

1 OUR RESPONSIBILITIES

Activity 1

Act out

Vikum and Chamindu meet each other in the bus on their way to school.

Vikum - Good morning Chamindu! The bus is crowded today. Give me your school bag or would you rather sit here?

Chamindu - Good morning! Thank you Vikum. It's not too far. Just keep my bag.

Vikum - Sure. By the way, did you manage to find facts for the debate next week?

Chamindu - Yes. I've planned to visit the local library too.

Vikum - We've got to propose the idea "Discipline cannot be achieved only through laws".

Chamindu - Yes. I've read some articles about it. My sister also downloaded some articles from the internet. It's quite an interesting topic, isn't it?

Vikum - Of course! My mother says it's a timely topic that all school children should be made aware of.

Chamindu - I think so too. Discipline cannot be imposed only through laws.

Vikum - Hmm... It will be an interesting debate.

Chamindu - There is an article on vandalism too in my sister's collection of articles.

Vikum - What's that? I've never heard that word before. Can you please repeat the word?

Chamindu - Van-da-lism. Let's read my sister's articles and discuss more at school.

Vikum - Oh! Here comes a pregnant mother. I'll offer my seat to her.

Activity 2

Identify the following punctuation marks in the dialogue between Vikum and Chamindu.

Copy one sentence as an example for each into your writing book.

- a. Full stop
- b. Question mark
- c. Apostrophe used in contractions
- d. Apostrophe used to show possession
- e. Inverted commas
- f. Comma
- g. Exclamation mark

Activity 3

Chamindu visited the library and needed the help of the librarian to find information for the debate. Write the conversation he had with the librarian using appropriate punctuation marks. Enact it in the class.

Start like this...

Librarian - Good afternoon! Can I help you?

Chamindu -(greet and tells what he wants)

Librarian -(asks for the topic of the debate)

Chamindu -(gives the topic)

Librarian -(expresses his ability to help and asks whether he needs to borrow books)

Chamindu - (expresses his thanks and says he wants to borrow books)

Librarian -(describes where the books are)

Chamindu -(says he will go and find them)

Librarian -(asks whether he needs any other help)

Chamindu -(says no and thanks the librarian)

Activity 4

Reading / Writing

This is the article Chamindu's sister found on vandalism. Read it and do the activities that follow.



VANDALISM /vændəlɪzəm/

Vandalism is an offense that is caused when a person deliberately destroys, alters or defaces someone else's property without permission. It is mostly aimed at public property such as public transport

services, bus stops, parks, road signs and other public places. It can also occur at the individual level too such as scratching someone's car or distorting the information in a person's website.

Among many reasons, personal attitudes and basic social problems are at the root of vandalism. It may occur because of a lack of meaningful activities, disciplinary problems, and negative feelings such as revenge, boredom, anger, and frustration. It can be the result of peer group pressure, playfulness, curiosity and pleasure too. Although most **vandals** do not have a clear motive for their acts, and may consider it as a simple act of fun or art. However, it is a punishable crime with imprisonment, monetary fines, or both as laws exist in a country to prevent vandalism.

Certain effects of vandalism are considered insignificant while others are considered extremely severe. However, it is a problem that affects everyone in some way or other.

It can affect one's family, friends, and the community. When facilities, such as public transport services, parks and public restrooms are **vandalized**, it makes using such places unpleasant and demoralizing. As a result of vandalism, fire and emergency services are affected by increased workloads. Citizens of a country pay their taxes in order to build a better community for the future generation. But when public property is vandalized, they are the ones who have to pay for the damage.



There are different approaches that can be taken to prevent vandalism. It can be done by educating individuals, especially the young people about its consequences and nature. Another way to prevent vandalism is to use property designs such as ceramic tiles on walls which are easy to clean. In addition, rough textured surfaces where



scrawling with graffiti is impossible, reduce **vandalistic** behaviour in public places. An essential approach to reducing vandalism is to monitor the condition of a property regularly. Studies reveal that vandalism carried out by individuals of

all ages increases when people think they are left out from the society or community. Thus, involvement in community activities can encourage a sense of belonging and pride which will help them to respect and think positively about their community. Everyone should understand the duties and responsibilities of a citizen and decide what is right and what is wrong. Therefore, in preventing vandalism, self-discipline plays a bigger role than laws.

i) In column A there are some actions related to vandalism. Match them with their meanings in column B.

| A | B |
|---------|--|
| destroy | changing the form or structure |
| alter | damaging a surface in a visible manner |
| deface | damaging beyond use or repair |
| distort | giving false or misleading information |

ii) Indicate whether the following sentences are TRUE or FALSE.

- a. Vandalism can occur both at personal and public levels. ()
- b. Vandals always have a clear reason for their vandalistic behaviour. ()
- c. Vandalism has negative effects on the whole community. ()
- d. Educating people about the negative effects of vandalism is a good way to prevent it. ()
- e. Laws of a country play the most important role in preventing vandalism. ()

iii) Write answers to the following questions.

- a. What is vandalism?
- b. Give two reasons for vandalism.
- c. How is vandalism punished?
- d. Write down two effects of vandalism on people living in a community.
- e. List down two ways that can be used to prevent vandalism.
- f. Copy the sentence which says that vandalism can be prevented by making the young people aware of it.
- g. What do the following pronouns underlined in the passage refer to?
 - i. It (paragraph 1)-
 - ii. They (paragraph 3)-

iv)

1. List out the acts of vandalism that can occur in your school.
e.g: Scrawling graffiti on school textbooks.
2. Work in small groups. Suggest ways to prevent vandalism at school level.

Activity 5

Writing

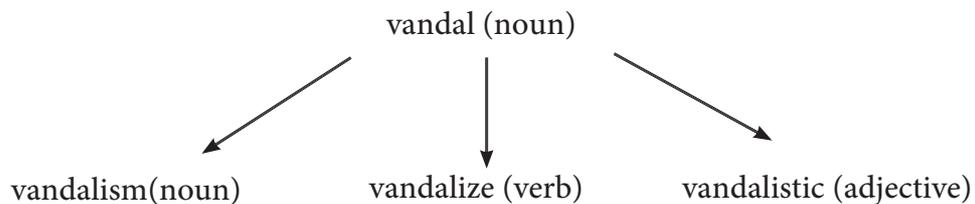
Involvement in community activities can encourage a sense of belonging and pride which will help people to respect and think positively about their community.

Imagine you are the secretary of the Youth Society of your village or town and you are going to organize a community activity for the local residents. Write a notice informing the public about the activity and requesting their help.

- e.g: Clearing the mosquito breeding grounds in the area
Cleaning the children's ward in the local hospital

Vocabulary

Note how the following words are formed using suffixes.



REVISION POINT

Prefixes and Suffixes

- Adding a prefix to the base

Affixes added before the base form of a word are called prefixes. Prefixes do not generally alter the word-class.

e.g: in-, mis-, un-, re-, , im-, ir-, dis-

significant
(adjective) → insignificant
(adjective)

- Adding a suffix to the base

Affixes added after the base form of a word are called suffixes. Unlike prefixes, suffixes frequently alter the word-class.

e.g: -ize, -ful, -less, -ness, -fully, -er, -est, -ly, -tion, -sion, -ment, -ance, -ous, -some

vandal
(noun) → vandalize
(verb)

Activity 6

Go through the passage on **vandalism** once again and find examples for words with

1. prefixes
2. suffixes
3. both prefixes and suffixes

Indicate the word class of the words you find and their base forms. Follow the example given.

e.g: Prefixes

pleasant
(adjective) → unpleasant
(adjective)

Activity 7

How would you advise someone to be a responsible citizen? Write as many instructions as possible using the following modals. Follow the example given.

need, ought to, must, should, can

e.g: You should always help others.

Activity 8

Write five sentences based on the following picture, using the above modals.



Activity 9

Listening

You are going to listen to a set of rules to be followed by road users. Put the relevant numbers of the rules against the different types of users. Some rules are applicable to many users.

| USER | RULE |
|--------------------------|------|
| Pedestrians | |
| Motor cyclists | |
| Car drivers & Passengers | |
| Bus drivers & Passengers | |

Activity 10

Writing

Read the following letter written by Farah to her friend Kalani and fill in the grid.

18, Lake Drive,
Pannipitiya.

27th January 2016

Dear Kalani,

How are you? I hope you are doing fine. Thank you very much for your letter and the birthday card. I **was waiting** for a letter from you when the postman **delivered** it. It's a lovely card made out of natural flowers and leaves which we all **admired**.

As you **mentioned** in your letter, I'm a year older now. I totally agree that we have to think seriously and plan our future. We have to take the responsibility of our own lives.

Kalani, I will tell you how I **celebrated** my birthday. On my birthday, I **donated** some books to the local library. My parents **said** that it **was** a very thoughtful deed. My father **had visited** the library a week before he **organized** this for me. We were given a list of books that they **needed**. In fact, the librarian **had been waiting** for a long time to get those books for the library. We were happy to donate some of them. I **went** with my mother to purchase the books. On my birthday, we **went** to church in the morning and then **delivered** the books to the library. I **felt** happy as I **did** something useful on my birthday this year. You know what? My brother has already made similar plans for his birthday too.

So Kalani, how are things going on for you? Hope you are having a fantastic time in Nuwara Eliya. Hope to hear from you soon. Give my regards to your parents.

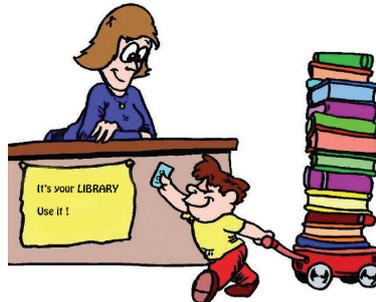
Best Wishes,
Farah.

| | |
|----------------------------|--|
| Activity done | |
| By whom | |
| Who helped | |
| Why it was done | |
| How he/she felt afterwards | |

Activity 11

Imagine that one of your friends is interested in donating books to a library. Write the instructions you would give him or her to complete the work successfully. Follow the example given.

Eg- First you should visit the library.
Then...



Activity 12

Write a letter to one of your friends describing a good deed you have done. Include the following:

About your good deed

When & where it was done

Who helped you

How you felt on this day

Grammar

Pay attention to the following sentences taken from Farah's letter. They are all in different forms of the past tense.

1. On my last birthday, I donated some books to the local library.
2. I was waiting for a letter from you when the postman delivered it.
3. My father had visited the library a week before he organized this work for me.
4. He had been waiting for a long time to get those books for the library.

 **REVISION POINT****Past Tense**

The **Simple Past Tense** is usually used to express a single action done at a particular point of time in the past.

e.g: On my last birthday, I donated some books to the local library.

The **Past Continuous Tense** is usually used to express an action still going on at a point of time in the past.

e.g: I was waiting for a letter from you when the postman delivered it.

The **Past Perfect Tense** is usually used whenever we wish to say that some past action had been completed before another action started.

e.g: My father had visited the library a week before he organized this donation for me.

The **Past Perfect Continuous Tense** is used to describe an action that began in the past and went on for some time in the past.

e.g: He had been waiting for a long time to get those books for the library.

Activity 13

Fill in the blanks with the correct form of the verb given within brackets. You need to revise all three tenses to complete this activity.

1. Ravindran is a clerk. He (work) in a bank.
2. “You can’t meet the teacher now. She (conduct) a lesson.”
3. Mr. Bandara (sell) his car last week.
4. Suwimali (sweep) the classroom by the time the teacher started the lesson.

5. "I (lend) you the story book if you promise to return it before Friday."
6. By the time we reached Kandy, my father(drive) nonstop for nearly two hours.
7. Nisali (finish) her homework. She can play with her brother now.
8. Venura (play) badminton with his sister every evening.
9. "You can't talk to my brother now. He(sleep)."
10. "It (rain) since last night. I wonder when it will stop."