.
- write a short simple description about your favourite person.
- support your friend with marking his/her writing.
- receive feedback from your friends and improve your writing.



Let's write about our favourite person.  
We can display our work on the wall magazine.

### Task 7.1 Time to talk

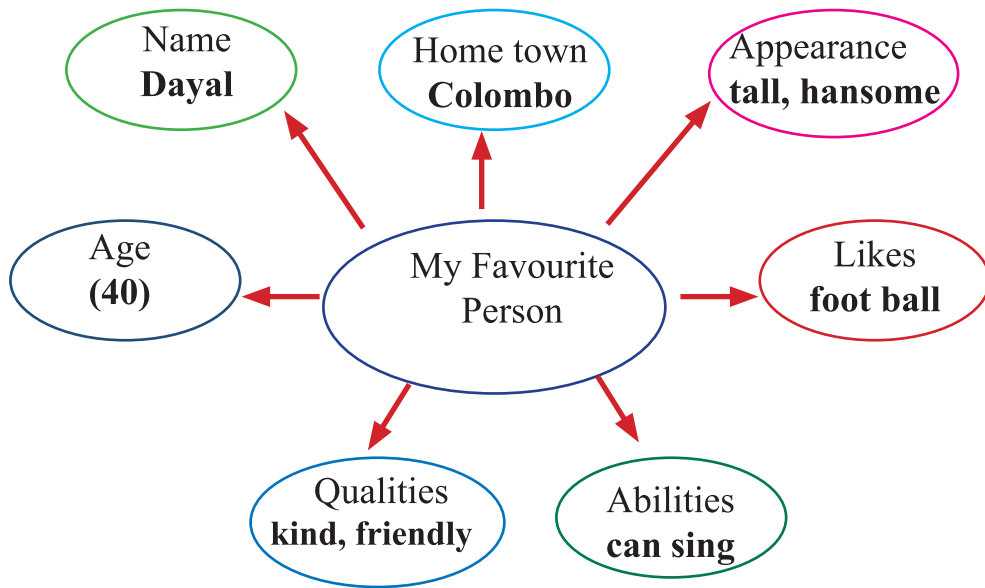
Who is your favourite person?

What are you going to include in a paragraph about your favourite person?

Discuss with your teacher.



Shall we plan to write a short paragraph about our favourite person?  
Here is my friend Ravindu's writing plan.



This is Ravindu's paragraph about his class teacher.



### **My Favourite Person**

My favourite person is my class teacher. He is Mr. **Dayal Rathnayake**. He is **forty** years old. He lives in **Colombo**. He is **tall** and **handsome**. He is very **kind** and **friendly**. He can **sing** nicely. He likes **football**. He has two sons. They are good swimmers. We are friends. We like our class teacher very much.

### **Task 7.2 Time to write**



Now, write about your favourite person.

Use Ravindu's plan as a model to prepare your own plan about your favourite person.

Ask your friend for help if necessary.

### Language note

|         |   |     |
|---------|---|-----|
| I       | → | am  |
| He/She  | → | is  |
| We/They | → | are |
| He/She  | → | has |
| They    | → | are |

### Help box

**Appearance** – tall, handsome, slim, pretty, beautiful

**Qualities** – kind, friendly, helpful

### Language note

We use Simple present tense:

✓ for **something that is true in the present.**

e.g. **He lives** in Colombo. (Singular)

**They live** in Colombo. (Plural)

✓ to **talk about likes.**

e.g. **He likes** football. (Singular)

**They like** football. (Plural)

### Task 7.3 Peer check



Exchange what you have written with your friend and check for mistakes in spelling, grammar and punctuation.

Give suggestions to improve your friend's paragraph and get your friend's suggestions to improve yours.



Now, you are going to read what your friends have written about their favourite person.

## Task 7.4 Gallery walk

Paste your paragraph on the whiteboard/blackboard.  
Read what others have written.

## Progress Check– 07

Read and tick the matching box. If necessary, ask your teacher for help

| I can....                                                                                              |                            |  |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| plan my writing.                                                                                       |                                                                                                               |                                                                                     |
| write simple sentences using is/are/has/can.                                                           |                                                                                                               |                                                                                     |
| write simple sentences using simple present tense.                                                     |                                                                                                               |                                                                                     |
| write a short simple description about my favourite person.                                            |                                                                                                               |                                                                                     |
| support my friend with marking his/her writing.                                                        |                                                                                                               |                                                                                     |
| receive feedback from my friends and improve my writing.                                               |                                                                                                               |                                                                                     |
|  I can do it myself |  I can manage with support |                                                                                     |

Colour the stars according to the number of ticks you got for the green smiley face.

5-6 ticks – 4 stars

3-4 ticks – 3 stars

2 ticks – 2 stars

1 tick – 1 star



## Take Home Activity

- ✓ Collect pictures and information about famous people from around the world.
- ✓ Paste them in your scrapbook.



## Amazing Locations

**At the end of this lesson, you will be able to**

- use appropriate nouns, verbs and adjectives to describe a place.
- write a short description of a famous place using the structures given.
- support your friend with marking his/her writing.
- receive feedback from your friends and improve your writing.



Hello friends,  
Sri Lanka is a country full of amazing places.  
That is why it has become a popular tourist destination. Let's talk about some of the amazing places you can visit in Sri Lanka.

### Task 8.1: Time to talk



What are the amazing places you can visit in Sri Lanka?  
Discuss with your teacher and classmates.

### Task 8.2 Look and find



Look at the pictures and name the places.

**Yala National Park**

**Pasikudah Beach**

**Sigiriya Rock Fortress**



### Task 8.3 Read and match



Read the description and find the correct place.

Sigiriya, Yala National Park, Pasikudah Beach

1. This place has a long, sandy beach with calm, clear water. People come here to swim, relax, and enjoy the sunshine. It's one of the best places to enjoy time by the sea.

2. You can see wild animals like elephants and leopards here. People visit this place to go on jeep safaris and enjoy the beauty of nature.



3. This place has a big rock with the ruins of a palace on top. You can climb many steps to reach the top. There are beautiful gardens, old paintings, and amazing views all around.

Hi Oneli!



Hi Ben!

I went to the airport with my family yesterday to welcome my e-buddy, Anjee, from India.



Oh really. That's nice to hear

She showed me a travel brochure she got from the airport.

**Pasikudah Beach** is in the **Batticaloa District** of Sri Lanka. It is a very beautiful beach in the country. There is clear, blue water and soft sand at the beach. Many local and foreign tourists visit this beach. You can enjoy activities like diving and sailing. The Tamil-Hindu culture in the area makes it easy to remember.





Read the description of Pasikudah Beach in the brochure, paying attention to the highlighted words.



#### Task 8.4 Time to write

Now write a short description about “Sigiriya Rock Fortress” replacing the highlighted words.

##### Help box

It is .....  
There is/are .....  
You can .....

##### Help box

- Sigiriya Rock Fortress
- Matale district
- location
- ruins of a palace, gardens, old paintings
- climb the rock, explore ruins
- amazing views around

Now exchange your passage with your friend and check for mistakes.

#### Task 8.5 Time to write



Now write a short description about “Yala National Park”.

##### Help box

- Yala National Park
- Moneragala district
- site
- elephants, leopards, birds
- watch animals, explore nature
- beautiful forest, wild life

**Word bank****Adjectives**

beautiful                      sandy  
calm                              attractive  
clear                              amazing

**Word bank**

nature  
culture  
ruins  
fortress  
site

**Progress Check– 08**

Read and tick the matching box. If necessary, ask your teacher for help

| I can....                                                               |  |  |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| use appropriate nouns, verbs and adjectives to describe a place.        |                                                                                     |                                                                                     |
| write a short description of a famous place using the structures given. |                                                                                     |                                                                                     |
| support your friend with marking his/her writing.                       |                                                                                     |                                                                                     |
| receive feedback from your friends and improve your writing.            |                                                                                     |                                                                                     |

|                                                                                                        |                                                                                                               |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|

Colour the stars according to the number of ticks you got for the green smiley face.

4 ticks – 4 stars

2 ticks – 2 stars

3 ticks – 3 stars

1 tick – 1 star



### Take Home Activity



- ✓ Find a coloured A4 sheet.
- ✓ Choose a familiar place.
- ✓ Using what you learnt, write a short description about the place.
- ✓ Find a picture of the place & paste it.
- ✓ You can paste it on the wall magazine.



## Fun with Poems

**At the end of this lesson, you will be able to**

- create simple poems.
- use “as.....as” to compare things.
- enjoy writing poems.
- enjoy shared writing.



Today, we are going to write simple poems for the wall magazine.

### Task 9.1 Think back

What is a poem?

What are the features of a poem?

What are rhyming words?

Discuss with your teacher and classmates.

### Task 9.2 Read and complete

Complete the poem using the words given below.

grass, yellow, flowers, white, birds

### Colours of Nature

The sky is blue,  
The ..... is green,  
The sun is .....,  
A beautiful scene.  
The ..... are red,  
The clouds are .....,  
The ..... are brown,  
A lovely sight.



### Task 9.3 Think and complete



Read and complete the poem.

Try to choose rhyming words when you complete the poem.

### My Missing Shoe

Looking for you,  
My missing .....,  
On the floor,  
Behind the .....,  
Near the sock,  
Under the .....,  
Looking for a shoe,  
Its colour is .....,  
Looking for you,  
My missing shoe.



**Words:** shoe, glue, blue, door, clock, boot, ball, wall

### Task 9.4: Let's create list poems



a) Look at the picture and match A with B.

| A      | B       |
|--------|---------|
| bright | bees    |
| clear  | morning |
| green  | sun     |
| busy   | sky     |
| fresh  | trees   |
| lovely | day     |



b) Then write the phrases in order of your choice to make a list poem.  
Give a title to the poem.

#### Know it

A **list poem** is a poem that looks like a list. It can include items, ideas, or feelings about one topic.

### Are You Ready for the Challenge?

Try to save time and do this activity!

**Step 1:** Look at the basket.

List the fruits you can see.

**Step 2:** Next to each fruit, write the number  
(how many) and the colour  
Your fruit list is ready now!

**Step 3:** Convert your list into a list poem.  
Give your poem a title.

**Remember:** You are the poet this time!



### Task 9.5 Think and complete



a). Read and complete the poem.

#### My Monster

Its body is as black as a. ....

Its neck is as long as a. ....

Its mouth is as big as a. ....

Its eyes shine as. ....

It eats like a. ....

It eats like a. ....

And moves like a. ....

It sounds like a. ....

And sleeps like a. ....

My monster looks like a. ....

b). Then draw your monster.

Paste your poem and picture on the board.

#### Language note

We use **as...as** to compare two things that are **equal** in some way.

**as + adjective + as**

e.g. The elephant is **as big as** a rock (simile)

The baby is **as beautiful as** a flower (simile)



## Progress Check – 09



Read and tick the matching box. If necessary, ask your teacher for help

| I can....                          |  |  |
|------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| create simple poems.               |                                                                                     |                                                                                     |
| use “as.....as” to compare things. |                                                                                     |                                                                                     |
| enjoy writing poems.               |                                                                                     |                                                                                     |
| enjoy shared writing.              |                                                                                     |                                                                                     |

|                                                                                                      |                                                                                                             |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|  I can do it myself |  I can manage with support |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|

Colour the stars according to the number of ticks you got for the green smiley face.

4 ticks – 4 stars  
2 ticks – 2 stars

3 ticks – 3 stars  
1 tick – 1 star



## Take Home Activity



- ✓ Pick something from nature (flower, leaf, raindrop).
- ✓ Look at it closely.
- ✓ Then write a short poem about it and paste a relevant picture.
- ✓ Paste this work in your scrapbook.



## Test Me



Hello, friends.  
We have come to the end of our module.  
Let's check what you learnt.

### General instructions:

- ✓ Read all the instructions carefully before you begin to answer.
- ✓ Write neatly and clearly.
- ✓ Use a rough paper to plan your writing.
- ✓ Try to manage the given time.
- ✓ After writing, recheck your work and correct grammar or spelling mistakes.

### Task 10.1 Time to write



Follow your teacher's instructions and do the activity.

### Task 10.2 Time to write



Follow your teacher's instructions and do the activity.



You have come to the end of the module.  
I hope you all enjoyed Module 3.  
Let's meet again in the next module.  
Goodbye!

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