

Teenagers & Entertainment

All work and no play makes Jack a dull boy .

3

→ Language Focus

Language Functions

1. **Expressing conditions**
 - A team can score when...
2. **Suggesting**
 - Let's find out.
 - Let's go visiting.
 - Why don't we organize a photographic exhibition ?
 - Why don't we..?
3. **Introducing**
 - I'm pleased to introduce..
 - He's the bearer of this letter.
4. **Providing information**
 - five per team
 - Bangalore is famous for *kantha* art.

Grammar

01. **Infinitive form of the verb**
 - The music teacher helped them *to select* the music
 - ...a friend promised *to join* in for a duet...
02. **Verb 'be' as a linking verb**
 - The dealers *were* very pleased.
 - Suvimali *was* a good vocalist.
03. **Adjectives**
 - a. Premodifying adjectives
 - A *fat short* man may need...
 - Let's do a *professional* programme.
 - b. Predicative adjectives
 - The students were *very happy*.
 - They were *so good*.
04. **Post Positive Adjectives**
 - ...such as the colours most *suitable*.
 - ... they found it *hard and dull*.

Please do not write anything in this book. Use your writing book for writing.

3

Teenagers & Entertainment

All work and no play makes Jack a dull boy .

Activity 3.1

Reading

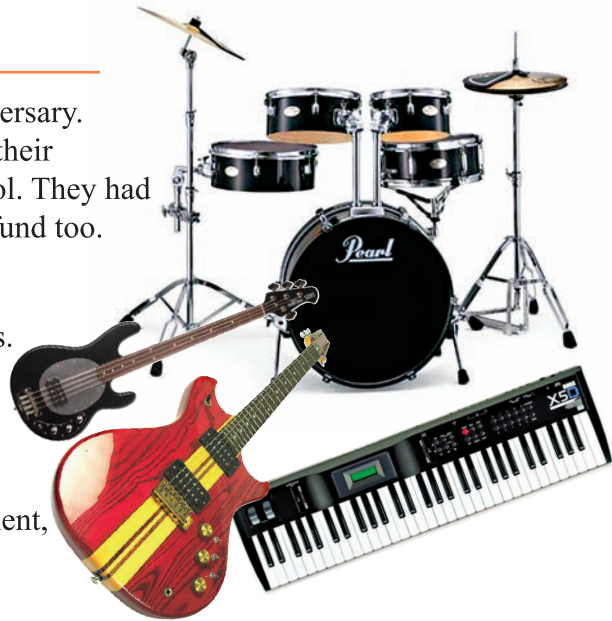
The school was celebrating the 50th anniversary. Every grade could select an item to show their parents some special thing about the school. They had to make some money towards the school fund too.

Grade Eights selected Useful Hobbies.
Grade Nines selected An Exhibition.
Grade Tens selected Entertainment.

They prepared a programme of entertainment, and called it Teen Entertainment.

One item was music. There were students who could play instruments. The friends talked among themselves and decided to form a band. They brought their own instruments from home. They met the music teacher. The music teacher helped them to select the music. They selected some old favourites like, 'Whispering Hope', 'My Bonny lies over the Ocean', 'Clementine' and some modern ones: 'Country Roads', and the theme song, from the film The Titanic, 'My heart will go on'.

They also selected some popular Sinhala and Tamil light songs. Suvimali was a good singer. She could sing well. But she was shy. She agreed to sing only when her friend Padma promised to join in. The music teacher trained them to sing. At first they found it dull and boring. But they practised hard, and their voices harmonized. Then they were filled with a sense of joy. They learnt to sing parts of the song at different pitches. They learnt one English song, 'The Happy Wanderer' and one Sinhala song, 'Ratna Dipa'. Padma practised the Tamil song, 'Sinna Sinna aasai'.



Hassan could play the rhythm guitar quite well. He practised for long, so that he would be able to play well by ear. The friends were very happy with their success.

They decided to do a souvenir for the programme. They would write short introductions to the items in the programme. They would also provide some information on the instruments. Then they would make the event-‘Admission by Souvenir’.

Activity 3.2 > Comprehension

■ Reading

Complete the sentences by choosing the correct word group from (a), (b) or (c). Write the completed sentences in your writing book.

- The Grade Eight students wanted**
 - to organize an exhibition.
 - to organize a musical show.
 - to present useful hobbies.
- The Grade 10 students decided to have a Band for the occasion because**
 - they had a music teacher.
 - they had their own musical instruments.
 - some of them could play well.
- They selected the music**
 - on their own.
 - with the teacher’s help.
 - from other lands.
- Suvimali agreed to sing because**
 - she was a good singer.
 - the friends persuaded her.
 - the teacher told her to.
- Hassan practised the guitar**
 - to the accompaniment of the base guitar.
 - to be able to support the singers.
 - because he couldn’t play any other instrument.
- They decided to design a souvenir**
 - to use as an admission ticket.
 - to give information on the music.
 - because some of them could draw very well.

Activity 3.3

■ Writing

Describe any event you have taken part at a school concert or a school competition.

Activity 3.4

Reading

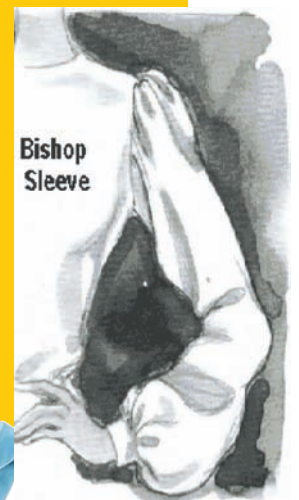


Teenage Styles

Some students of Grade 10 decided to put up a stall for Teen Fashions. They collected sample designs from fashion magazines. They had clothes for both girls and boys. They wrote to some well known stores asking them to display their wear. The dealers were very pleased, and even offered the clothes at a discount. The school could keep the discount. The students were very happy.

Nalini brought some of her own designs. Her mother was a good seamstress. She had helped Nalini with the designs. She had provided samples of different types of collars and sleeves. Nalini herself was good at sewing. She sewed her own clothes. They were so good that people thought she had got them tailored.

The stall also provided information on fabric types and designs. They also provided information on how to select clothes, such as the colours most suitable for different occasions and times of the day.



Activity 3.5

Writing

Write in your writing book, the letter the students wrote to the textile dealers, inviting them to display their products.

Recall the instructions given on writing letters. There are 08 parts.

- i. Address with date
- ii. Addressee
- iii. Salutation
- iv. Ref/ Title of letter
- v. Paragraphs **Paragraph 1-** purpose of writing the letter. **Paragraph 2-** information on the subject. **Paragraph 3-** what is expected/what action is required.
Paragraph 4- asking for a response/thanking as required.
- vi. Complementary clause.
- vii. Sender's signature
- viii. Name

Activity 3.6

Writing

Imagine that you are going to have a musical show. Design a poster to be displayed in public places. Include the following:

caption /venue / date / time / name of the musical group / names of popular singers

Activity 3.7

Writing

GRAMMAR 'to infinitive'

When verbs are followed by another verb mentioning a purpose, the second verb is preceded by 'to'.

e.g. A friend promised to join in for a duet.

Now complete each sentence with an appropriate 'to infinitive' from the box.

sing / give / paste / raise / be

1. Don't forget _____ the posters at every junction.
2. There was a lot of traffic but we managed _____ there on time.
3. Sansith has decided _____ with Desh.
4. Parents agreed _____ the necessary support.
5. The musical show will be held _____ funds.

Activity 3.8

Reading / Writing

HANDICRAFTS OR FOLK ART?

Padma provided the following information on Indian Designs. Embroidered Quilt, *kantha* from Bangalore

Do you know embroidery? Do you know what embroidery is?

It is the addition of a pattern or other ornamental effect, to textiles by the use of the needle and thread. The wonder is that *kantha* embroidery uses only the simplest of stitches, the running stitch!

The state of Bengal is famous for *kantha* art. *Kantha* actually means ‘embroidered quilt’. The embroidered quilts of Bangalore are wonderful in their beauty, colour and design.

The Sanskrit word ‘*kantha*’ means rags. It is a cottage industry, and is also a form of folk art. There are two types of embroidery. In one the old, discarded cotton sarees or dhotis are put one on top of the other and are quilted and embroidered. The other is quilted by using discarded cotton bedspreads.

The colours used for this embroidery are black, deep blue and red. These colours stand for the three basic aspects of nature – earth, sky and space. The designs used are of lotus flowers, creepers, foliage, floral scrolls and animal and human figures.

Today the *kantha* embroidery is famous all around the globe. The old *kantha* designs are priced possessions now. They are found on sleek shawls, sarees and bags.

The village women spend a great deal of time and care in getting the perfect designs.



Activity 3.9 > Comprehension > Pair work

Reading / Writing

Find short answers for the following questions.

Then write the answers in complete sentences in your writing book.

- a. 01. Who brought the information ?
02. What is the country mentioned?
03. Explain the word 'embroidery'.
04. What is the stitch used in *kantha*?
05. What is the origin of the word '*kantha*'? What does it mean?
06. Mention the colours used. What do they represent?
07. What kind of designs are used?
08. Who do the hardwork required for *kantha* ?
- b. 09. Would you say that 'from rags to riches', is a good title for this? Why?
10. Are cloth/clothes with these quilted designs cheap? Give reasons for your answer.

Activity 3.10

Writing

Write a description of *kantha* embroidery in your writing book. You may use the following organization.

- What is *kantha* embroidery?
- the women who do the embroidery.
- The people for whom it is done.
- The (little) money they make.
- The relationship of the motifs to the lifestyle of the society.

Activity 3.11

Speaking

Learn about the colours and the designs of the *Dumbara mats* in our country. Write the information in your writing book.

You may be able to get the information from the library, the museum or your art teacher. Imagine you visit/ live in Dumbara, you want to ask the villagers how they make the mats. Write the questions you may ask in your writing book.



Activity 3.12 > Comprehension

■ Reading

Kabadi - The most popular game in South Asia and South East Asia.

Players :14 -two teams of seven players in each.

Selection :by age and weight

Reserves :five per team

Area :field /court -12.5m X 10m (half the size of a basketball court)

Time :45 minutes : two twenty-minute halves, five minutes half time

Officials	Seven officials supervise a match:one referee, two umpires, two linesmen, a time keeper and a scorer.
Goal	to tag / wrestle / capture members from the opposite team, and bring them 'home'.
Points	Each time a player is out, the opposing team earns a point. A team can score a bonus of two points, when the whole opposing team is declared out. The bonus points are called, a <i>lona</i> .
Rules	Raiders / players must not take a breath during the raid, during the tagging.
Chant word	Raiders must keep chanting to prove that they are not breathing. The chant-word is <i>kabaddi</i> in India and Pakistan, <i>guddo</i> in Sri Lanka, <i>hududu</i> in Bangladesh, <i>do-do</i> in Nepal, <i>chado-guddo</i> in Malaysia, and <i>techib</i> in Indonesia.
Play	At the start the two teams occupy the opposite halves of the field. At half time they change sides. To play the teams take turns sending a 'raider' to the opposite side. Raiders 'tag', or capture members. Once they are brought 'home', they are 'out', and sent off the field. The opposite side must defend its players. They can form a chain, link hands etc. If the chain is broken, a member of the defending team is sent out. When not struggling with a member of the opposing team a player can also get "out"; (a) by going over a boundary line during the course of the play. (b) when any part of the player's body touches the ground outside the boundary.

Activity 3.13 > Group work

Speaking

Grade 10 students had other ideas. Read the statements given below, and write them as a conversation among three students. (the statements are jumbled here)

Copy the conversation on to your writing book.

- (1) Shall we have an evening of Kabadi?
We can get the players to buy tickets.
- (3) Well, we can teach them how to play.
- (2) But I don't know how to play Kabadi.
Do you think others would know?
- (4) We can prepare a leaflet. It would be the ticket.
- (5) Good. Let's do it.

Activity 3.14 > Comprehension

Writing

Given below is a part of a notice.



Design a notice to promote Kabadi.
Give date, time, place, to hold a practice camp.

Activity 3.15 > Group work

Speaking / Writing

Find out from your elders a game they had played when they were young.
Copy the headings and complete them in your writing book. Describe the game.

Games from the Past

Name of the game:

When the information was collected :

Name of reporter :

Name of elder :

Address :

Age :

Activity 3.16 > Comprehension

Reading



Find the answers to the following, and then write them in complete sentences in your writing book.

1. How many players and officials are required for the game *kabadi*?
2. Where can the game *kabadi* be played?
3. What do the players have to do?
4. How long do they really play?
5. What is a *lona*?
6. Describe how a goal is won.

Activity 3.17

Writing

Write about Netball / Volleyball under headings as appropriate, similar to the account given on Kabadi on page 44.

Activity 3.18

Reading / Writing

Write the information given below in your writing book as a paragraph.

Countries	Other names used	Status
India		champions 1972
Bangladesh	<i>hududu</i>	runners-up National Games 1972
South Asia	<i>kabbadi, kabadi</i>	most popular
Nepal, Malaysia, Japan, Korea, Punjab, Pakistan		playing

Activity 3.19

Reading / Speaking

Some of the Grade 10 students wanted to put up a show of a different type of music - of a more serious type.

This conversation has three lines of thought.

- (1) The idea that teenagers enjoy only a certain type of music.
- (2) The idea that some teenagers enjoy a more 'serious' type of music.
- (3) The idea that they must do something different for entertainment.

Read the conversation to yourself first and then read it aloud in a group paying attention to the words in bold type.

- Wasantha** We should do something different for the exhibition.
- Desh** We need to do something which **more people** will enjoy.
- Sansith** Yes, something that **anyone** will enjoy.
- Hassan** Then, it's **not** teen entertainment.
- Suvimali** Why **not**? All **teens** do not enjoy the same type of entertainment.
- Sriyan** That's true. I was thinking of a **more serious type** of music too.
- Hassan** Didn't **you like** the Band we put up?
- Sriyan** I **did**. But I also thought, that **some** might enjoy **listening** to music.
- Hassan** What do you mean? **Listening**?
- Sriyan** Well, we did not have to **listen**. The music was so loud, we all **heard** it.
- Hassan** You can try. **Let's see** how many will buy tickets to listen to **your music**.
- Suvimali** I think I can understand what you **want**. Let's do a programme.
- Sriyan** Yes. **Let's**. Let's do a really good programme.
- Wasantha** I'm thinking of something, **totally different**. Let me think more on it and produce a programme.
- Suvimali** Right. We will do an exhibition.

Activity 3.20

Writing

Write 05 sentences giving your opinion on music in your writing book.

Activity 3.21 > Comprehension

Reading / Writing

The system of Indian Music is known as Raga Sangeeth. It can be traced back to nearly 2000 years. The roots of this music are in the vedic hymns of the Hindu temples. It is the origin of all Indian music. As in Western music, the roots of Indian classical music are religious.

Music gives a spiritual discipline. It helps a person to understand himself. In the Hindu culture sound is god-nada Brahma. It is a source of discipline. The pupils learn to behave in certain ways. They learn to concentrate. It is like meditation.



Ravi Shankar

Write the answers in your writing book.

1. How very old is the system of Indian music?
2. Where does the origin of the music lie ?
3. What do you understand by (a) Raga sangeeth (b) Nada brahma.
4. Write the words that tell you that music gives discipline.

Activity 3.22 > Comprehension

Speaking / Writing

Think about a tele-drama that you like.

Tell the class about it.

You can speak about :

Time, day and channel it is telecast on

Name of the tele-drama

The producer

Characters

Why you like it

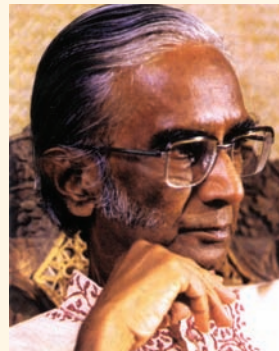
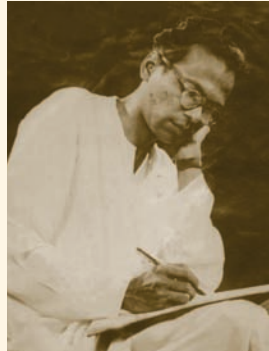
and anything else you like to say about the tele-drama.

Write in your writing book about the tele-drama your friend spoke about to the class.

Activity 3.23 > Pair work

Reading / Writing

Match the information with the 04 pictures. (Ananda Samarakoon, Ediriweera Sarachchandra, George Keyt, Lester James Pieris). Write the accounts in your writing book. You may add other information you know about these people.



Subject	Schooling / Training	Influences on life and works	contribution
Music, painting	Shanthiniketan	Rabindra Nath Tagore/ Tagore's music/ love of country/ Folk songs of Sri Lanka Knowledge of Sinhala	immortal lyrics that are popular from generation to generation. Laid the foundation for a music with a national flavour. Lyrics and composition of the National Anthem
Painting	Trinity College/ and self taught	Lionel Wendt / Temple paintings/ Buddhist Jataka stories	The Paintings at the Gothami Temple, Colombo 8 A style particular to the artist, influenced by the local culture.
Drama	St. Peter's College/ University College.	The Buddhist Philosophy The Kabuki and the Noh of Japan/ Sinhala classical literature	Maname, Sinhabahu and many other popular plays.
Film	St. Peter's College	Lionel Wendt/ the Western liberal tradition	The first break away from the South Indian film, Rekawa, the first film that had outdoor scenes/ Gam-peraliya/ Nidhanaya-introduced a tradition of doing films on popular good fiction.

Activity 3.24 > Pair work

■ Reading

A Visit to the Past

The time was 7.30 in the morning. The students walked to the house where the first pupil of the school lived. The students had enjoyed the walk. They had a most enjoyable breakfast. Their host had prepared a lovely breakfast.

He had boiled manioc, sweet potatoes, varieties of yam and breadfruit. Everything was from his garden. The manioc was fresh, pulled out the previous day. So were the other yams and the sweet potatoes. The breadfruit was really fine. There were two types of *katta sambal*, the normal one with red chillies, and another with *kochchi*. There was scraped coconut. He had also cooked some red rice and made a delicious white coconut gravy for it.

The coffee was home made. They sipped the coffee, sitting out in the verandah, looking at the coffee trees in bloom. The white flowers filled the air with the fragrance; the twigs were lined with the red berries. The coffee was followed by two large combs of bananas, once again from the garden.

It was a visit that will not be forgotten.

The students had wanted to know what the country was like, seventy years ago. They learnt by experience what it must have been.

Then the host brought out his album. It had photographs of the school, his friends, his pets and some of the events and the scenes of the time. They were all black and white photographs. They were beautiful. The students were surprised to see them in such a good condition.

‘Why don’t we organize a photographic exhibition?’ asked Wasantha. Everybody agreed. It was a good idea. They decided to write to past pupils of the school asking for photographs.



Activity 3.25 > Comprehension

■ Writing

- a. 01. Did the students enjoy the day?
02. List what was given for breakfast.
03. What did the students see from the verandah?
04. What kind of photographs were there?
05. Who proposed the good idea? What was it?
- b. 06. What do you think is the most significant experience?
07. Do you think they learnt about, what the country was like, 70 years ago?
08. Explain the last sentence in your own words.

Activity 3.26

Reading / Writing

Imagine you are one of the participants and write a report on the walk in your writing book. Use the information from 'A Visit to the Past' and the Notice given below.

- (para 1) 01. The time the walk began and the time taken for the walk.
02. Give a name and an address to the host.
- (para 2) 03. Things seen on the walk.
04. A description of the house, verandah and the garden.
- (para 3) 05. Mention one or two topics of conversation with the host.
06. Reasons for the host's inability to come to the Teen Entertainment.
- (para 4) Role play the last conversation with the host as you thank and wish him good bye.
07. Write this dialogue as the last paragraph of the report.

Notice

Let's go walking.

Start at 6 a.m.

on the first Sunday next month.

Let's observe the hedges;
listen to the chirping of the
birds.

Watch out for the cattle and
the domestic animals.

Meet the occasional villager.


Let's find out
what it was in the past.



The first pupil of our school lives four miles away.

He cannot come to our Teen Entertainment, but we can go to see him.

He's waiting for us. He'll entertain us.



Activity 3.27 > Pair work

■ Reading

Cycling

Expedition

The walk gave the class another idea.

The students wanted to arrange a cycling trip. Not everybody had a cycle however. So, they discussed the matter, and came up with an idea.

They decided to borrow bicycles from those who had. Then they would fix a fee for the hire of the cycle. They also decided to ask for contributions, for food.

They had many things to do; draft a letter of request asking for bicycles, decide on hiring charges, write to some caterers asking for contributions regarding food, and decide on the instructions for delivering and handing over the cycles..

First of all they needed a letter of introduction from the school, which they could take to various places and persons asking for patronage.

Activity 3.28 > Comprehension

■ Reading

1. Read out the sentence that says there were not enough cycles.
2. How were they going to get cycles and food?
3. List the things they did in preparation for the cycling trip.

Activity 3.29 > Pair work

■ Writing

- Write in your writing books what you can do when one of your friends gets a tyre puncture.
- a. How will the others ahead of you know about it?
 - b. Will the others continue the trip?
 - c. What could be done about the puncture?
 - d. How long may it take to patch a puncture?
 - e. Where and how is it done ?

Activity 3.30 > Pair work

Writing

Design a letterhead for your school with the school motto, if any, in your writing books. Then copy the draft of the letter given below with date, subject reference, name of sender and details relevant to you.

Dear Well - wisher,

I am pleased to introduce _____, the bearer of this letter.

He is a student of _____ in our school. The school needs your help and patronage. He will explain the details to you.

You may be already aware that our school is celebrating its _____ anniversary, and the students have planned many programmes. Their enthusiasm and commitment is commendable. I will be pleased with your support in this undertaking.

With best wishes,

.....
Principal

Activity 3.31 > Pair work

Writing

Describe the picture according to the following points.

- The subject of the photograph.
- What you can see in the photograph.
- The differences / or the similarities you can see now from then.
- Your comments on / feelings about the photograph.

GOING
INTO
THE PAST



Activity 3.32

Reading



Past and Present

-THOMAS HOOD

I remember, I remember
 The house where I was born,
The little window where the sun
 Came peeping in at morn;
He never came a wink too soon
 Nor brought too long a day;
But now, I often wish the night
 Had borne my breath away.
I remember, I remember

 The roses, red and white,
The violets, and the lily-cups--
 Those flowers made of light!
The lilacs where the robin built,
 And where my brother set
The laburnum on his birthday,--
 The tree is living yet!
I remember, I remember
 Where I was used to swing,
And thought the air must rush as fresh
 To swallows on the wing;
My spirits flew on feathers then
 That is so heavy now,
And summer pools could hardly cool
 The fever on my brow
I remember, I remember
 The fir tree dark and high ;
I used to think their slender tops
 Were close against the sky:
It was a childish ignorance,
 But now 'tis little joy
To know I am farther off from Heaven
 Than when I was a boy.

Attempt the answers for these questions with a partner.

01. Describe the house of the poet in your own words (stanza 1 lines 2-5)
02. What does the poet say of the sun?
03. What are the flowers he remembers? (stanza 2 lines 2,3)
04. When was the laburnum tree planted?
05. Do you think the brother is living?
06. What is the kind of air he enjoyed as a young boy?
07. Why did he think of the swallows then?
08. What did he think of the fir trees when he was a child?
09. What does he think of 'his thought'?
10. What is the meaning of the last two lines?