The World of Work

Work helps to build a nation.

7

➔ Language Focus

Language Functions

01. Expressing feeling
- I love growing flowers
- I dread
- We are all worried

02. Determination
- I want to be
- I want to learn
- I will do my best
- I will study hard

03. Surprise
- I can't imagine
- I couldn't believe it

04. Reason
- Otherwise the workers feel under pressure
- The Miller of the Dee was a happy man because..

Grammar

01. **Questions**

a. Wh - questions
- What did you think of the talk?
- Who has a sister?
- Which job do you think is the most interesting?
- Why has the writer gone to this country?
- How does he spend his day?

b. Questions formed with auxiliary verbs
- Is Sriyan a good student?
- Did the speaker speak clearly?
- Were you able to follow the argument?
- Was his voice heard well?
- Do you like to work in the private sector?

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

7

The World of Work

Work helps to build a nation.

Activity 7.1

Reading

The students of Grade 10 had listened to a speech made by an official from the Ministry of Education. He had spoken on Guidance and Counselling.
The friends had found the talk very useful. It had made some of them very thoughtful. This is a part of the conversation they had when they came back to class.

Aziz What did you think of the talk, Sriyan? Did you like it?
Christine Sriyan has not opened his mouth, since the talk. He has been thinking.
Suvimali It made me think too. He spoke of so many things we had not thought of.
Hassan True. What are you thinking of, Sriyan?
Sriyan I'm thinking of his statement, that we must think of new ways, when we think of job opportunities. We must not just wait for things to happen.
Padma True. We sit the O' Levels. Then we sit the A' Levels. Then we think of jobs.
Suvimali Yes. We expect our parents to do things for us.
Christine Well, they also don't think differently. When we are doing the O' Levels, they tell us to do that exam well, so that we can do the A' Levels.
Aziz My brother can't bear to meet my aunts. They keep asking him how many credits and distinctions he has got.

Christine My sister confuses those who ask her about her results. She says so many different things about, A, B, C and Z scores. People give up.

Sriyan I think that's what the speaker meant. May be your sister is worried about her results. There's no point in being worried about our results. We must think about what we can do with our results.

Christine What do you mean? We're all worried about our results.

Padma Of course, we're.

Sriyan We're. But there's no point in getting worried after the results come. We must, if at all worry about what kind of results we'll get.

Hassan Well, you don't have to worry, you'll get good results.

Sriyan That's what we must think about. Will I get the results to do what I want to do?

Suvimali What do you want to do?

Sriyan That's what I'm thinking about. He said, 'think about what you would like to do, and can do'.

Hassan He has given us enough brochures to last a life time.

Suvimali That's what he meant to do. Make you think of something that would last a life time !

Padma I thought I would show the brochures to my parents too, and go through them carefully.

Aziz Good for you! I think we should all do the same.

Activity 7.2 > Comprehension

Reading

1. Is the name of the speaker given?
2. Has he spoken about different examinations?
3, State what the speaker said.
4. Who has a brother?
5. In what class is the brother?
6. Who has a sister?
7. What do you learn about the sister?
8. Is Sriyan 'a good student'? Explain why you say so.

Activity 7.3 > Group work

Writing

Use the four captions given and design a brochure in your writing book.
Plan / Design a quarter page for each caption
Design a picture / description for each caption

① **Select your own job.**
② **Are you sure you are on the right track?**
③ **Think differently, achieve success.**
④ **Take the road of the long distance runner.**

Activity 7.4 > Pair work

Reading / Writing

The dialogue was about ideas and thoughts. Identify at least 02 ideas / thoughts expressed **(A)** by the guest speaker. **(B)** by individual friends **(C)** by parents and elders. Write it as how it was spoken.
Check with your partner to see that you have not repeated the same.

A	B	C
e.g. 'think of new ways'	'I'm thinking of what the speaker said.'	'how many credits and distinctions have you got?'

Activity 7.5

Reading / Writing

The teacher asked the students to write about the jobs they like to do. Here are some of the descriptions of the jobs the students had written, to be presented to the class.

Sansith I want to be a scientist. I think Sri Lanka needs good scientists. I am very interested in the way different countries have solved their problems of power. The West uses oil, and nuclear power. India also uses these now. I want to learn about other sources of energy. I think most of the tropical countries would have used sunlight in the past. Solar power is a 'new source', made popular at present times.

Rock-seat at Sigiriya

Most people go to Sigiriya and marvel at the frescoes, the mirror wall and the lion's paws. They miss out on the wonders they can see elsewhere at Sigiriya. On the left to the steps as you climb up you can see this rock seat. The rock is split to make the seat. You can see the two halves of the rock. What knowledge had been there ! What technology! The fountains laid ten centuries ago still work !

The Job I like!

Madhuri I want to be a dancing teacher. I already attend some classes. My dancing teacher thinks, I should do well in dancing. I started learning music and dancing from the time I was five. There was a music teacher boarded in our house. I went with her to her classes. Anyway I really love dancing. One day I hope to take a lead role. I hope my parents will send me to India to learn music and dancing.

Christine I will do my best to do the A'Levels well. If I don't get selected to the university, I'll apply to a College of Education. I quite enjoy having to teach. Sometimes I teach my little cousins, and when they learn what I have taught, I feel quite happy. A College of Education gives lots of facilities. It is residential. There are lots of activities. Later on if I feel like it, I might do an external degree.

Suvimali I will study hard. My parents are very keen that I should do higher studies. My father likes me to do Engineering. He thinks I should do well because I am good in Mathematics. My mother thinks it is quite a challenging job for a girl. I like challenges. I'm interested in the job opportunities in Textile Technology. I must find out more about that. I would also like to do a Degree in Marketing and become a Merchandizer.

Sriyan I would like to take up journalism. I would like to be a reporter, to start with. These are my reasons.

I like the freedom it gives me. I do not have to keep strict hours. I like the challenge it gives me. The Editor will accept my report only if it is good. I like the adventure it offers me. I'll cover events and incidents that could be dangerous. I like the independence it gives me. I'll be able to give my views on events. I also like the feeling of success. People will read my reports, I'll have an identity.

Activity 7.6 > Pair work

Reading / Writing

Fill in the following chart in your writing book. Put numbers 1-8. Enter the information about the three speakers first. The first is done for you.

Name	Job selected	Reasons for selecting the job
1. Sansith 2. 3. 4. 5.	Scientist	1. interested in secrets of science. 2. wants to learn about energy.

Activity 7.7 > Group work

Speaking

Suvimali says her mother thinks that Engineering is a good job for a girl. Do you also think so?

Divide the class into three groups.
One group says 'Engineering is not suitable for girls'.
The other group gives reasons against.
The third group will become the panel of judges. They will note down the relevant points and give marks and finally declare the winning group.

You may use the words in the box in your discussion.

nothing wrong	women are naturally weak
achieved success	not able to stand long hours
not at all unusual	need to keep house
as much stamina	role of mother and wife
proved their worth	not able to do strenuous work

Activity 7.8 > Group work

Speaking

Ask the following questions from 05 of your friends. Enter the results in a chart similar to the one given. Write a short composition on 'The Most Popular Job' based on your findings.

What is the job you like to do when you grow up?
Why do you like it?
Who is the most popular person in that field?

Name	Job	Reasons	Popular person

Draw a pie chart or bar chart with your findings on the first questions.

Activity 7.9 > Group work

Reading / Listening

Read your information to the class. Listen to the others.
(Are the results very much like your own?)
In order to decide on the best presentation, find out the answers to the questions given below.

Put the following questions on the board, or copy them on to your writing book.

	Yes	No	Sometimes
Did the speaker speak clearly ?			
Did he / she swallow the words ?			
Did he / she mutter ?			
Were you able to follow the argument ?			
Was his / her voice heard well ?			

As you listen mark them with a tick (✓) as appropriate.

Activity 7.10 > Pair work

■ Reading / Writing

The entries that kept the class really interested were those on self-employment.

Self Employment

Prabhash I want to do things with the computer. I want to learn to make the computer do what I want. Now it tells me what to do. I have a cousin who has three or four computers. He makes them do what he wants. Sometimes he has two or three computers working for him at the same time. When I visit him I watch him do things. Once he removed the cover of the computer and showed me the inside. It was one maze of wires at first. But then he showed me how things connect. I would like to learn about those. And may be, I'll have my own computers and make money at my own will, like my cousin Niranga. Perhaps I should start with being an apprentice under him.

Dulmini I want to be my own employer. I enjoy doing gardening. I love growing flowers. My mother says I have green fingers. We already grow our own vegetables. We have a lot of green plants in pots. Most hotels and places like banks, hire plants for their buildings. I want to do that business. I want to introduce 'simple' plants like bachelor's buttons, cock's combs, marigolds. They are very colourful. When you grow them in pots they are really beautiful.

Nadeeka I want to take up catering. There's a big demand for 'ready made foods'. But I think that most of these 'ready made foods'are not good for our health. I want to

go for local health giving foods. I got the idea when I went to my aunt's house at Kurunegala for Poson. She had prepared different kinds of food with *kurakkan,* gingelly and manioc flour. I want to make things like *helapa, manipittu, leveriya, bibikkan, vadai, boondi* and *vellavehun* using local ingredients.

Activity 7.11 > Pair work > Comprehension

Reading / Writing

Find the short answers with another.
Write the answers in complete sentences in your writing book.

1. Who are the students who had wanted self-employment?
2. What are the areas selected by each?
3. Who has chosen a job without any outside support?
4. Which job do you think is the most interesting and why?
5. Which job do you think is popular? Why?
6. Find the line that tells us that Nadeeka will make food that is good for the health.

Activity 7.12 > Pair work

Writing / Speaking

Copy the following questions on to your writing book.
Mark them under three categories, very much / somewhat / not at all, where relevant.

	Very much	some what	Not at all	reasons
1. Do you like to do a job after your O' Levels ?				
2. Do you like to work in the state sector ?				
3. Do you like to work in the private sector ?				
4. Do you like to be self-employed?				

Then prepare a short speech of 2-3 minutes and deliver it to the class.

Activity 7.13 > Pair work

■ Reading / Writing

No. 1150, Apartment,
05, Blvd, City park,
Sacremanto. USA.
01. 03. 2006.

My dear Sansith,

Thank you for your letter. I can't imagine you are now so grown up as to be thinking of jobs! We thought of jobs after finishing our studies, It looks as if things are changed in Sri Lanka.

When I came here, I first registered myself at the university. Then they sent me to the Student Counselling Department. They asked me about my finances. I told them, my father would send me money. They immediately offered me some part time work.

I could work in the canteen, washing up, helping to serve, billing etc. I could deliver papers and do some routine work in the library too. At first I felt shy, very self conscious. Then I realized that everybody does that kind of work. Here the professors also come to the same cafeteria.They observe us. I think I must have made the best impression in the cafeteria!

There is one other thing I like here. You can change your line of employment if you are not happy with your current job. People go in for totally different subjects even at the age of forty five! I nearly forgot what you wanted. I am posting a lot of brochures and leaflets giving information on career guidance.

Give my remembrances to aunt and uncle. Love and best wishes,

Gimhana

Write the answers to these questions in your writing book. Check with your partner. Correct or improve your answers as necessary.

1. Mention the names of the writer, the receiver and the relevant countries.
2. Is it allowed for university students to do part time work in USA ?
3. Do you think that working part time is good?
4. Why has the writer gone to 'this country' ?
5. Write the lines that tell you what Gimhana felt about doing part time work.

Activity 7.14 > Group work

■ Speaking

The Miller of the Dee

There was a jolly miller once
Lived on the river Dee ;
He work'd and sang from morn till night,
No lark more blithe than he.
And this the burden of his song
Forever used to be
I care for nobody, no, not I,
If nobody cares for me.

The reason why he was so blithe,
He once did thus unfold
The bread I eat my hands have earn'd;
I covet no man's gold ;
I do not fear next quarter-day;
In debt to none I be.
chorus

A coin or two I've in my purse,
To help a needy friend ;
A little I can give the poor,
And still have some to spend.
Though I may fail, yet I rejoice,
Another's good hap to see.
chorus

So let us his example take,
And be from malice free;
Let every one his neighbour serve,
As served he'd like to be.
And merrily push the can about
And drink and sing with glee;
If nobody cares a doit for us,
Why not a doit care we.

* doit= a coin of very low value , hap= fortune,

Activity 7.15 > Group work

■ Speaking

Read the poem and answer the following questions.

a.01. Who is a miller?
02. Did the Miller live on a river ?
03. Give the words that tell us whether the Miller was sad or happy.
04. Did the Miller lead a happy life?
05. Give the reasons that made the Miller 'so blithe'.
06. Is the Miller a rich man?
07. Did he have a lot of money in his purse?
08. What is the chorus or burden of his song?
b.09. What is the meaning of the 'chorus'?
10. Do you agree with it?

Activity 7.16 > Pair work

Writing

Read the following and write a title and sub-titles in your writing book.
Discuss with your partner before you decide on the title/subtitles. Find out the titles and subtitles the other pairs have written. Decide on the best.

(a) _____

A good job has a number of characteristics. A job is good when it brings good money. Good money means enough money. It also must match one's qualifications. When work does not match one's qualifications, then there is under employment.

(b) _____

A good job also brings with it a relaxed atmosphere. Otherwise the workers feel they are under pressure. People can do their best when they are doing what they like, at their own speed. People also need to be able to make use of their skills. The best jobs offer a challenge.

(c) _____

Work also must provide a certain amount of independence. One needs to feel responsible for what one does. To do so one must be able to take decisions.

(d) _____

Work also provides us with company. We make friends at our place of employment. Then we look forward to going to work, to be able to work, to meet our friends, to have a sense of achievement and self-worth.

Activity 7.17 > Pair work

Reading / Speaking

a. List in your writing book, the characteristics of what can be considered as ' a good job'.

b. **Think of your employed friends and relations. Who do you think is the happiest in** his/her job? Tell your classmates about him/her. Before speaking on him/her, make notes on the following.

- The name and job of the person you have selected.
- How does he/she spend his/ her day?
- Why do you think he/she is happy?
- Is the rest of the family happy with his / her job ?

Activity 7.18 > Group work

Speaking

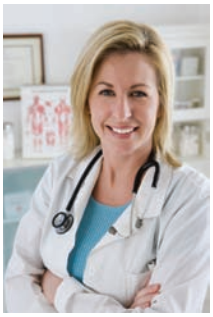
a. Copy the chart on to your writing book.
Discuss with four of your friends and fill in the table with the information you get.

Profession	makes money	requires qualifications	requires experience	does a challenging job	has friends
Teacher					
Clerk					
Hairdresser					
Chauffeur					
Tour guide					

Activity 7.19 > Pair work

Writing

b. Label the pictures. Make notes similar to the information you have gathered from the grid on one. Write a short composition in your writing book, comparing with one from the grid.



Activity 7.20 > Pair work

■ Reading

Read the questions first before reading the paragraph.

The Happy Man

1. How do we know that the king and the land were both rich?

Once there was a king who ruled over a large country. He was rich. He lived in a palace.
His land was fertile. The trees bore fruit during the season. His harvest was plentiful. His noblemen lived in smaller palaces. He had advisors, ministers, counsellors, and many servants.

2. List what the king did by himself / what he got the others to do in order to enjoy himself.

He dined well. He had company. He had all the comforts that a king could have.
In the evening after he had dined he called his musicians. They entertained him with music and song. He had dancers performing to entertain him.
However he was not happy. He did not feel happy.

3. Describe the hunting expedition in two sentences.

He went hunting during the day time. His counselors and ministers went with him. They gave him company. The hunters sounded the horns. The dogs rushed out. They shot many birds. The hunting was successful. But the king was not happy.

4. How did the king spend his afternoons?

In the afternoon his advisors came to him. They spoke of many things. They told him stories about ancient times. They told him stories of other lands. They told him of adventures and noble deeds. The king listened to all these. But he was not happy.

5. What happened when the king fell sick?

Little by little the king fell sick. He did not leave his room in the palace. He did not go hunting. He did not ask for his musicians. The musicians waited with their instruments. But the king did not call them. The dancers dressed

themselves in their costumes. They did not make any noise. They waited ,thinking that the king would call them. But the king did not. The advisors thought of new and strange stories. They related the stories to each other. But the king did not call any. The king was alone. He did not come out of his room in the palace. He was unhappy.

6. What actions helped the doctors to find out the disease ? Were they sucessful ?

The king was unhappy and he was sick. The king had to be treated. He had to be cured. First they called the doctors of the land. They came and examined him. They looked at his tongue. They pulled down his eye lids, and looked at them, first one and then the other. They tapped on his chest, his stomach, and listened. They looked at each other. It was clear that the king was ill. They prescribed medicines, and pills to be taken every eight hours, a syrup to be taken after meals, a tablet to be swallowed before bedtime. The king took all these but he was no better.

7. What is the difference in the treatment prescribed by the specialists?

It was time to call in the specialists. Doctors from the neighbouring countries were called in. They asked for the earlier prescriptions. They said 'no wonder the king is ill with these medicines!' They looked at his ears through an instrument. They listened to the king's breathing, they got him to count to ten. They clapped and told the king to count their claps . The king did all that. Then they prescribed the medicine. They gave him a syrup to be taken before meals, and half a tablet to be taken before bed time, and the other half on getting up. Meals were to be regular with plenty of water.

8. Who admitted the hermit to the king's chamber ? Why ?

9. What news of the king had the hermit heard?

But the king did not get better. He got thinner. He was as unhappy as he ever was. A long time passed. The news of the king's illness reached far and wide. Then one day, an old hermit from a distant land came. He had heard of the king's illness, and wished to see the king. The king's ministers, advisors and counselors did not think much of him. But the queen was desperate. The king was sick. It did not matter who cured him. And so the hermit was admitted to the king's chamber.

10. Think of five questions the hermit would have asked the king.

The hermit spent a long time with the king. Nobody heard what he said. Nobody saw what he did. The hermit did not accept any payment. 'I'll have my reward when His Majesty's well', he said, and went away. He told the queen to go and see to the king. The advisors, the counselors and the ministers rushed into the king's chamber.

11. What is the cure prescribed by the hermit?

Then the queen told them the cure. 'Go forth', she said 'and bring for his majesty the shirt of a happy man'. And so they went out to look for the shirt of a happy man. First they questioned the extremely rich, then the not so rich and then the not very rich, but no one was happy. They questioned then the learned men, the not so learned, and the ignorant, But no one was happy. And so they questioned almost everyone, and the reply was always 'm... m.... m... not quite happy'.

12. Describe the sleeping man in your own words.

When they had almost given up, they saw a man sleeping by the wayside under a tree. The man was fast asleep. There was a dog keeping vigil next to him. He was in a deep sleep. He seemed to be smiling in his sleep. They waited for him to get up. After a long time, the man opened his eyes.

13. Why did all the ministers etc. shout at the man?

He was astonished to see so many around him. 'What's the matter friends?' he asked, 'Is there anything I can do for you?' 'O yes', they said.' 'Tell us, are you a happy man?' 'Of course I am', said the man. 'Then give us your shirt'.
'We'll pay you any amount'. 'Where's your shirt? I asked for it first'. The din was so much that they did not hear the man's reply.

14. Do you think the king will be cured?

Then they stopped shouting and listened. 'Alas friends, I have no shirt to give you. I do not have a shirt!'

Activity 7.21

Speaking

Tell the class what you can learn from this story.
Provide sub-titles for the paragraphs, making use of the questions.

Activity 7.22

Writing

The Miller of the Dee was a happy man, because he was doing the kind of job he wanted to do. Do you think the man who had no shirt was happy for the same reasons? Discuss with friends and write your decision in 10-12 sentences.
Write in your writing book.

Activity 7.23 > Pair work

Reading

What are the jobs that are stressful because of the circumstances ?
Draw the grid in your writing book. Discuss with your partner and put the following jobs into the four categories.

actor, architect, driver, postman, doctor, engineer, librarian, cricketer, nurse, fisherman, carpenter, salesman, pilot, policeman, soldier, tour guide ,musician, miner, journalist, secretary, conductor, hairdresser, florist,fireman,electrician.

No stress	Low stress	Medium stress	High stress

Activity 7.24 > Pair work

Reading / Writing

Read the passage given, follow the pattern and arguments given.
Write a paragraph on a similar pattern on a job that is stressful or not stressful

Running is a great activity. It keeps you fit. What is still better is that it releases the tensions of work. It is not possible to worry when you are running. You also see your problems from 'afar'! That makes it easier to find solutions. Most heart patients are told to walk. There are some suffering from diabetes, who take running as a treatment.
Most activities that are 'monotonous' like sewing, sweeping are stress free.

An Introduction to the Teacher

The grade 10 Pupil's Book and the Workbook include materials and activities concerned with the learner's need to acquire the four primary skills; listening, speaking, reading and writing. It is an uncontested axiom that all four skills must be developed to give language competence and fluency to the student. Listening is of prime importance in second language teaching. Specific listening activities cannot be given in the Textbook. The most effective listening activities are those where the students do not have a copy of the passage; otherwise it becomes a reading lesson.

There are some listening activities devised in the Pupil's Book where one student reads or speaks and the others listen and respond.

Most of the activities are set for pair work and group work. The aim is to focus on the spoken use of language ; to get learners talking to each other. Then it leads to reading and writing. Group work allows the learner to develop fluency in the use of language features that they have already learnt. It also provides opportunities for the learners to learn communication strategies apart from many other advantages. Group work is one of the most valuable sources if properly handled.

The most important requirement in all these is that the teacher has to be prepared. She / He must read the lesson prior to going to class, be sure of the pronunciation, and the meanings of vocabulary items.

This book provides poems, songs, stories and other literary forms as enrichment activities.

Poetry and songs carry the rhythms of the language and therefore is a very potent instrument in the hands of the teacher. Poetry is also the vehicle of emotion. This is also an educative experience for the child; teaching of the emotions is the

foundation of a moral education. That is how the literature carries the culture of the land. Concepts like marriage, love, death, which are the normal and natural activities of a society, are brought to the child through poetry. Even nursery rhymes, 'The farmer takes a wife', 'Will you marry me? ' Kissed the girls' come in nursery rhymes. 'Solomon Grundy' takes a child from birth through marriage to death. These must be taught as a matter of course, naturally. Children will see the relationships and understand them in their own way, in their own country and culture.

In teaching poetry, remember the most important things are colour and sound. Get the students to go through these experiences, talk about them and express their own opinions and feelings about these poems, songs and stories.

Get students to do the activities set on them in pairs and groups. Then get them to read the lines aloud, in pairs, groups and individually. Get them to simulate situations. Next engage them in their own creations.

Do not stand by the order of the lessons. Take the poems and songs whenever the students are in a mood, and repeat as often as you can.

Not all students will be able to recite or sing. But all students will appreciate the contents. You must learn to identify those who are able to recite and sing. Get them to lead the singing and the reciting.

And as in all good teaching experiences, the teacher is the best learner, observer, and guide. With every new experience the teacher learns a lesson. Happy learning, happy teaching!

D.D.