

5 A Second Chance Called 'Tomorrow'

Activity 1 - Act out

It is the first day of the new school term. Some Grade nine students of Kurulugama Maha Vidyalaya are talking about their vacation.



Chenitha : Good morning friends! What are you talking about?

Mihimali : Good morning! We are talking about our vacation.

Chenitha : Oh, the vacation! It just came and went.

Mihimali : Hey! That's true. Why do vacations end so fast?

- Farzana :** Yes, it's a pity, isn't it? I had planned to do many things during the vacation but couldn't complete most of them.
- Raju :** In my case, I managed to do many things. I planted vegetables in our home garden. I watered them every day. I finished all my homework and read three books. I managed to visit the planetarium too.
- Mihimali :** That's great. I tidied my room but couldn't go anywhere.
- Chenitha :** I wanted to study and prepare short notes but I simply had no time.
- Farzana :** No time? Come on! There are twenty four hours in a day!
- Raju :** Hmm.... that's true. Maybe, that's just an excuse. I think we waste most of our time.
- Chenitha :** You have a point there. My term test marks were not very good. I'll start studying from tomorrow itself.
- Farzana :** Yes. Better late than never. Let's have a plan and start studying from tomorrow.
- Mihimali :** Have a plan and study? You've got to be kidding! I planned many things but most of them were not successful.
- Raju :** Remember the lesson in the Grade 8 English textbook? Plan the work, work the plan.

Farzana : Yes, that's true. You have to not only plan the work but also work the plan. And that's what we are going to do from tomorrow!

Activity 2 *Reading*

Read the conversation and answer the questions.

1. What are the students talking about?
 2. Write two things Raju did during the vacation.
 3. Who couldn't go anywhere during the holidays?
 4. What did Chenitha want to do during the vacation?
 5. Why couldn't he do what he had planned?
 6. Who says the following?
 - a. "Why do vacations end so fast?"
 - b. "I simply had no time."
 - c. "There are twenty four hours in a day!"
 - d. "Better late than never."
- Read the following sentences taken from the students' conversation. Pay attention to the highlighted parts. They describe future events and actions.

I'll start studying from tomorrow itself.

Let's have a plan and start studying from tomorrow.

That's what **we are going to do** from tomorrow.

Learning point - Talking about future events

You can use the following different structures to describe future events.

The children **will go** to the park at the weekend. *(Simple future-simple prediction)*

Chenitha **will be studying** for his exam the whole of next week. *(Future continuous- An action in progress in the future)*

The train **leaves** at 10'clock. *(Simple present tense- Time-tabled events)*

Look at the dark clouds. It **is going to rain**. *(Be + going to + verb stem - Prediction based on present evidence)*

They **are moving** into a new house next week. *(Present continuous-Arrangements)*

Activity 3 *Speaking*

List five things you have planned to do tomorrow. Describe them to your partner using suitable sentence patterns from those given above.

e. g. :- I will be visiting my grandparents tomorrow.

- Now, complete activity 1 in unit 5 of your workbook.

Activity 4 *Reading*

100 Metres



The playground was large. The sports teacher asked me to wait there and disappeared among the crowd.

I mustn't go anywhere from here.

What a crowd of students! Boys in white shoes and white socks. How smart they look! They must be from the city. I've heard that the boys from the city are a bit arrogant.

"Mudalihamy, this is the under sixteen, hundred meters. Next will be the under thirteen event. You are taking part in that. Don't look so scared. I'm sure you can win," said the sports teacher while pinning number 27 on the front and the back of my vest. I wished the paper was big enough to cover the stain on the front of my vest. Will

the city boys see it and laugh at me?

“There, listen! Mudalihamy, your number is being called. Hurry up, my boy!”

How should I go to the starting point? Should I walk or should I run? Some of the boys are wearing shoes with spikes. Will they step on my feet? Will I be able to compete with them and win? One thing is certain. If I win, father, mother and everyone in my family will be happy.

“Come on Saroj!”

“Come on Priyan!”

“Come on Janak!”

Who will say, “Come on Mudalihamy!”? I remember my friends cheering me at the house meet. It gave me a lot of courage that day.

“Ready, steady, go!”

A boy wearing spikes is running fast just next to me. I must run faster than him. Will he step on my foot? Never mind. Let him. I will still run faster. Now it’s close to the end. I think I have won.

“Here is another result. Under thirteen, hundred meters, first place, Kalubandage Mudalihamy.”

I heard the loud speaker announcing my name. It was like a dream come true. Everyone was cheering. Everyone was clapping. I couldn’t hear what the loudspeaker announced because of the cheering. The boy who was wearing the spiked shoes was on my right. He had won the second place.

“Congratulations Mudalihamy! You were great!” he said, shaking my hand.

The boy who came in third also joined him. I think I was

mistaken earlier. After all, city boys are good.

“I knew you would win Mudalihamy. Good boy!” The sports teacher said as he gently stroked my head and tears of joy welled up in my eyes.

(Adapted and translated- “100 metres” Grade 7 Sinhala Textbook, EPD, 1985)

Activity 5 *Reading*

Read the extract from the story ‘100 metres’ and answer the questions.

1. Who disappeared among the crowd?
2. What had Mudalihamy heard about the city boys?
3. What was Mudalihamy’s event?
4. Who pinned the numbers on Mudalihamy’s vest?
5. Why did Mudalihamy later think that the city boys were good?

Activity 6 *Vocabulary*

Find synonyms for the following words from the passage.

big	-	frightened	-
proud	-	mark	-
fastening	-	wrong	-

Activity 7 *Vocabulary*

Find antonyms for the following words from the passage.

back	-	start	-
lose	-	harshly	-
slower	-	sadness	-

Activity 8 *Speaking*

- A) Mudalihamy comes back to school after winning the 100 metres race. Imagine you are his friends and write down the questions that you want to ask him about the competition on pieces of paper and put them into a box.

You may use the question words *where, who, when, which, why, how* etc.

e.g. :- Where was the competition held?

- B) Complete activity 2 in Unit 5 of your workbook.

Activity 9 *Speaking*

- A) Imagine one of you is Mudalihamy. Take the questions one by one and answer them.
- B) Now complete activity 3 in unit 5 of your workbook.

Activity 10 *Writing*

- A) Let's write a letter to Mudalihamy congratulating him on his victory.

Include the following :-

Who you are
How you got to know about him
How you found his address
Your best wishes to him

- B) Now, complete activity 4 in unit 5 of your workbook.

Activity 11 *Reading*

A) Read the passage and complete the table.

The History of Footwear

Historically shoes were worn primarily for protection. According to archaeological evidence, experts believe that shoes were invented about 40,000 years ago. However, it was not until sometime later that footwear was worn by people frequently.

It is hard to imagine a time before the invention of shoes. Yet, what started as a practical venture grew into a varied, booming industry. Though all shoes share basic characteristics, their colouring, materials, and designs have transformed drastically over thousands of years.

The earliest shoes were made of soft leather. They resembled either sandals or moccasins. In the early 19th century, women's and men's shoes finally began to differ from one another in style, colour, heel, and toe shape. During this era, shoes were made straight, meaning that there was no differentiation between left and right shoes.



As the 20th century approached, shoemakers improved comfort by making foot-specific shoes. The face of the footwear changed drastically from decade to decade. This was due to the technological advances that made the shoemaking process simpler.

In the early seventies, platform shoes and wedges were popular among women, though they became less so in the eighties and nineties. Men's shoe trends, however, were mostly static, as the types such as oxfords (leather shoes that fasten with lace) and loafers (leather shoes that you can wear without fastening them) remained the dominant styles.

Though men's shoe styles remained relatively unchanged, women's shoes made dramatic changes in their appearance.



Women's shoes became arched, sophisticated and were made to highlight the foot. The heels grew narrower and narrower as time progressed.

At present, the footwear industry has become a thriving business. If footwear trends continue in this fashion, we can expect the shoes of the future to be even more out-of-this-world.

moccasin - /'mɒkəsɪn/

<i>Period</i>	<i>What happened</i>
About 40,000 years ago:	
In the early 19 th century:	
As the 20 th century approached:	
In the early seventies:	
In the eighties and nineties:	

B) Now complete activity 5 in unit 5 of your workbook.

Grammar

Pay attention to the following sentences taken from the passage 'The History of Footwear'

- Historically, shoes **were worn** primarily for protection.
- According to archaeological evidence, experts believe that shoes **were invented** about 40,000 years ago.
- However, it was not until sometime later that footwear **was worn** by people frequently.
- The earliest shoes **were made** of soft leather.
- During this era, shoes **were made** straight, meaning that there was no differentiation between left and right shoes.

Learning point

Passive Voice - Past tense

Active sentences in the simple past tense have the following structure:

Subject + past tense form of the verb + object

He **wrote** a letter.

Passive sentences in the simple past tense have the following structure:

Subject + was/were + past participle form of the verb + by + doer of the action.

A letter **was written** by him.

Sometimes, the doer of the action is not mentioned in the sentence.

Activity 12 *Grammar*

- A) Transform the following into the passive.
1. Rahim wrote a letter yesterday.
 2. The dog bit the man.
 3. The police arrested the thieves.
 4. Did he paint the window?
 5. They did not borrow the books.
 6. Did Yoga invite you to the party?
 7. Somebody helped me when I fell down.
 8. The teacher corrected the books.
 9. Inura found a purse in the library.
 10. A wild elephant destroyed the crops yesterday.

B) Now complete activities 6 &7 in Unit 5 of your workbook.

Let's study the differences between the formats of an informal letter and a formal letter.

Format of an informal letter

Sender's address

Date

Salutation

Body of the letter

Ending

Format of a formal letter

Sender's address

Date

Receiver's designation and address

Salutation

Underlined topic

Body of the letter (which usually consists of three paragraphs)

Ending

Activity 13 *Reading*

Let's read this formal letter written by the secretary of the Environment Society of Gurulugama Vidyalaya and fill in the table given below it.

Gurulugama Vidyalaya,
Kelaniya.
20th January 2018

The Director General,
Ports Authority,
Galle.

Dear Sir,

Request for Permission to Visit the Galle Port

I am the secretary of the Environment Society of Gurulugama Vidyalaya. I am writing this letter to request for permission to visit the Galle Port.

The grade 9 students of my school wish to visit the Galle Port on 2nd February. We have a team of 350 students and 10 teachers. We hope to reach the Port around 9 o'clock in the morning and hope to stay there for about three hours. We hope that you will be able to provide the services of a guide to help our students.

I would be glad if you could consider this request.
I'm looking forward to hearing from you.

Thank you,
Yours faithfully,

.....
Rusith Jayaratne
Secretary
Environmental Society

Sender's address	
Date	
Receiver's designation	
Receiver's address	
Salutation	
Topic	
Complementary close	
Sender's name	
Sender's designation	

Activity 14 *Writing*

A) Imagine you are the secretary of the Science Society of your school. You have planned to visit a shoe factory in your area to see how shoes are made. Write a letter to the manager of this factory asking for permission to make this visit.

Include the following:

- The purpose of your visit
- Number of students and teachers
- The date and time of your visit
- Request for permission.

B) Now complete the activities 8 & 9 in unit 5 of your workbook.

Activity 15 *Listening*

Now you are going to listen to a description of how to fix a problem in your computer printer.

Listen to it and complete the flowchart in activity 10 of Unit 5 in your workbook.

Activity 16 *Read and enjoy*

Mismatched

My dog thinks
she's the Easter Bunny
hiding shoes
when I'm asleep

I'm glad she likes
the way I smell
but someday
I would like to keep

a pair of shoes
one left, one right
side - by - side
throughout the night.

So when I dress
to go to town
I look like me
and not a clown!



Amy Ludwig Vanderwater