

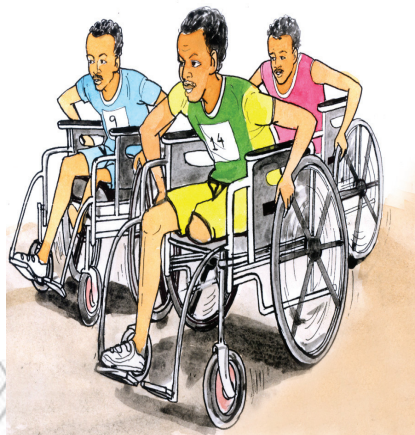
Objective

In this unit, you will talk about people with special needs.

A Listening and speaking**LESSON ONE****Activity**

In small groups, talk about people with special needs. How can such people also contribute something to society and the nation? Talk about such people in your homeland or outside.

EXERCISE: Study the picture below with a partner and answer the questions that follow.



1. What activities are taking place in the pictures?
2. What other games or activities can people with special needs do?
3. How can we assist people with disabilities?
4. What are some of the causes of disabilities?

LESSON TWO

Listening exercise

Activity 1

Form groups of five. Talk about how you would help people with different special needs in your community. Present your ideas to the group and then to the class for discussion.

Activity 2

What are the causes of different impairments? How can people with impairments be loved and cared for in society?

EXERCISE: Your teacher will read a short passage for you. Listen to it and answer the questions he or she will ask you.

LESSON THREE

Vocabulary practice

Activity

Which of the sentences below are grammatically correct. Tick (✓) the correct sentences. Work with a partner.

- I don't use a computer.
 I can't use a computer.
- I can't speak English very well.
 I can speak English well.
- I'm sorry. I can't go to the party.
 I'm sorry. I no can go to the party.
- He could play chess when he was five.
 He can play chess when he is five.
- I can fly.
 I can't fly.

Vocabulary practice

Identify words related with the ones in the table.

elderly	impaired	sign language	speechless
sight	deaf	speak	dump
disabled	blind	visually impaired	see
crippled	braille	physically impaired	communicate

(a) Eyes	blind
(b) Ears	
(c) Legs	
(d) Mouth	speechless
(e) Age	

EXERCISE: Complete the sentences using some of the given words above.
Write the sentences in your exercise book.

1. A person who cannot hear is **deaf**.
2. A person who cannot see is _____.
3. A person who is lame is _____.
4. A person who cannot talk is _____.
5. A person who cannot see and hear is _____.
6. Old people are referred to as _____.
7. A person who is _____ impaired cannot see.
8. A person who is _____ may not run fast.
9. A blind person can read using _____.
10. When you can talk and hear well; then we say you can _____ effectively.

LESSON FOUR

Grammar practice Using: can, can't

Activity 1

Work with a partner. Write down the activities that you can do alone and those that you can do with the help of other people. Are there also activities you cannot do at all? Compare your views with your partner's.

EXERCISE: Study the examples below and complete the sentences in your exercise book using; **can** and **can't**.

Example: I have one hand but I **can** write very well.

She lost her leg in the war, she **can't** go for high jump.

1. A deaf person _____ use the eyes to see.
2. A blind person _____ use ears to listen.
3. A physically disabled person _____ work to earn a living.
4. We _____ assist people with special needs.
5. The government _____ put all people with special needs in our school.
6. A wheel chair _____ run as fast as a vehicle.
7. Blind people _____ sing beautifully.
8. Some people with disabilities _____ win gold medals in games.
9. We _____ stop helping people who are elderly.

Activity 2

What can computers do? Discuss with a partner.

Can they...?

translate

check spellings

write poetry

feel ill

speak English

make music



think

play chess

have conversations

heal

translate

take photos

LESSON FIVE

Grammar practice Using: Adverbs of degree

Activity

List down activities that people with impairments can do 'very well', 'quite well' and those that they can't do at all.

Example:

1. Mekoya hurt his leg in an accident. He walks **very** slowly.
2. Her wheel chair is **quite** big. She can't use it **well**. She is **not** comfortable **at all**.



3. It is **quite** cold. You'd better wear your coat.

EXERCISE: Fill in the gaps below with **very** or **quite** in your exercise book.

1. Nega's children have hearing impairment, they don't hear _____ well.
2. Shewit has two walking sticks, she moves _____ comfortably.
3. Tariku was born with only one arm, he writes _____ well with one hand.
4. The young lady was angry because her son couldn't speak _____ well.

5. He was involved in an accident, he can't speak _____ well .
6. Terlase was _____ stubborn, she broke her arm.
7. The bees were _____ many; they stung him to death.
8. Dema broke his spine bone, he cannot stand _____ well.
9. Zeritu recovered from a fever, she can speak _____ well.
10. Dugassa is blind, he cannot see _____ well.
11. She is heavy but she can lift the bag _____ well.

Grammar highlight

→ *I am surprised you haven't heard of her. She is quite famous.*

→ *Shilaya lives quite near me, so we see each other quite often. Quite before a / an.*

quite a nice day.

quite an old house.

Sometimes we use quite and a noun (without an adjective)

Example: *I didn't expect to see my parents. It's quite a surprise.*

Good/well

well

We use well with past participle (dressed/known etc).

Well is also an adjective with the meaning 'in good health'.

Example: *How are you today? I am very well thank you.*

We don't say I am very good.

Good

Good is an adjective. The adverb is well.

Example: *Abegazi is a good guitarist. (adjective)*

He plays the guitar well.

LESSON SIX

Imperatives

Activity 1

Discuss with your partner what orders your parents /guardian usually give you.

Example:

Teacher: Can you bring the duster here?
You should bring the duster to me.

Can you close the window?
You should close the window.

Using; Can ...? and ... should ...

Examples

1. Can I help you move to the next step?
2. You should bring the wheel-chair closer.

Activity 2

Suggest means and ways through which you can help your classmates and friends whenever they have a problem.

EXERCISE: Complete the sentences using the correct words below. Do the work in your exercise book.

buy	carry	mop	push
show	split	wash	teach
fetch	sing	collect	

1. Can I _____ the wheel chair for you?
2. I should _____ the clothes for you.
3. Can we _____ some fruits for you to take?
4. We should _____ some water from the well for him.
5. Can they _____ the baby how to walk?

6. Toheshe should _____ the firewood for us.
7. Can I _____ you a song?
8. Habtome should _____ a wheel chair for the disabled.
9. Can you _____ the way to the blind?
10. I should _____ the house for you.

LESSON SEVEN

Using: Reflexive pronouns

Activity

In a group of three, study the pronouns. What is the difference in the use of these pronouns?

I	me	my	_____	myself
we	_____	our	ours	_____
they	them	_____	theirs	themselves
he	him	his	_____	himself
she	_____	hers	hers	_____
it	it	its	_____	itself

Examples:

1. I can't talk but I can interpret this work by myself.
2. Haimanote has one arm but he wrote that story himself.

EXERCISE 1: Find the words you use to replace nouns.

Examples:

Cow - It
Shewit - She.

EXERCISE 2: Complete the sentences with reflexive pronouns. Do the work in your exercise book.

1. They are very old but it is good that they can go to the dispensary by _____.
2. I have a problem with my eyes but I can draw the picture by _____.

3. Asegid lost his parents but he built his hut _____.
4. Will you be able to push your wheel chair by _____?
5. Abetew is quiet bright, he crossed the road by _____.
6. He is so weak that he cannot walk home by _____.
7. She cannot listen very well but she can do everything else by _____.
8. You are still too young to go to town by _____.
9. We used to do the exercise by _____.
10. I am not able to carry the luggage by _____.

A pronoun is a word which is used to replace a noun. Myself, him/herself, themselves, itself, ourselves are reflexive pronouns.

LESSON EIGHT

Grammar practice: Using: could/couldn't

Activity 1

There are things you could/could not do when you were young. Discuss them with your partner.

EXERCISE 1: Discuss the following questions with your partner.

1. Who should assist the people with special needs?
2. Why must we accept to work with them?
3. Do people with special needs have talents?
4. How have people with special needs been successful?

Study these examples.

1. Abeje **could** run faster than Fantye.
2. Shume **couldn't** run faster than Abeje.
3. I **could** work for longer hours when I was young.
4. I **couldn't** take myself to school.

5. You **could** sing very well.
6. You **couldn't** listen to other music.

EXERCISE 2: Remember what you could and couldn't do when you were in grade one. Form sentences from the following table. Use **could** and **couldn't** and write sentences in your exercise book.

could	couldn't
play	drive
sing	cook
dance	fetch water
talk	act
laugh	speak English
jump	write in my language
eat	wash clothes

Activity 2

With a partner, talk about the activities that you could or couldn't do when you were young. Compare these with the activities you can do today.

LESSON NINE

Conversation

Activity

With a partner, think of ways through which people with impairments can be assisted.

Read the conversation with a partner.

Aman : What was it like in class when you were still a student?

Mulu : My teacher used to be of great help to me.

Aman : How did he help you?

Mulu : Whenever the lesson was finished, he would call me into the staff room and teach me using sign language.

- Aman : Who would help you during exam time?
- Mulu : The director would bring special interpreters for us.
- Aman : Were your exams similar to those of the other students?
- Mulu : They were somehow different and they were a little bit easier.
- Aman : How about you, Woizero Zeineba? Did you face any discomfort at school because of your physical disability?.
- Zeineba : Mine was a special school for only students with severe physical disabilities.
- Aman : Who took you to that special school?
- Zeineba : The special school offered me a scholarship.
- Aman : What were some of the problems you faced in school?
- Zeineba : Every time I needed to go for a private call, I would call a friend to help me.
- Aman : I'm happy that both of you were able to study and get good jobs.
- Mulu : I hope even other students with disabilities don't give up.
- Zeineba : Life is what you make it.
- Aman : Thanks for your time.

EXERCISE: Complete the sentences using **could, couldn't** or **was/were able** to in your exercise book.

1. My father was a very clever man. He _____ speak five languages.
2. I looked everywhere for the book but I _____ find it.
3. They didn't want to come with us at first but we _____ persuade them.
4. Ali had hurt his leg and _____ walk well.
5. Yohannes wasn't at home when I called but I _____ contact him at his office.

LESSON TEN

Poem

Activity 1

In groups of five, discuss how you would encourage people with impairments to participate actively in what goes on in the community. Present your views to the class.

EXERCISE: Read the poem and answer the questions that follow.

I am what I am

I am happy for what I am
For there is nobody in the world
who is what I am,
Breathing, eating and smiling
like all others do
But I have a special talent!

Not because I am aurally impaired
Not because I am visually impaired
Not because I am speech impaired
Not because I am physically impaired
I am normal
with a special talent!

I am happy for what I am
that I sleep and rest
that I play, pray and smile
that I am able to do what I can
with my special talent in music
I will succeed in life
to love my country, Ethiopia.

1. Describe the writer.
2. What does the writer have?
3. Who is a deaf person?
4. Who is a dumb person?
5. What physical impairments have been mentioned in the poem?
6. Who is the writer grateful to?
7. What does the writer love most?
8. What is the poet's talent?

Activity 2

In small groups of four or five, write a poem about disability. Show your work to your teacher and then present it to the class.

B Reading

LESSON ELEVEN

Comprehension

Pre-reading activity: Discuss the questions below with a partner.

1. When do people acquire impairments?
2. What impairments do you know?
3. How can our parents help children who are impaired?
4. Can people with impairments be successful in future?

EXERCISE: Read the passage and answer the questions that follow.

My success story

When I was born, no one of course expected what would **befall** me in the years that followed. My **caring** parents had welcomed me with **great** joy and love but it was going to be hard for them to raise me as life was going to change. I grew up normal until I was in Grade Five. I started to find it hard to walk. I preferred to crawl like a **small** child. I could only get support from my arms.

My ill health became a problem and my parents started taking me to various places **in search** of help. It was all in vain. Polio was my unfortunate disability. The **effects** were **irreversible**.

My father was so **courageous**. He took me to Happy Child Centre School. He used to carry me on his back or shoulders. He would take me in the morning and at lunch time he would bring me food. Because of high fever and **continuous** strong medicine, I lost the hearing sense as well. I had to learn sign language. I would read lips to understand what people meant.

After my education at university, I was **selected** to represent the disabled at the regional level, because compared to the rest of the students, I had gone so far in education. This helped me a lot. My helpful family was so happy for me. My father especially never **gave up** when people told him to leave me at home because I was disabled. As a regional representative, I received a lunch allowance, every time we held a meeting. I have now taken on my family's responsibility of providing the basic needs.

I used to be a burden but I have now become a bread winner! I enjoy assisting other people.

I have been very lucky. There are many other people with disabilities that need our help. We should all get involved and help them out.

1. What physical impairment does the writer have?
2. What caused the disability?
3. What can you say about the parents?
4. What does the word **irreversible** mean?
5. Who encouraged the writer so much?
6. How did the writer pay back his family?
7. What shows that the writer was determined?
8. What educational standard did the writer achieve?
9. How did the writer get money?
10. What does the story teach you?

Activity

The words in column 'A' are taken from the passage on pages 211-212. With a partner, match them with their meanings in column 'B'.

A	B
befall	per diem
caring	stop
great	find
small	impact
search	chose
effect	determined
irreversible	little
selected	maximum
courageous	help
gave up	thoughtful
allowance	happen to

LESSON TWELVE

Pre-reading Activity: Discuss the following with your partner.

1. What are your likes and dislikes? How would you feel if you lost your speech and sight?
2. What will you do to help people with disabilities?
3. Do you know of some disabled people who are working hard inspite of their impairment?

EXERCISE 1: Read the passage below. Answer the questions that follow in your exercise book.

Helen Keller

Helen Keller was born on 27th June, 1880 in Tuscumbia, Alabama USA. She was not born blind and deaf but after, an **acute** illness of the stomach and brain at 19 months, she lost the ability to see and to hear.

At the age of six years, she started learning sign language from Marta Washington. Soon afterwards, Helen could communicate with 60 signs. Helen attended the institute for the blind. She **graduated** with a Bachelor of Arts. Helen travelled widely to over 39 countries. The **purpose** was to **advocate** and to acquire funds for the people with disabilities.

Helen wrote a number of books and her devotion to work led to her **popularity**. She suffered several strokes which led to her death on 1st June 1968. She is remembered for the following among many others things:

- i. In 1999, Keller was listed in Gallup's most widely admired people of the 20th century.
 - ii. In 2003, Alabama honoured its native daughter on its state quarter.
 - iii. The Helen Keller Hospital in Sheffield, Alabama is dedicated to her.
 - iv. There are streets named after Helen Keller in Getafe, Spain and Lod Israel.
 - v. A pre-school for the Deaf and Hard of Hearing in Mysore, India, was originally named after Helen Keller by its founder K.K. Srinivasan.
 - vi. On October 7, 2009, a bronze statue of Helen Keller was added to the national stationary hall collection.
1. What nationality was Helen Keller?
 2. How did Helen Keller lose her sight and hearing senses?
 3. Why did Helen go to study, yet she was deaf and blind?
 4. What did Helen do after her studies?
 5. What shows that Helen was very determined in her work?

Activity

What have you learnt about Helen Keller? In pairs discuss what you have personally learnt from the story. Share your answers with the rest of the class.

EXERCISE 2: Match the words with their meaning.**A**

acute
graduated
purpose
advocate
popularity

B

aim
fame
qualified
serious
represent

C Writing**LESSON THIRTEEN****Guided Composition****Activity**

In groups of four or five, discuss the questions below.

1. What do you think are the problems which children with disabilities face?
2. How does your community help to make the life of disabled children more enjoyable?
3. What will you do to improve your life when you grow up,?
4. Do you know of a disabled person in your community? Describe that person.

EXERCISE 1: Use the words to complete the story below. Do the work in your exercise book.

normal	worse	deaf	discriminated	sad
reaching	survive	neighbours	anything	

Guided composition**Balcha's sad story**

My name is Balcha Dado. I am 20 years old and I am in Grade 6. I was born _____ . I stay in the town of Konso. I used to stay with my father who is

a miner. I have 2 sisters and 3 brothers, whom father calls his _____ children. I am _____ against. When my sisters and brothers were going to school, he could lock me in the house with little food and water. I would cry the whole day until my brother and sister returned from school. He never wanted the _____ to see me as one of his children. I led a very _____ life. When the community members got to know about it, I was taken to a special school centre where children like me, or even _____ than I was stayed.

On _____ there, conditions were very harsh. Even worse than they were at home. We were locked up in our classes the whole day with hardly _____ to eat. Other children started taking alcohol so as to _____. Our parents never came back to visit us. It was indeed hell on earth.

EXERCISE 2: Complete the puzzle and write the answers in your exercise book.

		1		9					
2				3			4		
				10				5	
							11		
12		6		7	8				

Down

1. able to be seen (7)
2. unable to talk (4)
3. unable to see (5)
4. unable to hear (4)
5. prepared (5)
6. request (3)
7. allow (3)
8. last(3)

Clues

Across

- | | |
|--------------------------------------|-------------------|
| 2. disadvantaged (8) | 9. courageous (4) |
| 10. disable (5) | 11. do (past) (3) |
| 12. writing system for the blind (7) | |