

Be Happy, be Bright, be You! 10

Activity 1 - Act out

The teacher has given the students an application form to fill in the three optional subjects that they hope to study in grade ten. Nisali and her friends are discussing the optional subjects they hope to select.

- Kalani :** When do we hand over the application?
- Nisali :** On or before the 15th. Have you decided on the three subjects you want to follow?
- Kalani :** Oh, that's the hardest decision. I don't know what to choose.
- Amali :** Me neither. I like almost all these subjects.
- Raju :** Come on! You can only select three.
- Nisali :** Mmm... I'm going to select English Literature. I like it.
- Amali :** I like it too but my mother wants me to do Art.
- Raju :** That's a good decision. I've seen your drawings and they are quite good.
- Amali :** Oh! Thank you Raju.
- Kalani :** Can I change the subjects once I have selected them? I mean if they're too difficult for me?
- Nisali :** No. I don't think so.

- Amali :** Shouldn't we discuss this with our parents before we make a decision?
- Kalani :** Yes, we should.
- Raju :** Hey, what's this? Do you know anything about Design and Technology?
- Nisali :** Design and Technology? It's the first time I've heard of it.
- Raju :** Let's meet our teacher and ask her. She's sure to know about it.

Activity 2 *Reading*

Read the conversation and answer the questions.

1. What are the friends talking about?
2. How many subjects should they select?
3. Who likes English Literature?
4. What does Amali's mother want her to do?
5. Are they allowed to change the subjects they select?
6. Why is Raju going to meet the teacher?

Grammar

Raju met the teacher. The teacher wanted to know about their discussion. This is how Raju reported their conversation to the teacher.



"I'm going to select English Literature"



"Can I change the subjects once I have selected?"



"My mother wants me to do Art"

Nisali said that she was going to select English literature.
(Statement)

Kalani asked whether she could change the subjects once she
had selected them. (Question)

Amali said that her mother wanted her to do Art. (Statement)

Learning point

Reported speech

If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but we use reported speech (indirect speech). When reporting, the following changes can occur in the reported statement.

- *A backshift in the tense*
 - Present tense* —→ *Past tense*
 - Past tense* —→ *Past perfect tense*
 - Present perfect tense* —→ *Past perfect tense*
 - Past perfect tense* —→ *Past perfect tense*
- *A change in pronouns*
- *A change in time and place expressions*
 - Today* —→ *that day*
 - Yesterday* —→ *the day before / the previous day*
 - Last week* —→ *the week before / the previous week*
 - Next week* —→ *the following week*
 - tomorrow* —→ *the next day / the following day*
 - Now* —→ *then*
 - Here* —→ *there*
 - This* —→ *that*

The structure of reporting is a little different depending on whether you report an imperative, a question or a statement.

Imperatives	
Type	Example
direct speech	“Amali, do Art.”
reported speech	She told Amali to do Art.

Statements	
Type	Example
direct speech	“I like English Literature.”
reported speech (no backshift)	She says that she likes English Literature.
reported speech (backshift)	She said that she liked English Literature.

Questions		
	Type	Example
Wh questions	direct speech	“When do we have to hand over the application?”
	reported speech	He asked when they had to hand over the application.
Yes/no questions	direct speech	“Can I change the subjects?”
	reported speech	She asked whether / if she could change the subjects.

Activity 3 *Grammar*

Write the following in reported speech.

1. The teacher said to us, “You need to select three optional subjects.”
2. Farzana said to me, “ I have to buy some stamps.”
3. My parents said to me, “Don’t get late.”
4. Prathiba asked me, “Where did you go yesterday?”
5. Inura asked Mihiri, “Can you lend me your notes tomorrow?”

*Now complete activities 1 & 2 in Unit 10 of your workbook.

Activity 4 *Listening*

You are going to listen to a description of the favourite optional subjects selected by a group of students.

Listen to the description and label the graph in activity 3 of unit 10 of your workbook.

*Now complete activities 3 & 4 in unit 10 of your workbook.

Activity 5 *Reading*

But he did not give up...

At around 5:30 in the evening on December 10, 1914, a huge explosion broke out in West Orange, New Jersey. It happened in the famous inventor Thomas Edison's plant. In no time most of the buildings were in flames. Although many fire departments rushed to the scene, the fire was too powerful to be put out quickly.

Edison's 24-year-old son Charles painfully watched the fire destroy his father's work. Edison calmly walked over to him. In a soft voice he told his son, "Go and call your mother and all her friends. They'll never see a fire like this again." When Charles objected, Edison said, "It's all right. We've just got rid of a lot of rubbish." Edison could have wept, yelled in anger, or locked himself in his house in a state of depression. But instead, he put on a smile and told his son to call his mother to enjoy the spectacle.

Later, at the scene of the blaze, Edison told one of the reporters, "Although I am over 67 years old, I'll start all over again tomorrow." He stuck to his word and immediately began the crucial task of rebuilding his plant.

The flames had destroyed years of priceless records and prototypes. But after just three weeks, with a loan from his friend Henry Ford, Edison got a part of the plant up and running again. His employees worked double shifts and set to work producing more than ever. Edison became a legend in history because he did not give up easily.



Activity 6 *Reading*

Read the passage 'But he did not give up' and answer the questions.

1. What happened on December 10, 1914?
2. Where did this incident happen?
3. What did Edison want his son to do?
4. What did Edison tell his son?
5. What did Edison tell the reporter?
6. Who helped Edison with a loan?

Learning point

Classification of nouns

CONCRETE / ABSTRACT NOUNS:

- *Concrete nouns refer to physical things: people, objects, places, substances*
- *Abstract nouns refer to events, states, activities, occasions etc.*

COUNT / MASS NOUNS:

- *Count nouns refer to things that can be counted, and so can have a plural form.*
table – tables
- *Mass nouns refer to substances, qualities, etc. that are not countable. Mass nouns normally have no plural form.*

However, the same noun may belong to both categories:

Her hair is brown. (mass noun)

I found a hair in my soup (count noun).

PROPER/COMMON NOUNS:

- *Proper nouns denote an individual person, place etc. It generally has no plural form. A proper noun normally begins with a capital letter:*
Gayan, Eheliyagoda, Sri Lanka
- *Common nouns classify things into types. All the count and mass nouns discussed above are common nouns.*
dog, tree, water

other planets around us.



space in a straight line.

The Sun's immense mass draws all the other planets in the solar system towards it. Since the Earth and all the other planets are moving very fast through space, the Sun's presence keeps them moving around it. If the Sun were to suddenly disappear, the Earth and the other planets would continue their forward **motion**, and fly off into outer

So what would happen to us if the Sun suddenly went out? As light from the Sun takes eight and a half minutes to reach the Earth, we wouldn't notice it immediately but nine minutes later, we'd find ourselves in complete darkness.

As the Sun was illuminating the Moon, it too would disappear! The same would happen to many other celestial bodies in the sky, such as planets, which we see only because of the Sun's reflected light. They too would disappear in a similar **fashion** like the Moon.

Without the Sun's warmth, Earth would quickly become a much colder place. Fortunately, Earth retains **enough** heat fairly well, so humans would not **freeze** instantly. But within a year, the global surface temperature could drop well below -100° F! However, with time it will continue to drop to about -400° F.

Without the Sun's rays, all **photosynthesis** on Earth would stop. All plants would die and, eventually, all animals that rely on plants for food — including humans — would die, too. While some inventive humans might be able to survive on a Sun-less Earth for several days, months, or even years, life without the Sun would eventually prove to be impossible on Earth.

Activity 9 Reading

Match the paragraphs with the subheadings.

- No Sun, no light!
- Sun and other planets
- The Sun and its warmth
- Food without the Sun
- The star called the Sun
- The Sun and the Moon

**Now complete activity 6 in unit 10 of your workbook.*

Activity 10 Pronunciation

Pronounce the following words taken from the passage 'A day without the Sun.'

/ʃ/
crucial
fashion
motion

/f/
enough
freeze
photosynthesis

Activity 11 Pronunciation

Copy this table and write three more words with similar sounds for each column. Compare your list with your friend's. Pronounce the words you have written.

/ʃ/			/f/		
crucial	fashion	motion	enough	freeze	photosynthesis

**Now complete activity 7 in unit 10 of your workbook.*

Activity 12 *Reading*

Here is a story of two groups of people who had the courage and determination to overcome adversity through innovation.

They brought the sun down!

The villages of Rjukan, Norway, and Viganella, Italy, are both situated in deep valleys. The mountains around these valleys block the sun's rays from reaching the two villages for up to six months every year. Therefore, neither Rjukan nor Viganella enjoys the luxury of sunlight like we do. Can you imagine the lives of people in these villages without sunlight for almost six months?

This is how they have brightened their day.

To illuminate those darker winter months, the two villages have built huge mirrors that track the sun and reflect daylight downwards. Viganella completed its huge computer-controlled mirror in 2006. Rjukan also followed the same method, mounting a mirror that will reflect a 600 square metre (6,500 square foot) beam of sunshine into the town square below.



*Now complete activity 8 in unit 10 of your workbook.

Activity 13 *Writing*

Imagine you are the secretary of the New Inventors' Club of your school. You are planning to invite a university lecturer to deliver a speech on 'Using Solar Power Innovatively' to the members of the society. Write a notice to inform the members about this.

Include the following;

The event

Name of the guest speaker

Date and time

Venue

Who can participate/ attend

****Now complete activity 9 & 10 in unit 10 of your workbook.***

Activity 14 *Writing*

Find information about people who overcame many hardships on their way to success.

Write a biographical sketch about one of them for your school wall newspaper.

e.g. :- Pabilis Silva

Abraham Lincoln

J. K. Rowling

Charles Dickens

Activity 15 *Reading*

Enjoy reading this poem and do the activities that follow.

Be Yourself

The world would like to change you;
There are pressures all around.
You must decide just who you are,
Then firmly hold your ground.

You have an image of yourself,
An ideal sense of you;
And to this vision you must always
Struggle to be true.

You know what you are good at,
And you know where talents lie;
But if you're ruled by others,
Your uniqueness could pass by.

Remember there is much to learn;
But all new things aren't good.
Wisdom lies in what you've learned
And what you have withstood.

So, be yourself and don't allow
The world to take control.
Preserving your identity
Is life's most precious goal.



Bruce B. Wilmer

Activity 16 *Reading*

1. How many stanzas are there in this poem?
2. Write down all the rhyming words.
3. List down five different pieces of advice given by the poet.
4. What is life's most precious goal according to the poet?
5. Find synonyms for the following words from the poem.
 - a. strictly
 - b. controlled
 - c. valuable

**Now complete activity 11 in unit 10 of your workbook.*

Activity 17 *Speaking*

Game- Ten Questions.

The poet in BE YOURSELF says "All new things aren't good". Form groups and in your groups think of something in modern society which, you think, is not good for young children. Now, one member from your group will go in front of the class. The other students of the class must guess the item that you and your group discussed. The rest of the class can ask up to TEN questions from your group member about the name of the item that they have to guess.

e.g.:- Where can you find it?
What colour is it?
Who uses it most?