

# THE WORLD OF CHILDREN

# 7

## Activity 7.1

### Act out

Hasini is at the library returning the books she had borrowed.

**Hasini:** I'm here to return these two books, please.

**Librarian:** Well, these books are overdue. There's a fine on these.

**Hasini:** Yes. They were borrowed three weeks ago. I'm sorry, I was down with the flu. How much is the fine?

**Librarian:** They were due on 23<sup>rd</sup>. That'll be thirty rupees.

**Hasini:** Here you are.

**Librarian:** Thank you. Are you borrowing any books today?

**Hasini:** Well, I'm looking for some information on children's festivals and games. Can you recommend any books?





**Librarian:** We've got a new encyclopaedia. **It was donated by UNESCO\* recently.** You'll find it in the reference section.

**Hasini:** Aren't there any new books?

**Librarian :** We have a good one called "Children of the World." Let me check.... No, we haven't got it at the moment. Someone has borrowed it.

**Hasini:** Can I reserve it?

**Librarian:** Of course. Then we can hold it for you.

**Hasini:** Thank you.

**Librarian:** You're welcome.

*\*UNESCO – The United Nations Educational, Scientific and Cultural Organization*

Read the dialogue and complete the sentences.

***late fee, returned, overdue, borrow, requested***

- Hasini ..... two books to the library.
- The books were three weeks .....
- Since the due date was past, she had to pay a .....
- Hasini wanted to ..... some books on children's festivals and games.
- Hasini ..... the librarian to hold a book for her.

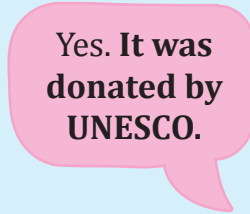
## LEARNING POINT

### *Passive Voice – Simple Past Tense*

was/were + past participle



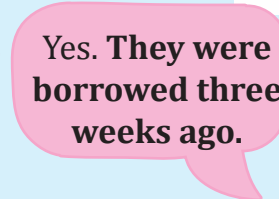
You've got a new encyclopaedia.



Yes. **It was donated by UNESCO.**



These books are overdue.



Yes. **They were borrowed three weeks ago.**

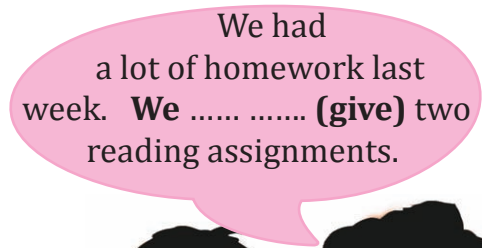
|         |                |              |                    |
|---------|----------------|--------------|--------------------|
| Active  | UNESCO         | donated      | the book           |
| Passive | The book       | was donated  | by UNESCO          |
| Active  | Nisal          | wrote        | the letter         |
| Passive | The letter     | was written  | by Nisal           |
| Active  | The teacher    | painted      | these pictures     |
| Passive | These pictures | were painted | by the teacher     |
| Active  | They           | gave         | us presents        |
| Passive | We             | were given   | presents (by them) |

### Activity 7.2

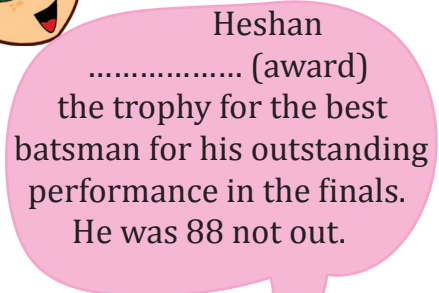
Complete the sentences in the passive voice.



The school main hall looked very nice. It .....  
..... (paint) recently.



We had a lot of homework last week. **We** ..... (give) two reading assignments.



Heshan ..... (award) the trophy for the best batsman for his outstanding performance in the finals. He was 88 not out.



The Children's Day ..... (celebrate) at our school yesterday. All the students ..... (take) out to see a film.

### Activity 7.3

#### Reading and Writing

These historical events are written in the active voice. Rewrite them in passive voice using the table given in activity 2 in the workbook unit.

|                          |            |                |
|--------------------------|------------|----------------|
| 1. Christopher Columbus  | discovered | America        |
| 2. Guglielmo Marconi     | invented   | the radio      |
| 3. Valmiki               | wrote      | the Ramayanaya |
| 4. The ancient Egyptians | built      | the pyramids   |

## Activity 7.4

Read the descriptions and complete the table.

### ***Universal Children's Day***

Universal Children's Day was established in 1954 by the United Nations' Organization. This day was dedicated to encourage brotherhood and understanding among children and to promote their welfare. Each country was given the freedom to choose an appropriate day. Countries all over the world organize special events for children on this day. Sri Lanka celebrates Children's Day on October 1<sup>st</sup>.



### ***Maypole Dancing***

In some European countries children dance around a wooden pole called maypole to welcome spring on May Day. (May Day is a traditional spring festival, celebrated on May 1<sup>st</sup>.) Children hold colourful ribbons in their hands and weave them around the maypole as they dance. Usually one girl is chosen to lead the dance. She is called the May Queen.



*Adapted from EGMONT Disney Children's Encyclopedia*

**Children’s Day and Doll Festival**

In Japan the Children’s Day is celebrated twice a year; on March 3<sup>rd</sup> for girls and May 5<sup>th</sup> for boys. The Doll Festival is celebrated on March 3<sup>rd</sup>. On this day girls arrange a traditional doll set in the best room of their house. These dolls represent the emperor, empress, attendants and musicians in the royal court. On May 5<sup>th</sup> which is called Children’s Day, boys fly carp shaped streamers above rooftops. Carps are a type of freshwater fish. They are lively and energetic. Therefore, the Japanese consider them as a symbol of courage.



| Event | country | When it is celebrated | How it is celebrated |
|-------|---------|-----------------------|----------------------|
|       |         |                       |                      |

**Speaking / Group work**

**Activity 7.5**

How do Sri Lankan children celebrate festivals?

Select one of the festivals or events celebrated in Sri Lanka. Construct five sentences saying how children celebrate the selected festival/ event. Each member should present one sentence to the class. You may make use of the facts and picture clues given below.

|   |  |  |
|---|--|--|
| <p>Sinhala and Tamil<br/>                 New Year<br/>                 Deepavali<br/>                 Christmas<br/>                 Ramazan<br/>                 Independence Day</p> | <ul style="list-style-type: none"> <li>• traditional rituals</li> <li>• traditional games</li> <li>• special food items</li> </ul> | <ul style="list-style-type: none"> <li>• fireworks</li> <li>• national flag</li> <li>• National anthem</li> <li>• parades</li> <li>• church, gifts, carols</li> <li>• a festival of lights</li> <li>• oil lamps</li> <li>• auspicious time</li> <li>• offer elders a sheaf of betel</li> <li>• New clothes</li> <li>• Christmas tree, the crib, Christmas cake</li> <li>• visit friends and relatives</li> <li>• traditional Rangoli* patterns</li> <li>• share food with neighbours</li> <li>• visit relatives</li> <li>• new moon, crescent</li> </ul> |
|---|--|--|

★ Rangoli = patterns created on the floor using coloured rice, dry flour, coloured sand or flower petals for Hindu festivals.

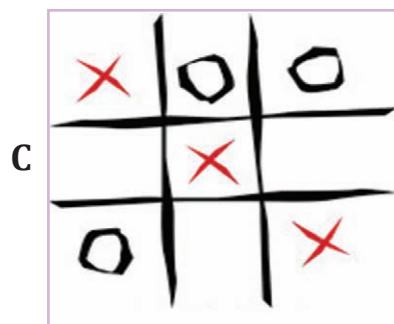
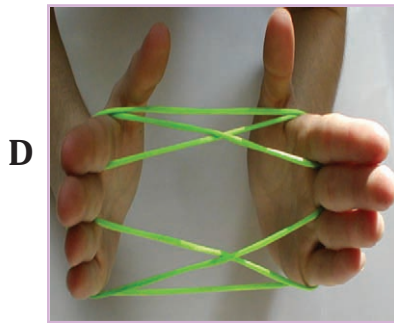




### Activity 7.6

#### Reading

Read the given descriptions about children's games and match them with the pictures.





### ***Hopscotch***

It is believed that hopscotch was first played in ancient Rome. It can be played alone or with several players. First, children draw a hopscotch grid. The grid consists of numbered rectangles on the floor. Then they toss a small object (*e.g.* a flat stone) to land on the rectangles and hop and jump through the diagram to retrieve it.

### ***Catch the Dragon's Tail***

This game comes from China. Children form a line by placing their hands on the shoulder of the child in front of them. The first child on the line is dragon's head and the last is the dragon's tail. The head tries to catch the tail by moving the line. The others try to prevent it without breaking the line. When the head catches the tail, the tail becomes the new head.

### ***Cat's Cradle***

This is a string game. Children put their fingers through looped string to create different shapes. They pass the string back and forth to change shapes.

### ***Tic-Tac-Toe (Noughts and Crosses)***

Tic-tac-toe is a paper -and -pencil game. It requires two players. Players draw a 3 x 3 grid on a paper and mark the grids with "x" or "0" marks. The player who is able to mark the grid in a horizontal, vertical or diagonal pattern wins the game.

## **Activity 7.7**

Ameena wrote a letter to her friend Senani describing how her school celebrated the Children's Day. But the letter is mixed up. Put it in the correct order.



(b)  
27 Station Road  
Avissawella

(a)  
Please give my regards to your family.  
Your friend,  
Ameena

(c)  
Dear Senani

(f)  
I hope you are in good health. I am looking forward to hearing from you. Please write to me soon.

(e)  
Our school celebrated the World Children’s Day on October 1st. A special programme was conducted on that day. Our principal gave a speech in the morning assembly. He talked about the history of the Children’s Day. We also got to know a lot of important things about children’s rights from his speech. After that we enjoyed a magic show and a film. We were given ice-cream too.

(d)  
How are you doing? Thanks for the lovely birthday card you sent me. Yes, I had a nice time on my birthday. This time I donated a few books to the local library.

### Activity 7.8

Sahan needs to write a letter to Ameen describing his recent visit to Sigiriya. Imagine you are Sahan and organize the facts about the visit before writing the letter. Use the table given in Activity 5 in the Workbook Unit 7.

## Activity 7.9

Now, write a letter to Ameen using the information from the above table.

Read the story and find the correct answers to the questions given below.

### A City Boy on the Farm

Peter Smith was an Australian boy. He lived in a big city with his parents. Unfortunately, when Peter was eight years old both his parents passed away. So, Peter was sent to live with his uncle and aunt in the country. They owned a farm with a lot of animals.

As Peter had always lived in the city, he was not used to animals. He did not like to go near them. He was afraid of horses the most. They seemed so big and powerful. His uncle noticed this and gave him a small well mannered horse called Lightfoot. But Peter could not get rid of his fear. Every time he got on the horse, he trembled. He could not ride well. This made his uncle sad because he wanted Peter to inherit the farm after him.

One day Peter's uncle and aunt had to visit a sick neighbour. The two farm hands, John and Rob, were working in the fields. Peter was left alone in the house. It was a very **warm** day. There had been no rain for some time. Peter **walked** towards the garden to get some air. Suddenly, he saw smoke coming out from the field of grass behind the stables. Peter realized it could be the beginning of a forest fire. **He** knew such fires were dangerous and could burn the land for many miles.

Peter knew the horses were in the stables. He realized he had to save them somehow. Peter began to lead them out one by one, all the time **talking** to them softly to keep them calm. Finally, the horses were safe in the front field.

a b c d e f g h i j k l m n o p q r s t u v w x y z A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

But the fire was getting bigger. Peter began to bring buckets of water and throw on the burning grass. The smoke hurt his eyes and he felt tired. Yet he did not stop.

Suddenly, he heard the hooves of a horse and saw John riding into the garden. “Brave boy!” he said. “We saw the smoke and Rob went to get help. But someone must bring the sheep home. Otherwise they might **wander** off to the forest. Can you ride Lightfoot and bring them back?” John asked. Peter jumped on to the horse and rode to the fields. It was a difficult job and it took a long time. By the time he brought them home, the fire had been put out. His uncle was at the door waiting for him.

“You are a **wonder**, Peter. You saved my horses,” he said. “Did they hurt you?” He asked.

“No, they didn’t,” Peter said. “And I’m not afraid of them anymore.”

*Adapted from Brave Children of Other Lands by E.F. Dodd*

### Activity 7.10

1. Read the story and find the correct answers to the questions given in Activity 7 of the Workbook Unit 7.
2. Answer the questions.
  - Where did Peter live after his parents’ death?
  - Why was Peter left alone in the house?
  - What did he see behind the stables?
  - How did Peter try to put the fire out?
  - Who brought the sheep home?
  - Who is *he* in line 6 of the 3<sup>rd</sup> paragraph?

## Activity 7.11

Read these words aloud with the help of your teacher.

wonder - wander  
worm - warm  
word - ward  
work - walk  
want, wand, wash, wart, wall

Now find rhyming words to these from the words given above.

*e.g.* :- blunder - wonder

- term
- sword
- tall
- herd
- perk
- ponder

## Activity 7.12

### Writing

### Let's write a story

All over the world there are stories about brave children. This story of Hans who saved his city from flooding is one such story.

#### Step I

Before writing the story, let's arrange the facts.

Look at the pictures and write the relevant words/ phrases from the table under each picture.





.....

a hole, walk, water, trickling down, dyke, see, dangerous, floods, cold, cover, tired, did not give up, hands, father, found Hans, all night, holding on, sick, shivering, praised, a hero, carry, home

**Step II**

The beginning of the story is given below. Look at the pictures above and complete the story. You may make use of the words given above.

Netherlands is a country in northwestern Europe. Some parts of it lie below sea level. So, water from the sea is held back by walls called dykes.

A long time ago there lived a boy called Hans in Netherlands. ....