

10

CHOICES IN LIFE

Activity 1

Reading

Read the following descriptions.

RIZWAN
BATTICALOA

“I want to be an expert in Information Technology. After my O/Ls, I will have to follow either Biological or Physical Science for my A/Ls with Physics as a compulsory subject. I would like to enter the Faculty of Information Technology at the University of Moratuwa. However, I need to improve my English as the lectures are conducted only in English.”

AMALI
KURUNEGALA

“My ambition is to become a qualified musician as I’m very interested in Eastern Music. I hope to continue studying this subject for my A/Ls, which means that I will have to follow the Arts Stream. If I qualify to enter the university, I will have to face an aptitude test held by the University of Visual and Performing Arts.”

VENURA
GALLE

“I would like to engage in self-employment one day. I like agriculture. I wish to follow the Biological Science stream for A/Ls. I need to get at least a credit pass for Science at O/Ls. I will study Agriculture instead of Physics for my A/L exam.

VIKUM

ANURADHAPURA

My ambition is to be a businessman one day. Therefore it's better to study Commerce subjects for my A/Ls. If I get good results, I can obtain a degree in Commerce from a number of universities in Sri Lanka. I hope to obtain other professional qualifications in accounting too.

YOGESWARAN

NUWARA ELIYA

"I would like to follow the Science & Technology subject stream in order to be a technician one day. I have to get at least a credit pass for Science at O/Ls. If I don't score sufficient marks to enter university, I can apply either to UNIVOTEC, Ceylon-German Technical Training Institute or the Automobile Engineering Training Institute at Orugodawatte. However, if I don't succeed at the examination, I can still apply for the National Vocational Qualification Level 3.

Writing

Fill in the following table. Discuss with your teacher when you fill the requirements needed at Ordinary Level Examination.

NAME	REQUIREMENTS AT O/LS	REQUIREMENTS AT A/LS or AFTER	AMBITION/ GOAL
Rizvan	<ul style="list-style-type: none">Obtaining a Credit or Distinction pass for English	<ul style="list-style-type: none">Following Biological/Physical ScienceObtaining an A or B pass for Physics	<ul style="list-style-type: none">To be an expert in Information Technology
Amali			
Venura			
Vikum			
Yogeswaran			

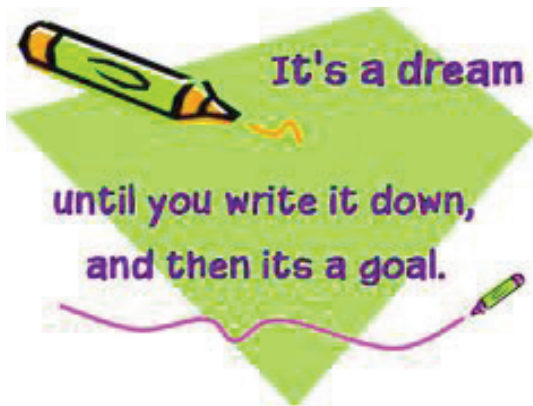
Activity 2

Reading

SETTING YOUR PERSONAL GOALS

If you want to live a happy life, tie it to a goal. Not to people or things"

Albert Einstein



Setting your goals is the process of having a clear vision about your ideal future, and motivating yourself to turn your vision into a reality. It helps you to choose where you want to go in life. When you know precisely what you want to achieve, you know where you have to focus your efforts. You'll also identify the

distractions that might lead you astray and correct them before it is too late.

First, start your process of setting personal goals by brainstorming and writing down what you really enjoy doing. Then evaluate each activity, narrow down your list and identify what you really want to do. Make sure that the goals that you have set are the ones that you genuinely want to achieve, not ones that your parents, family, or others might want you to achieve.



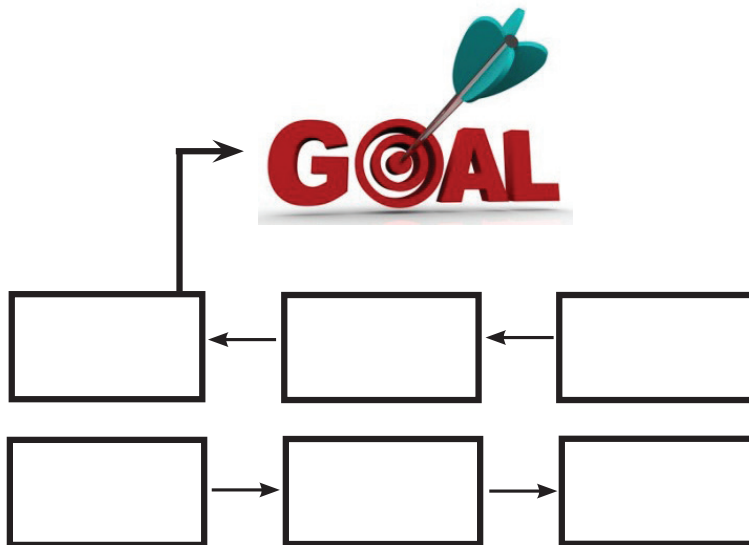
Finally, break down your goals into smaller objectives with a clear time frame and work towards achieving these smaller objectives within the time frame. Every time you achieve a smaller objective you will be self-confident and motivated to achieve your lifetime goals.



Activity 3

Writing

Read the passage on “Setting Personal Goals”. Copy the following flow chart into your notebook and fill in the boxes.

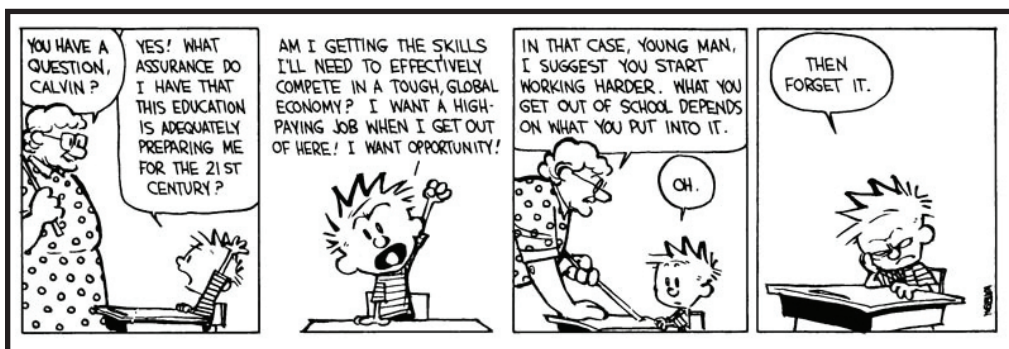


Activity 4

Reading

Enjoy the following cartoon. Note how Calvin expresses his needs using future tense.

Eg- I'll need.....
I want.....



REVISION POINT

Future Tense

- The Simple Future Tense is usually used to express a single act in future time.
e.g.- The school will reopen on September 2nd.
- The Future Continuous tense is usually used to express an action which will be in progress at a particular time in the future.
e.g.- We will be answering our English paper at this time tomorrow.

▪ The Future Perfect Tense is usually used to express an action that will be completed before some point in the future.

e.g.- We had better hurry up, or else our train will have left before we reach the station.

▪ The future perfect continuous tense is used much like the future perfect, but one of the actions is likely to continue beyond the other.

e.g.- This is a fairly long book and I have read only half of it. In fact, by tomorrow I will have been reading it for three days.

Note- Sometimes we use Present Continuous Tense, Simple Present Tense and 'going to' form to denote future actions.

e.g.- I am practising after school with my teammates as we are taking part in the cricket tournament tomorrow.

Hurry up! The train leaves in ten minutes.

I am going to help my mother in the kitchen as soon as I finish my homework.

Activity 5

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

1. Malintha is a student. She (study) in grade 11.
2. Sanduni (clean) the classroom tomorrow.
3. We (go) on a trip to Kanneliya during our last school vacation.
4. You can turn off the radio. I (not, listen) to it.
5. While I(do) my homework someone knocked at the door.
6. Rizwan (water) the flowers at this moment.

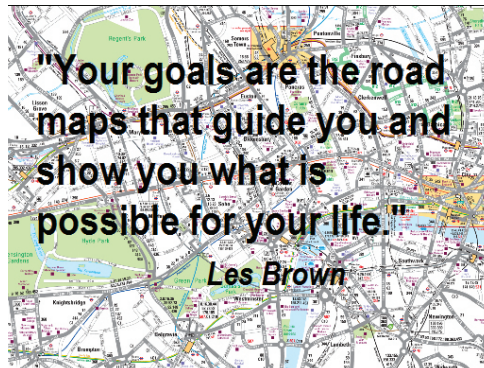
7. I usually(drink) a cup of tea early in the morning.
8. After this trip, I.....(visit) Nuwara Eliya four times.
9. The Moon (revolve) round the Earth.
10. Mr. Perera (work) in this office for ten years by 2024.

Activity 6

Speaking

Follow the steps in the flow chart and set your personal goals. Then talk to the class about your ambition. Include the following points in your speech.

- Your goal/ambition in life
- What objectives you should achieve
 - at O/Ls
 - at A/Ls
 - After A/Ls or University level in order to achieve your goal



Activity 7

Writing

Write an essay about your goals/ ambitions. Describe;

- What they are
- How you plan to achieve them
- How you can serve your motherland by achieving your goals

Activity 8

Reading / Writing

Read and enjoy the following poem. Then do the activities that follow.



*If you think you are beaten, you are.
If you think you dare not, you don't.
If you like to win but think you can't,
It's almost a cinch you won't.*

*If you think you'll lose, you're lost.
For out in the world we find
Success begins with a fellow's will.
It's all in the state of mind.*

*If you think you are outclassed, you are.
You've got to think high to rise.
You've got to be sure of your-self before
You can ever win the prize.*

*Life's battles don't always go
To the stronger or faster man.
But sooner or later, the man who wins
Is the man who thinks he can.*

by: C.W. Longenecker

1) List all the contractions in the above poem and write the words that have been contracted.

e.g.- You're - You are

2) Answer the following questions.

- a. What will happen to you, if you think you are beaten?
- b. With what does success begin?
- c. What must you do in order to rise in life?
- d. Who can win life's battles?
- e. Write the sentence which says that you have to be confident if you want to win something.

3) List the comparative forms of adjectives mentioned in the poem. Use them in sentences of your own.

e.g.- **stronger**

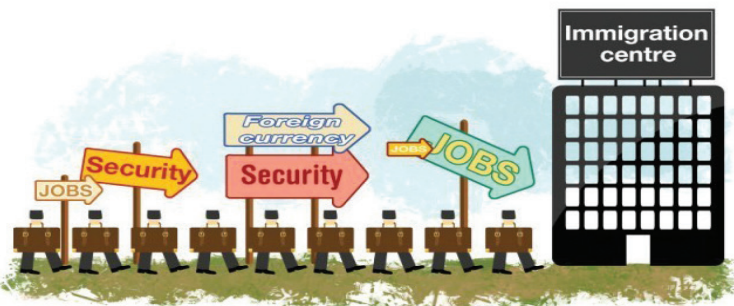
Old Mr. Ben is **stronger** than many other men of his age.

Activity 9

Reading

Brain Drain

The departure of educated or professional people to more developed countries



Brain drain refers to the emigration (out-migration) of knowledgeable, well-educated and skilled professionals from their home country to another country. This can take place due to several factors. The most obvious is the availability of better job opportunities in the new country. Other factors that can cause brain drain include: war or conflict, health risks, and political instability. Brain drain occurs most commonly when individuals leave less developed countries with fewer opportunities for career advancement, research, and academic employment and migrate to more developed countries with more opportunities. However, it also occurs in the movement of individuals from one developed country to another developed country.

A country that experiences brain drain faces many problems. In less developed countries, this phenomenon is much more common and the loss is much more substantial. There can be an economic loss for the country as educated professionals leave for better salaries elsewhere. In addition, the development of the country is affected when most of the educated individuals do not use their knowledge for the benefit of their own country.



The loss that occurs in more developed countries is not felt much because these countries generally see an emigration of these educated professionals along with an immigration of other educated professionals.

There are many things governments can do to combat brain drain. If there is an increase in job advancement opportunities and research opportunities in one's own country, we can reduce the brain drain. The process is difficult and it takes time to establish these sorts of facilities and opportunities, but it is possible, and is becoming increasingly necessary. If we encourage highly-skilled workers to serve their own country, they will not seek better opportunities elsewhere.

Adapted from an article by Jessica Karpilo, Geography Intern

Writing

1) Match the following words taken from the passage with their synonyms.

- | | |
|------------------|--------------|
| 1. opportunities | advantage |
| 2. obvious | insecurity |
| 3. career | considerable |
| 4. benefit | chances |
| 5. salaries | fight |
| 6. substantial | wages |
| 7. combat | job |
| 8. advancement | clear |
| 9. phenomenon | progress |
| 10. instability | occurrence |

2) Read the passage and answer the questions.

1. What is brain drain?
2. What is the most obvious reason for it?
3. Why is brain drain more crucial in less developed countries?
4. Name three negative effects that less developed countries have to face due to brain drain.
5. According to the passage which is not an action taken by governments to stop brain drain?
 - a. Encouraging highly-skilled workers both inside and outside the country to work in that country.
 - b. Increasing job advancement opportunities and research opportunities in one's own country.
 - c. Imposing laws to stop highly skilled workers from leaving their country.

3). Use the following words taken from the passage to form new words.

NOUN	VERB
emigration	emigrate
advancement	
employment	
development	
education	
government	
	establish

NOUN	ADJECTIVE
knowledge	knowledgeable
availability	
profession	
	economic
	educated



REVISION POINT

Conditionals (If clause)

“If” Type One (Possible situations)

“If” type one is used when we talk about real and possible situations.

e.g:- If you work hard, you will pass the exam easily.

The structure is usually if + present simple and will + infinitive. It's not important which clause comes first.

“If” Type Two (Imaginary situations)

“If” type two is used to talk about imaginary situations which may not occur in reality.

e.g:-If I won a lot of money, I would give some of it to the poor.

The structure is usually if + past simple and would + infinitive. It's not important which clause comes first.

“If” Type Three (Impossible situations)

“If” type three is used to talk about ‘unreal’ or impossible things in the past.

e.g:- If you had run faster, you would have won the race.

The structure is usually if + past perfect and would + have + past participle. It's not important which clause comes first.

Activity 10

A) Fill in the blanks in the following conditional clauses.

1. If there are enough job opportunities, skilled workers
(stay) in the country.
2. If the governments take suitable actions, they (reduce)
brain drain.
3. If these actions..... (not, take) soon, the country will be
affected by brain drain.
4. If the educated professionals (leave) the country, they will
not be able to assist the future generation in their motherland.
5. If we serve our own country after finishing our studies, we
(develop) our motherland.

B) Complete the following conditional clauses.

1. If you devote some time for your studies daily, ...
2. If I were an educated professional in Sri Lanka, ...
3. If Nisali had run faster, ...
4. If Hasim had a bicycle ...
5. If I saw a ghost...

Activity 11

Speaking

Let's have a debate in the class.

Form two groups and have a debate on the following topic.

“We should make use of our skilled knowledge by accepting international career opportunities”

Activity 12

Listening

Listen to the dialogue between the Library Assistant and Ganesh and underline the correct answer.

1. Ganesh is looking for books on
 - a. Engineering
 - b. Electronics
 - c. Literature

2. Application for membership should be counter-signed by the
 - a. Principal
 - b. Class teacher
 - c. Ganesh

3. The annual membership fee is
 - a. Rs. 500
 - b. Rs. 100
 - c. Rs. 5

4. Ganesh can borrowat a time.
 - a. One book
 - b. Two books
 - c. Three books

5. The library is closed on
 - a. Monday
 - b. Saturday
 - c. Sunday