

Learning to learn

Part A

By the end of this part of the unit you will be able to:

- discuss how you remember things
- read about different strategies for learning
- play a listening game
- listen and match descriptions to photographs
- practice asking questions with the correct pronunciation
- follow instructions to make a fortune teller
- use question words to ask questions
- read and locate places in Ethiopia on a map
- match people with their nationalities and countries
- read about five students and complete a chart about them
- use the present simple tense

A1.1 Introduction: How do you remember something?

People use different methods to remember new words. Discuss in your group which of the following methods you think are the most effective.

- Write the words you want to remember on scraps of paper and stick them in your book.
- Keep a notebook and write the words in alphabetical order with their meanings.
- Make notes on separate cards and file them together under headings.
- Underline new words in a passage and look them up in a dictionary.



A1.2 Listening: Meeting others

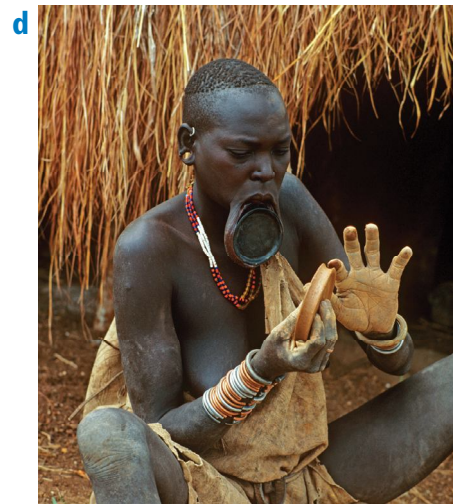
- 1 Listen to your teacher, look at the pictures and write the names of each person in your exercise book, in the order that you hear them.**

a



b





2 Now hold a conversation with your partner about the information you have heard for each picture.

Examples:

Who is shown in picture a?

What is his or her name?

How old is he or she?

Where does he or she live?



A1.3 Reading: Learning to learn

1 Look at the photographs and read how these students learn things.



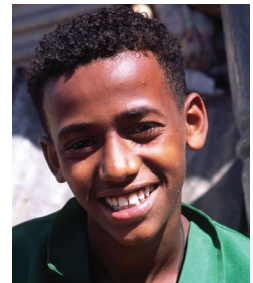
Shemsiya: *I like to read through a passage quietly first to get the meaning of it. Then I read it through again and write down any words I don't understand, so I can look them up in a dictionary.*

Gebre: *I can't be bothered with that. When I read through a passage, I try to get the general meaning. I don't think you need to understand every word as you can usually guess the meaning from the context.*

Selamawit: *Yes, that's not a bad idea, but usually I find it easier to discuss the meaning of a passage with someone first, to give me a general idea of what it's about. Then I can follow the argument in the text more closely when I re-read it.*



Jemal: *Well, each of you have good ideas about reading, but it depends really on what kind of text you are reading. If you were asked to read for meaning followed by a discussion of the text, I would read the passage through quickly and note the main argument of each paragraph. This would help me understand the general points the author wants to cover. Then I would read it again more slowly to make sure that I understand the details of the text.*

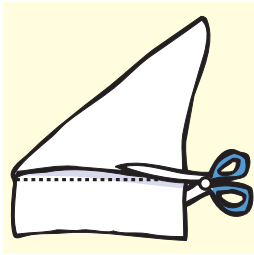


2 Discuss in your group your own strategies for learning and then report them to the class.

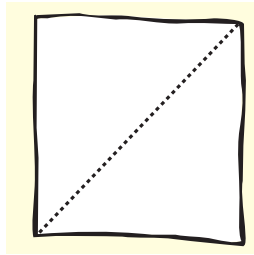
A1.4 Language focus: Following instructions

You need a clean sheet of A4 paper and a pencil or pen to make a fortune teller.
Here's how to make it:

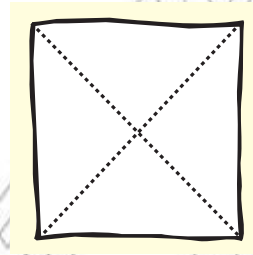
- 1 Take a clean sheet of paper and make a square by folding one corner over to the edge and cutting off the extra flap.
- 2 Unfold it and you have a square. Fold the top right corner over to the bottom left, towards the centre of the square.
- 3 Unfold. You now have a square with two diagonal creases like an 'X'.
- 4 Next, fold each corner point towards the centre of the creases.



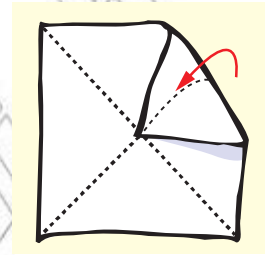
1



2

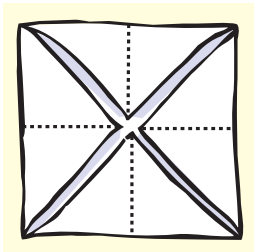


3

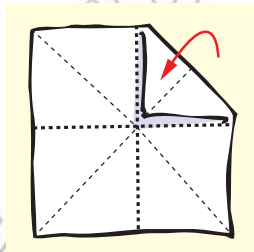


4

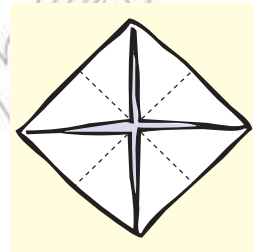
- 5 With all four corners folded it should look like picture 5.
- 6 Next, flip the square over and fold all four corners points into the centre again.
- 7 With all of the corners folded in, it should now look like picture 7.
- 8 Write the numbers 1 to 8 on each of the triangles.



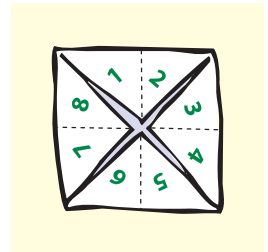
5



6

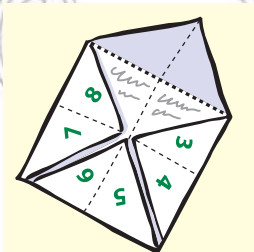


7

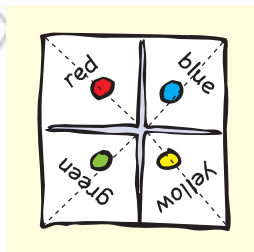


8

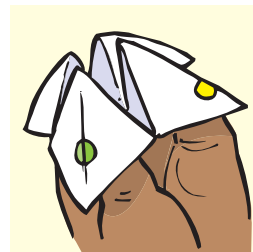
- 9 Lift up the flaps and write one of these instructions under each one: *stand, sit, open, shut, draw, write, colour, sing*.
- 10 Flip it over and colour or write the name of a different colour on each of the four flaps.
- 11 Now insert your two thumbs and two forefingers into each of the four flap pockets. You may need to crease it along the flap lines first. Fingers should press into the centre creases so that all four flaps meet at a point in the centre.



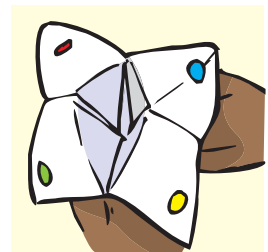
9



10



11



12

- Ask your partner to choose one of the top four squares.
- You need to spell the colour they have chosen while you ‘open and close’ the fortune teller once for each letter in the colour they selected. (This means opening the fortune teller up-and-down and side-to-side.)
- Your partner then selects one of the four visible numbers on the inside.
- Open and close the fortune teller as you count the right amount they have picked.
- When you have stopped counting, look inside and let your partner choose again.
- Open and close the fortune teller the right number of times, then ask your partner to choose once more.
- Open the panel under the number and read aloud the activity under the panel, for example, *open*. Your partner must then follow the instruction, at the same time saying what they are doing, for example, *I am opening my book*.

A1.5 Language focus: Asking questions

Question words

We use question words when we ask a question to get specific information. We use:

- *what* for questions about things or actions: *What did you do last night?*
- *who* and *whom* for questions about people: *Who is coming to your party? Whom will you invite to your party?*
- *where* for questions about place: *Where are you going?*
- *when* for questions about time: *When will the bus arrive?*
- *which* for questions about choice: *Which dress do you prefer?*
- *why* for questions about reasons: *Why did you go to Kenya?*

Work with a partner and use these question words to ask each other questions. Try to use each of the question words from the panel.

Example:

What is your name?

Where do you live?

How old are you? etc.

A1.6 Study skills: Places in Ethiopia

- 1** Look at this map of Ethiopia and read the statements underneath it. Work in pairs to say if they are *True* or *False*.



- 1 Mekele is in the south of the country.
- 2 Addis Ababa is the capital city of Ethiopia.
- 3 Dire Dawa is in the south-west of the country.
- 4 Asosa is near the western border.
- 5 Werder is in the east of the country.

- 2** Now find the following places on the map and describe where they are.

Gode	Degeh Bur	Negele	Gambela
Humera	Adama	Asayita	Arba Minch

Example:

Gondar is in the north of the country, in the Amara Region.

A1.7 Increase your word power: People, countries and nationalities

1 Look at this map of the world. Match the countries with their flags.



(a) Ghanaian



(b) Indian



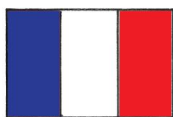
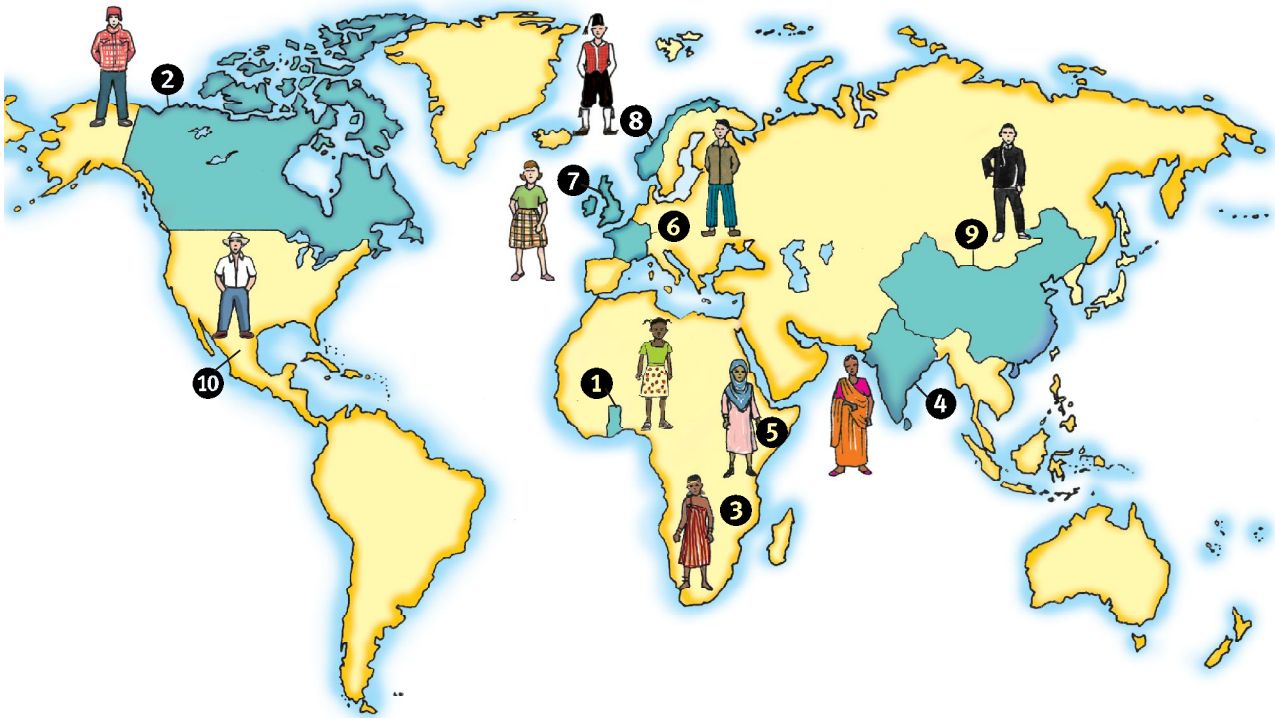
(c) Kenyan



(d) Canadian



(e) Ethiopian



(f) French



(g) Chinese



(h) British



(i) Norwegian



(j) Mexican

2 Copy this table into your exercise book and complete it.

Name	Country	Nationality	Main language
Esi			
Jim			
Sera			
Indira			
Samrawit			
Yves			
Anne			
Erik			
Su Yin			
Pedro			

3 Now work in pairs to ask and answer questions.**Example:**

Is Esi Chinese? No, she isn't. She comes from Ghana.

Does she speak English? Yes, she does.

4 Can you add any more people to the list, with their countries, names and nationalities?**A1.8 Reading:** Which country?**1** These five young people come from different countries. Look at the texts quickly to get a general idea of the context of each one, and then in groups of five take turns to read the texts aloud.

Hello! My name is Gabriel. I am 14 and I am Brazilian. I live in São Paulo, which is a very big city. I live with my parents and my older sister Ana in an apartment on the 15th floor. I go to secondary school. School starts at 7.45 a.m. and finishes at 12.30 p.m. I go to school by bus. We study lots of different subjects. I like maths and biology, but I don't like geography or history. We also study English and Portuguese. Portuguese is my home language. I have lots of friends and after school I usually play football or volleyball with them. I am learning judo too, which is good fun.

For my holidays we don't usually go away, but I go to the beach with my friends. I want to be a doctor when I grow up. It is a good job and I want to help people.



My name's Fatima and I am Omani. I live in Salala in Oman. I speak Arabic. I am 13 years old and I live with my family in a house. There are four boys and four girls in the family. My grandparents live with us and also my aunt. There is a lot of work in the house. I help my mother with some of the work. I look after my baby sister or help with the cooking. When I have nothing to do, I visit my friends and we watch TV or read magazines. For my holidays we usually stay at home. Once we went to visit my uncle who lives in Saudi Arabia.

I go to a girls' secondary school in our town. It is a good school and I like studying. We start school at half past seven in the morning and finish at two o'clock in the afternoon. I go to school on the school bus. One day I hope I will go to university and then get a good job, maybe in business.



I am Pedro and I am Mozambican. I come from Xai Xai, a town in the south of Mozambique. I am 13 years old and I go to secondary school. It is a big school and we study everything! My favourite subject is maths. I walk to school every morning. It takes about 20 minutes from my house. We start school at seven o'clock in the morning and finish at one o'clock in the afternoon. In my free time I play football and I like learning English! I also have to do things at home like sweeping the house and looking after my younger brother. I live with my parents and my two brothers. My older brother is 16. At the moment my cousin Rosa is living with us. She is 18 and she is studying in Xai Xai but her parents live a long way from the school, so she has to stay with us.

For my holidays I sometimes go and stay with my cousins in Maputo, which is the capital city of Mozambique. I speak three languages: Changana, Portuguese and English!

I don't know what to do with my future yet. I would like to be a businessman and have my own company, but I haven't really decided yet.



Hello! My name's Da Ming. As you can probably guess, I am Chinese. I live in Shanghai, a city in China. I am 14 years old and live with my parents and my grandparents in a flat. I don't have any brothers or sisters, but I have a cousin who lives near us. We often play together.

We play volleyball and ping pong. I also like playing computer games and the piano.

My school starts at seven o'clock in the morning and we finish at five o'clock every day. I go to school by bicycle. I am not a very hardworking student but I want to work in my father's shop when I finish school.

For my holidays I usually spend some time with my cousin and my other friends. Sometimes we go and visit my relatives in the countryside. I speak Chinese and some English.



Hi, I am Luisa. I am Italian and I am 14. I come from Trentino, which is in the mountains of the north of Italy. I speak Italian and a little English, of course! I have got a brother, Marco, who is two years younger than me. We live with our parents on our farm. We have some cows and we sell the milk. In the evenings and during the holidays I help on the farm. I love it! But I also like gymnastics and I go to class every week. I go to school by bus. School starts at eight o'clock every morning and finishes at one o'clock in the afternoon.

When I am older, I would like to study agriculture at university and become a scientist.

2 Copy this table into your exercise book and complete it.

Name	Gabriel	Fatima	Pedro	Da Ming	Luisa
Country					
Town			<i>Xai Xai</i>		
Lives with				<i>Parents and grandparents</i>	
Main languages					
Starts/finishes school					
Transport to school		<i>School bus</i>			
Activities outside school					
Holidays					<i>Helps on farm</i>
Future plans					

A1.9 Language focus: The present tense**1 Copy this paragraph into your exercise book and fill in the gaps to complete the text.**

I am Pedro. I 13 years old and I to secondary school. It a big school. I with my parents and my two brothers. At the moment my cousin Rosa with us because her parents a long way from the school.

2 Copy this table into your exercise book and complete the sentences with the correct verb.**The verb to be**

I am in this group.	I am not in this group.	Am I in this group?
You are in this group.	You ?
He	He ?
She	She ?
We	We are not in this group. ?
They	They ?

Present simple

Do I speak Konso?	I don't speak Konso.	I speak Konso.
..... ?	You	You
..... ?	He doesn't speak Konso.	He
..... ?	She	She
..... ?	We	We
..... ?	They	They

Present continuous

I am writing a letter.	I am not writing a letter.	Am I writing a letter?
You	You ?
He	He ?
She	She ?
We	We ?
They	They ?

**A1.10 Speaking:** Pronunciation practice

Remember that when you ask a question, your voice should rise at the end of the sentence:

May I borrow your pen?

When you make a statement, your voice falls at the end of the sentence: *Yes, of course you can.*

Work in pairs to practise saying the following sentences:

- 1 Please may I leave the classroom?
- 2 We are going to watch TV tonight.
- 3 My sister felt ill this morning.
- 4 Could you repeat that please?
- 5 Shall we watch soccer on TV this evening?

A1.11 Increase your word power: Vocabulary development

1 Find out the meaning of the following words and write them in your vocabulary book.

tourist	advice	possessions	region	disrupt	activities
garage	annoying	diplomat	community	errors	technical

2 Give your partner a spelling test using these words.



A1.12 Listening: Simon says

All the students stand up to play this game.

Listen and obey as your teacher says a number of actions, for example, *point to the door; touch your nose; wave your hands*. But, you must only perform the action if your teacher says, *Simon says (touch your nose)*. If your teacher does not start with *Simon says*, you must not follow the instruction. Anyone who acts when they should not, or who does not act when they should, is 'out' of the game, and has to sit down. Draw a picture of some of the actions your teacher asks you to do.

Part B

By the end of this part of the unit you will be able to:

- complete some information about yourself
- complete a class survey about clubs and activities
- express obligation or necessity in sentences
- find out and complete a chart about your school's rules
- read a passage about why you should study English
- use the future tense when making sudden decisions
- discuss what advice you would give new students
- read a letter giving advice to a new student
- revise punctuation
- write a letter to a friend
- play a dictionary game
- play a word game.

B1.1 Writing: Getting to know you

1 Complete this information about yourself in your exercise book:

Name:
Address:
Age:
School:
Languages:
Brothers and sisters:
Favourite hobbies:
Favourite sports:

2 Draw a picture of yourself and make three lists underneath the following headings:

My favourite possessions My favourite people My favourite activities

3 Work with a partner to ask questions about your lists using the question words: *what, where, who, why*

Example:

What are your favourite sports? Where do you live?

4 Match the questions with the answers and copy them into your exercise book.

Example:

1 What are you wearing today?

c My school uniform.

1 What are you wearing today?

a I wash my clothes and meet my friends.

2 Do you live near the school?

b No, I'm not.

3 Is it raining now?

c My school uniform.

4 Are you hungry?

d No, it isn't. It's sunny.

5 Do you like music?

e Yes, I do. I like rap.

6 Is your teacher in the classroom?

f No, I don't. I live 10 kilometres away.

7 What do you do at weekends?

g Yes he is. He's sitting at his desk.



B1.2 Speaking: Class survey

You are going to do a survey about the activities that members of your class do outside school.

- 1 Copy the table into your exercise book.
- 2 Interview one member of your class using the questions in the table below. As he or she answers, note down their answers in the first column of the table. Then repeat this with two other students.
- 3 When you have interviewed all three people, compare your results with your partner's. Are any of the answers surprising?

	Student 1	Student 2	Student 3
What jobs do you do at home?			
What sports do you play?			
What radio or TV programmes do you listen to or watch?			
Do you have any hobbies? (not sports)			
Do you belong to any clubs?			
Is there anything else you do?			



B1.3 Reading: Why study English?

- 1 Work with your partner and list the reasons why you think it is important to study English.
- 2 Now read the following passage. Compare the main points with your list of reasons to study English. Tick off on your list the points you have made that also appear in the text, then add any additional points from the text to your list.

Learning to speak English may well be the best thing you can do to improve your life. If you know and understand English you can:

- watch international television news and sports programmes which are broadcast in English worldwide
- read books on any subject from all over the world
- find out information on any subject from the Internet
- read and understand scientific and technical articles, many of which appear only in English
- speak with diplomats and politicians from international organisations
- travel more easily
- become a world-class business person or politician
- enjoy English pop songs and rap music more
- understand the instructions on pieces of equipment and how to use them.

Not only is English a very useful language, it is also easy to learn. Although the spelling may sometimes cause you some difficulty, the majority of words are short and easy to learn. The verb forms are relatively simple and many words are related to each other or can be understood from their context. Nouns and verbs do not have meanings that change according to their endings, and the simple pronoun 'you' can be used to address any person, from a child to a councillor.

- 3 Do you know of any countries with English as their mother tongue?

4 Answer these questions.

- 1 What programmes are broadcast worldwide?
- 2 Why is English useful for the Internet?
- 3 Why should scientists learn English?
- 4 Why is English useful for business people?
- 5 What songs do you listen to in English?
- 6 How does English help you when you buy new equipment?
- 7 Why is English an easy language to learn?
- 8 What is the most common form of personal pronoun used to address people in English?

B1.4 Language focus: Expressing obligation or necessity

- *Must* and *have to* are used to express *obligation*: *I must* and *I have to* both mean *I'm obliged to*. The difference between *must* and *have to* is slight.
- *Must* suggests the obligation is self imposed and comes from you, the speaker: *You must arrive home by ten o'clock.*
- *Have to* suggests an obligation from a third person, often a higher authority: *Mother says we have to wash the dishes this evening.*
- The negative forms of *must* and *have to* are *don't have to* and *haven't got to*: *I don't have to play football tonight. We haven't got to be home before five o'clock.*
- *Should* is used to express moral obligation to do something. It is often used when one person gives advice to another: *You should write to your grandmother every week.*
- *Need (to)* is used for *necessity*. *Need to* means it is *necessary to* and the meaning is very similar to *have to*: *I need to wash my hair.*
- Negative statements in the present tense take two forms: *don't need to* or *needn't (need not)*:
● *I don't need to read this book. I needn't read this book.*
- Questions also take two forms: *Do I need to read this book? Need I read this book?*

1 Match the words with the correct meanings. You can use the same meaning twice. Write them in your exercise book.

must	It is necessary, you have no choice.
mustn't	It is not a good idea.
don't have to	It is not allowed. It is forbidden.
should	It is not necessary.
can't	It is a good idea.
can	

2 Choose the best option and write the correct sentences in your exercise book.

- 1 My mother told me to be home by nine o'clock. I *must* / *can* go now.
- 2 On Saturday and Sunday morning we *mustn't* / *don't have to* get up early.
- 3 We *must* / *can* play football on the school field after school if we want.
- 4 You *don't have to* / *shouldn't* eat a lot of sweets.
- 5 You *can* / *should* drink plenty of clean water.
- 6 I *have to* / *can* sweep my room every day.
- 7 The dog *doesn't have to* / *mustn't* come into the house.
- 8 We were told *we can't* / *don't have to* go to school as it is a holiday.

B1.5 Study skills: School rules

- 1** How many English notices can you find in your school? Award yourself one mark for each new notice you see.

Complete this table

Where is it found (Place)	What it says (Text of notice)	Reason for notice

- 2** Compare your list with the others in your group. Who has found the most notices?
- 3** In groups of three, make a list of rules for the class to make sure all the students are happy and can learn well.

Example:

We should listen carefully when someone is speaking.

- 4** Add a reason to each of the rules your group has listed using *because*.

Example:

We should listen carefully when someone is speaking because we need to hear what people are saying.



B1.6 Speaking: New school advice

- 1** Discuss in groups what advice you would give to new students when they join the school, then make a list of the various suggestions.
- 2** Draw a chart in your exercise books and write these ideas in the first column. In the second column draw a happy face if you think you are good at this; a sad face if you find it difficult; a cross if you know it is not one of your strengths: 😊 😞

Example:

Punctuality	
Completing homework on time	
Neat handwriting	

- 3** Now write two sentences about the following:

I am good at ...

This year I will try harder to ...

**B1.7 Reading:** Some good advice

- 1** Read the letter and decide three things that you *should* do and three things that *might* happen at school.

Addis Ababa,
June 2010

My dear nephew,

I am delighted to hear from your father that you are going to Bole Senior Secondary School. Did he tell you that I was a former student there? I am afraid that I was not a very good student, so I thought I should give you some advice.

First of all, do remember to get to school on time each day for the first lesson! I was always in trouble for arriving late and disrupting the class. Also, before you leave home, make sure you have got all that you need for the day in your school bag. It is annoying for your friends if you are always forgetting to bring the right book and need to share or borrow it from them. And it is even worse if you have left your homework at home by mistake! That will not please your new teachers! So try to get out of bed in good time, make sure you have everything you need for the school day, and do not be late for lessons.

Remember also to keep your books neat and tidy. My teachers always told me that my work was very untidy and my handwriting was so bad that they could not give me any good marks - so take note of this friendly advice from your old uncle. Also, don't be afraid to take part in things because you think you might be laughed at or make silly mistakes. Believe me, I made lots of errors when I was at school, but other boys still made friends with me and I had a lot of fun, even though sometimes they made fun of me and teased me.

I hope these few remarks will help you enjoy your new school and I wish you every success as you start the new school year. Don't forget to see if you can find my name on the board of honours!

Your loving uncle,
Bekele

- 2** Bekele's nephew decided to make a list of rules to follow every morning. In your group decide what he might put on his list, then write five sentences about what he *will* do.
Example:
I will get up early every morning.
- 3** Bekele says in his letter that his nephew should not be afraid to take part in things. Work in pairs to discuss what advice you would give to a student who is too frightened to answer in class in case he or she makes mistakes.
- 4** In your group, make a poster for display in the classroom, using the information in questions 1 and 2 above.



B1.8 Writing: Write a letter

1 Informal letters to friends may be set out in almost any way you like, but it is best to follow the format below.

The diagram shows a sample letter with several callout boxes pointing to specific parts of the text:

- Top right:** "14 University Way, Addis Ababa. 20th April, 2012". Callouts: "Put a comma at the end of every line, except the last, which has a full stop." and "The date goes here. Note the comma!".
- Left side:** "Dear Dejene,". Callouts: "The greeting goes here. Note the comma." and "Miss a line here.".
- Body:** "Thanks very much for your letter. I was delighted to hear from you after such a long silence. Just the other day, Aamina said 'I wonder what's happened to Berta!' She will be pleased to hear your news too." Callouts: "Always leave a wide left-hand margin." and "Leave a space at the start of each paragraph.".
- Body (continued):** "We shall be very pleased to see you again, and of course you can stay with us as long as you like. No problem! Please let us know exactly when and where you are arriving, and we shall try to meet you. Don't forget to bring some family photos! We very much look forward to seeing you next month!"
- Bottom left:** "All the best,". Callout: "Miss a line here.".
- Bottom left:** "Your friend". Callout: "Note the comma!".
- Bottom left:** "Liben". Callout: "Sign off with the name your friend or relative calls you. DO NOT print your name in capital letters!".
- Bottom right:** "You can finish the letter like this, but there are many other ways of doing this." (This callout points to the signature area).

2 Write a short letter to a friend to describe your first day at school.

Begin your letter with *Dear* (name of your friend).
Close the letter with *Best wishes from* (your name).

B1.9 Language focus: Making sudden decisions

The *will* future is often used to describe a sudden spontaneous decision which was unplanned.

Examples:

What shall we do this afternoon?

I know, we'll go to the football match.

Match the sentences with their answers.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 It's very hot and airless in this room. 2 I can't come out with you this evening. 3 It's going to rain tonight. 4 I've forgotten my pen. 5 My brother has a birthday next week. | <ol style="list-style-type: none"> a Then we'll stay in and watch television. b Don't worry, I'll lend you one. c I'll send him a card. d I'll open the window. e We'll take an umbrella when we go to the concert. |
|---|--|

**B1.10 Writing:** Punctuation revision

Correct punctuation makes the meaning of a sentence clear. Rewrite these sentences with the correct punctuation.

- 1 libens mother says that hes not feeling well today
- 2 if he goes to the clinic the doctor may give him some medicine
- 3 do you think the medicine will make him better
- 4 i dont know, but i hope hes not got malaria
- 5 can we send him a letter to say were sorry about his illness
- 6 yes that would be an excellent idea and we can tell him about our new teacher

B1.11 Study skills: Dictionary work

When you arrange something in alphabetical order it means things are arranged in the order that the letters of the alphabet appear: A, B, C, D, E, etc. It is used for many things, for example:

- Names on your class list
- Words in a dictionary
- Names in a telephone book.

- 1 **Write your name on a piece of paper, then find out where you would sit according to the alphabetical order of students' names. Then, at your teacher's request, call out your name to check you are sitting in the correct place.**
- 2 **Work with a partner, can you think of other things that are arranged in alphabetical order?**
- 3 **Write these groups of words in alphabetical order in your notebook. Remember, if there are two words beginning with the same letter, you must look at the second letter of each word to work out which one is first. If the second letter is also the same go to the third letter.**
 - 1 lion, hyena, rabbit, antelope, snake, monkey
 - 2 baby, beach, big, bottle, bus, bear, boat, butter
 - 3 magnificent, magnet, magic, magazine, maggot, magma

B1.12 Fun with words: My uncle's cat

To play the game, students should think of adjectives to describe the cat. The adjectives may not necessarily be appropriate for a cat. This will make the game more interesting. Everyone in the class then stands up. Beginning with the letter A, each student in a row has to think of an adjective to describe the cat.

Example:

Student A: My uncle's cat is an awful cat.

Student B: My uncle's cat is a beautiful cat.

Student C: My uncle's cat is a cunning cat.

As the game continues, students who are unable to supply any new adjectives sit down. When everyone has had a turn, you return to those standing with the next letter. All those standing at the end of the game are joint winners.

Assessment

1 Listening

Your teacher will read you a passage. Listen and answer the following questions.

- 1 How old is Kasech?
- 2 What is her nationality and where does she live?
- 3 How many children are there in her family?
- 4 What are her favourite subjects?
- 5 What sport does she play?
- 6 What does she do at home?
- 7 Does she like cooking?
- 8 What are her future plans?

2 Speaking

Work in pairs and follow your teacher's instructions. Your teacher will ask you to talk about yourself, others and your daily life.