

## Part A

## Objectives

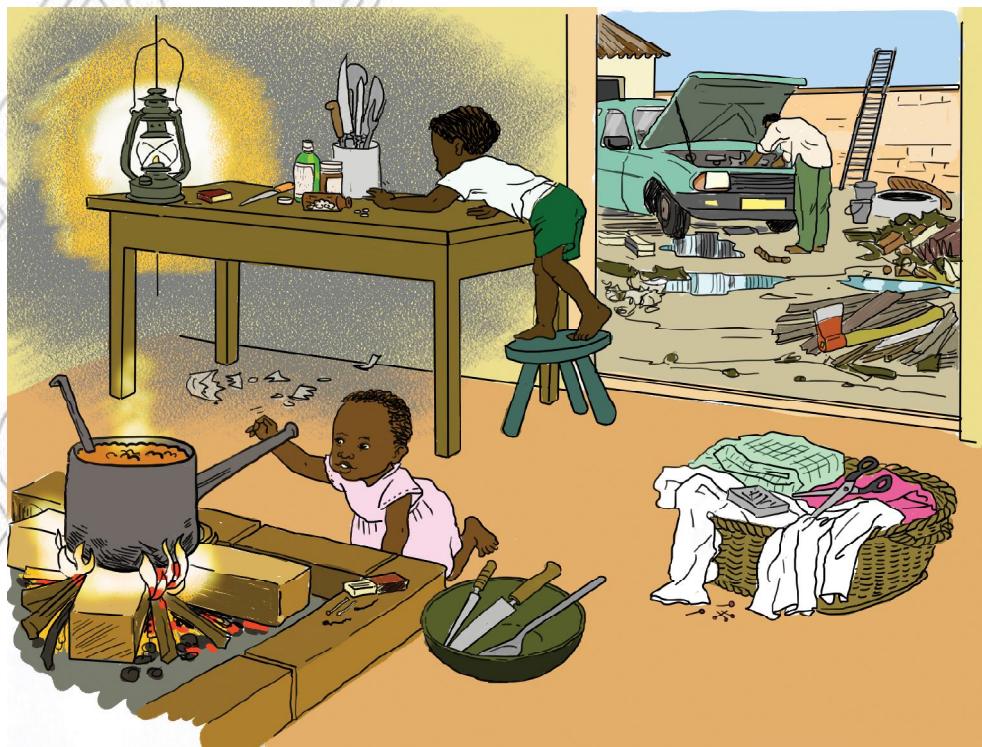
By the end of this part of Unit 2 you will be able to:

- identify dangers in the home and take part in a First Aid quiz
- discuss common accidents
- listen to a story about dangerous situations and re-tell it in your own words
- read about First Aid
- use question words to ask questions
- role-play scenes relating to First Aid
- improve your vocabulary about accidents and injuries
- read a story about dealing with a bad burn
- listen and complete a passage about a nose bleed
- write a story about a bicycle accident using sequencing words
- practise giving someone advice
- use expressions for remembering and reminiscing
- discuss how you could improve your English outside the classroom.

## A2.1 Introduction: Spot the dangers

- 1 Discuss the picture below in your group. How many things can you see that could cause a nasty accident?
- 2 Discuss the following words in your groups, then look up their meanings in your dictionary.

casualty  
emergency  
unconscious  
recovery  
circulatory



**3** Take part in a quiz to find out how much you know about First Aid. Work in a small group and see how many of these questions you can answer. Then listen to your teacher and check your answers.

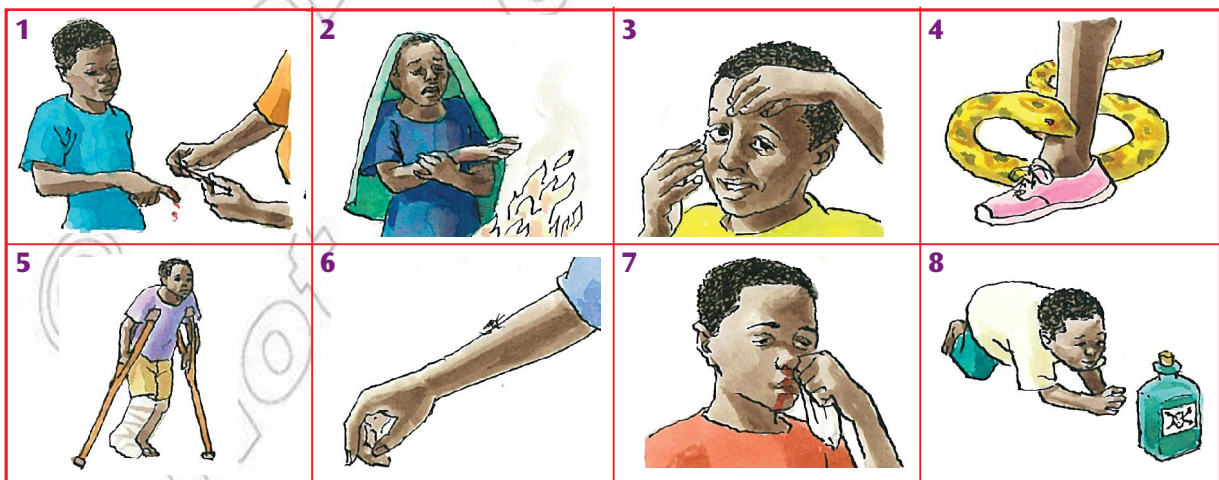
	True	False
1 Your casualty is not breathing normally and you've called for help – you should now give them five emergency breaths.	<input type="checkbox"/>	<input type="checkbox"/>
2 An unconscious casualty should probably be placed in the recovery position.	<input type="checkbox"/>	<input type="checkbox"/>
3 In an emergency you should move immediately into action.	<input type="checkbox"/>	<input type="checkbox"/>
4 If somebody has swallowed poison you should make him or her sick.	<input type="checkbox"/>	<input type="checkbox"/>
5 Somebody with a nosebleed should lean forward and pinch their nose.	<input type="checkbox"/>	<input type="checkbox"/>
6 Circulatory shock is nothing to worry about.	<input type="checkbox"/>	<input type="checkbox"/>
7 If a person is feeling pressure or a squeezing sensation in the chest, and pain spreading to the shoulders and arms, he or she is probably having a heart attack.	<input type="checkbox"/>	<input type="checkbox"/>
8 A person with a severe bleed in their arm should raise it and apply pressure to the wound.	<input type="checkbox"/>	<input type="checkbox"/>
9 If a person has liquid coming from their left ear, they should be placed with that ear lowered.	<input type="checkbox"/>	<input type="checkbox"/>
10 Burns should be covered with cream.	<input type="checkbox"/>	<input type="checkbox"/>

**Scores:**  
**10:** WELL DONE! You already know a great deal – but there's always room for improvement!  
**5–9:** Your knowledge is good but there's still a great deal to learn!  
**Less than 5:** You definitely need to attend a First Aid course!



### A2.2 Speaking: Accidents

**1** Discuss the pictures below with your partner, then match the pictures with the words in the box.



burn    snake bite    nose bleed    bleeding    fracture    poison    insect bite    eye injury

**2** Now work in pairs to mime each injury and say what you would do to help the sufferer.

**A2.3 Listening:** Watch that baby!

- 1** Listen to the story your teacher will read you, and make notes of the key points.
- 2** Now re-tell the story to your group in your own words.

**A2.4 Reading:** First Aid

- 1** Read the following text and fill in the table below with First Aid instructions.

**How well do you know what to do in an emergency?****The following instructions will tell you how to give immediate First Aid.**

If you cut your hand badly and it begins to bleed, you should clean the wound and cover it with a bandage. If the person who has been wounded is in shock, make the victim lie down flat and if he or she vomits, turn them on their side. If, however, the victim has suffered severe burns, apply dry dressings and bandages loosely to the area. With eye injuries be extremely careful and gentle, and never attempt to remove an object embedded in the eye. It is best to cover the eye with a paper cup and a bandage while you take the patient to hospital. Young children often suffer from poisoning, but prevention here is better than cure. Since symptoms vary with different poisons, be on the safe side and consult a doctor immediately. For fractures, sprains and strains, you should control any bleeding and bandage the affected limb with a splint. Cold packs of ice may help to reduce pain and swelling. Insect bites or snake bites also need immediate attention. The symptoms, which can occur many days after the bite, include redness, swelling, pus at the site and pain and tenderness around the wound. Other symptoms include allergic swelling of the throat, redness or discolouration at the site of the bite, itching and difficult or noisy breathing. If the sting remains in the victim, remove it carefully with a pair of tweezers, then wash the wound well with soap and water. Cold compresses will help relieve any pain and swelling. A severe nose bleed can also be frightening. In most cases it can be controlled by having the victim sit down, pinch their nostrils shut and lean forward to prevent the blood running into the throat. Once the bleeding has stopped, the victim should rest quietly.

Text from [www.survival-center.com/firstaid](http://www.survival-center.com/firstaid)

Symptom	Treatment
Bleeding	
Shock	
Burns	
Eye injury	
Poisoning	
Fractures, sprains and strains	
Insect or snake bite	
Nose bleed	

- 2** Now write eight sentences in your exercise book.

**Example:**

*If you cut your hand, you should clean the wound and cover it with a bandage.*



## A2.5 Speaking: Asking questions

Work in pairs to ask and answer questions about the table on page 19 using *which*, *what* and *how*.

### Example:

**What** do you do if a snake bites you?

Remove the fangs carefully with a pair of tweezers, then wash the wound well with soap and water.



## A2.6 Speaking: Role-play

Using the information from the First Aid instructions you wrote in your exercise book, work in groups of three to write dialogues, then role-play the following scenes.

- 1 A boy who has fallen out of a tree, a First Aid worker and a trainee First Aid nurse.
- 2 An injured person, a motorist and a passer by.
- 3 A mother whose baby has drunk some poison, a First Aid worker and a doctor in a hospital.

### Example:

Student A: She has burnt her hand.

Student B: Relax. First, clean the wound and then put a bandage on it.

Student C: I see, but what do you do if she is in shock?

Student B: Don't waste time. Rush her to hospital as soon as possible.

## A2.7 Increase your word power: Accidents and injuries

### Learn these words.

<i>antiseptic</i>	A cream or liquid that kills germs that may harm you.
<i>blister</i>	A thin, watery swelling under the skin caused by rubbing or burning.
<i>injure</i>	To harm someone or an animal.
<i>shock</i>	A strong feeling or pain caused by something horrible or unexpected.
<i>sprain</i>	To wrench or twist the muscles of the body.
<i>swell</i>	To increase in size or roundness.
<i>tetanus</i>	A serious illness caused by dirt in cuts that makes the body, especially the jaw, stiff.
<i>wound</i>	A part of your body that has been cut or damaged.



## A2.8 Reading: Ayantu to the rescue

Read the following story and answer the questions below.

- 1 Why did Ayantu join the Health Club?
- 2 What should you do to treat a small cut?
- 3 What should you check if the patient has a bad cut?
- 4 What is the first thing you must do for a burn?
- 5 Why did Ayantu put Kassa's foot in a bowl?
- 6 Why did Ayantu ask Weizero Fatima to take off Kassa's shoe?
- 7 How long does it take for a burn to cool down?
- 8 What did Ayantu do to help Kassa's shock?
- 9 Why must you never burst a blister?
- 10 What was the last thing Weizero Fatima did to Kassa's leg?

## Ayantu to the rescue

Ayantu Gidada wanted to be a doctor, so she joined the Health Club at school. She found it very interesting, as the health worker told the Club about First Aid and what they should do if there was an accident in the home.

At her first meeting, Ayantu learned what to do if someone had a bad cut. The health worker told the students that they should gently wash the wound with clean or boiled water. They should dry the surrounding area, then carefully cover the wound with a very clean pad of cloth, with a bandage to hold it in place. If the cut was only small, they could apply an antiseptic cream after washing and cleaning the wound. But if the wound was very deep, they should take the patient to the clinic. If the patient had not been immunised against tetanus, they should tell the nurse in the clinic. At other meetings of the Health Club Ayantu also learned how to treat shock, bites, sprains and burns.

Ayantu needed the First Aid that she had learned at the Health Club when her brother Kassa had an accident at home. Kassa was boiling some water on the fire to make a cup of tea for her. While he was pouring out the water, he accidentally dropped the pot. The boiling water splashed onto his leg and over his foot. Kassa screamed with the pain and shock.

Ayantu heard his scream and came running. She saw what had happened and knew she must act quickly to give Kassa First Aid. She remembered that the first thing to do for a burn is to cool the injured part as quickly as you can. A burn is very, very painful and the shock from the pain can make the person ill. By cooling the burned area immediately, she would reduce the damage and the pain.

“Kassa, you will be all right. Just sit on this chair,” Ayantu said calmly. Kassa sat down and Ayantu shouted for their mother to come and help. Then she put Kassa’s foot in a bowl and poured cold water down his leg. She acted as quickly as she could and did not stop to take off his shoes and socks.

Weizero Fatima came running from the house. “What’s the matter?” she cried. Ayantu explained what had happened. She knew that when someone has a burn, the injured part usually swells up. Anything tight around the burned area, like a watch or a shoe, must be taken off before the swelling gets too bad, so she said to her mother, “Can you take off Kassa’s shoe before his foot swells up too much, while I carry on pouring cold water down his leg?” Ayantu remembered that it takes a long time to get the heat out of the injured part of the body, so she went on cooling it with water for at least ten minutes.

After Weizero Fatima had taken off Kassa’s shoe, she telephoned a doctor. The doctor said, “Make sure you do not touch the burn. Treat Kassa for shock, then bring him to the hospital.”

Weizero Fatima went back to the patient. “Kassa,” she said, “the doctor says that Ayantu is giving you the right treatment, but I think that you had better lie down until you feel a little better.” Weizero Fatima knew that this would help the shock.

Ayantu helped her brother lie down with his feet slightly higher than his body. While she was covering him lightly with a blanket she noticed a blister on Kassa’s leg. “Look at this blister, Mother. Shall we burst it?” she asked.

“No!” Weizero Fatima replied. “You must never prick or burst a blister on a burn. If you do, germs will get into the wound and it will make the injury much worse. Also, never put things like toothpaste, butter, soap or antiseptic cream on burned skin.”

After about an hour Kassa was not feeling so shocked, so Weizero Fatima called a taxi. Before they left, she took a clean, dry cloth and wrapped it gently round Kassa’s leg. Then they went to the hospital.





### A2.9 Listening: A nose bleed

**Listen and complete the passage.**

At the next meeting of the ..... , the health worker told the ..... how to help someone with a ..... . She said the best thing was to tell the patient to sit down and ..... through the ..... . Then the patient should pinch the soft part of the ..... , at the same time tilting the head ..... and ..... . If the bleeding does not stop after 10 minutes, take the patient to the .....



### A2.10 Writing: Sequencing information

**1 Read the story of the accident again, and then make a summary of what happened, using the following frame.**

First Ayantu ...

Next she ...

Then ...

After ...

Before ...

While ...

Finally ...

**2 Now using these words, work in pairs to write a similar story about a bicycle accident. Begin like this:**

Abel and his friend were very proud of their new bicycles. "Take care when you ride on the main road," his father said. But Abel was not listening. He jumped on his bike and rode straight out into the road without looking at the traffic. Suddenly, wham!! A car came up behind him and knocked him off his bike. Abel was badly injured, but luckily his friend knew just what to do. First he ...

### A2.11 Language focus: Giving advice

**1 Learn these sentences.**

Be careful when you hunt in the forest.

Don't cheat when you take an exam.

**2 Now give similar advice to someone in these situations:**

1 careful / strike a match

2 polite / meet a stranger

3 unkind / meet a disabled child

4 water crops / the sun is hottest

5 pick the flowers / walk in the park

6 go outside / it is raining

**A2.12 Increase your word power:** Remembering and reminiscing**1** Look at the following expressions and the example sentences that follow:

It reminds me of ...

*The smell of wet grass reminds me of the rain.*

I remember (...ing)...

*I remember watching the rain in the window.*

It sounds like ...

*It sounds like rain.*

When I was ... (a child) I used to ...

*When I was a child I used to love the rain.***2** Now listen as your teacher says a word, like rain. In groups of six see how many sentences you can make that use all these expressions within a given time.**A2.13 Study skills:** English in the environment**1** Work in groups to brainstorm ideas for how you can improve your English outside the school environment. Draw up a list of ideas and share them with the class.**2** Complete sentences about yourself (e.g. about your studies) beginning *I like ...*, *I don't like*. Make a note of these sentences.**3** Prioritise the skills and areas you need to focus on in Grade 10. Say which is your strongest and why, and which skill you need to work on more, and why.**Part B****Objectives**

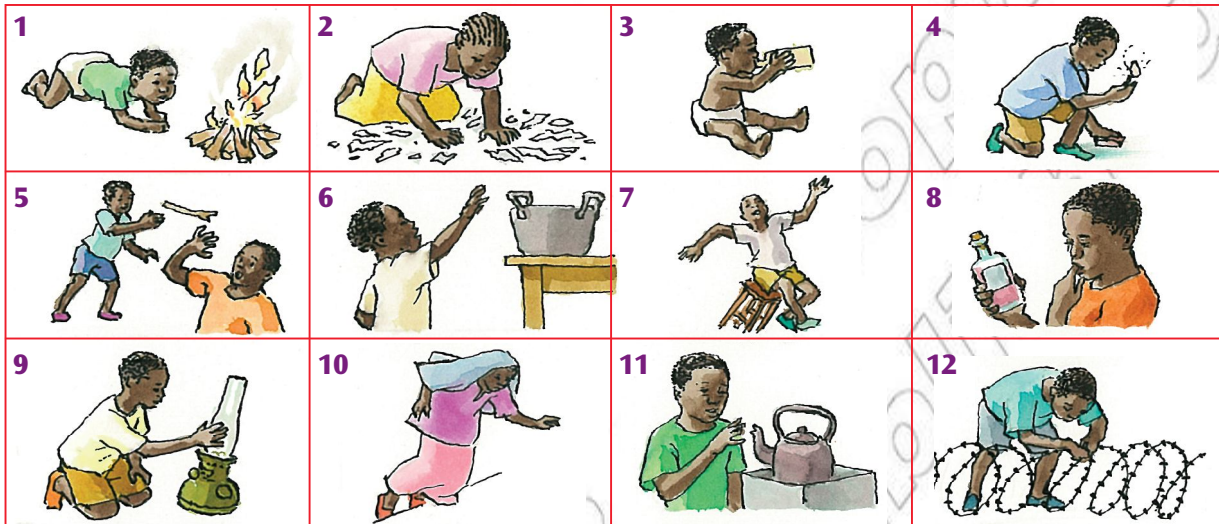
By the end of this part of Unit 2 you will be able to:

- describe pictures showing potential accidents
- read a passage about accidents at home
- write a list of rules to prevent accidents
- learn more about using verbs
- write and act a conversation in a clinic
- learn to use 'sense' verbs
- listen to a passage about safety
- practise using prepositions of place
- use different combinations of words in sentences
- use prefixes to make the opposite of words
- organise your homework
- complete a wordsearch.



## B2.1 Listening: Accidents at home

- 1** Look at the pictures and discuss in pairs or groups what dangers each one shows. Listen to your teacher who will read the passage about accidents in the home. Tick off each picture as you hear the text about it, and write the numbers in your exercise book. Now read the passage yourself and check your answers.



Many of the accidents that happen in the home are caused by carelessness. Children should learn to recognise dangers in the home, and know how to avoid them.

Burns are a major cause of injury in the home, but most accidents that cause bad burns can easily be avoided. If there is an open fire, babies and young children should be watched very carefully so they do not go too near it. They should never be allowed to play with matches, and paraffin lamps should be put well out of their reach so they cannot knock them over. Be careful that the handles of all cooking pots are turned so that babies and toddlers cannot pull off the stove any pans containing hot liquids or food. Always use a thick cloth to lift hot pans from the stove, and remember that you can easily get a nasty burn from the steam of a boiling kettle. Acids, such as those in car batteries, can also cause bad burns.

Young children are often injured or killed when they eat or drink dangerous things. Dangerous liquids such as paraffin, acid or bleach should never be put in cola or other soft drink bottles, or children might drink them by mistake. Medicines or poisons should always be kept in a locked cupboard, or put on a high shelf, well out of the reach of young children. Be careful to label all poisons and medicines, and make sure that small children cannot reach any pills or tablets that they might mistake for sweets.

Accidents that cause cuts and bruises can easily be avoided. If you break a bottle, take care when you clear up the broken glass, and pick up other sharp objects, rusty nails, tins or bits of wire in the compound. When playing, children should be careful never to throw sharp or pointed things that may hit or injure another person.

Young children should be prevented from climbing up on things or they might fall off and hurt themselves badly. Pick up anything on the floor that people might trip over, and never leave a baby on its own on a table or a chair.





**2** Read the passage again and say which of these statements are *True* and which are *False*.

- 1 Accidents in the home won't happen if you are careful.
- 2 Babies need to be watched carefully in the home.
- 3 Babies can play safely with matches.
- 4 It is quite safe to have cooking fires on the ground.
- 5 You should turn the handles of cooking pots away from the front.
- 6 You should never pick up hot objects without a thick cloth.
- 7 Drinking unlabelled liquids stored in soft drinks bottles is quite safe.
- 8 All medicines and poisons should be put out of reach of children.
- 9 Some tablets look like sweets.
- 10 You can get a nasty cut from broken glass and bottles.
- 11 Rusty wire and tins are dangerous.
- 12 Young children can climb on things quite safely.

**B2.2 Speaking:** Talk about the pictures**1** Look at the pictures in B2.1, and describe them in your exercise book using *going to*.**Example:**

Picture 1: *The baby is going to burn himself.*

**2** Now imagine the accident has already happened. Work in pairs to ask and answer questions in the *present perfect tense* about what has happened.**Example:**

Look! The baby has cut himself. How did it happen? He picked up a sharp knife.

**B2.3 Writing:** Safety rules**1** Write a list of rules to prevent accidents in the home.**Examples:**

*You should always put a kerosene stove towards the back of a table.*

*You should never allow young children to get too near a fire.*

**2** Then draw posters to illustrate some of these safety rules and display them around the school.**3** Your teacher will give you a scenario for an accident. Using the list of First Aid instructions in A2.4 as a model, write some simple instructions to say what to do for the patient. Draw some pictures to illustrate the sequence of actions.

## B2.4 Language focus: More about verbs

Look at these sentences:

- *She works hard.* (present simple tense)
- *She has worked hard all day.* (present perfect tense)
- *He has been working hard all day.* (present perfect continuous tense)

We use the present perfect tense when an action that began in the past has finished, but we don't know when. We use the present perfect continuous tense when an action began in the past and continued for some time.

Note the different uses of the following tenses.

<b>Present simple:</b>	<i>Tesfaye <u>eats</u> his meal.</i> (he is doing so at the moment)
<b>Past simple:</b>	<i>Tesfaye <u>ate</u> his meal.</i> (he has complete the action)
<b>Present perfect:</b>	<i>Tesfaye <u>has eaten</u> his meal.</i> (he has finished eating but we don't know when)
<b>Present perfect continuous:</b>	<i>Tesfaye <u>has been eating</u> his meal.</i> (he started to eat some time ago and is still eating)

### 1 Now put the verbs in brackets into the **present perfect tense**.

#### Example:

*Megertu (to wash) her dress.*

*Megertu has washed her dress.*

- 1 Gebre (to cut) the grass.
- 2 Mother (to go) to market every week.
- 3 Uncle (to try) to sell his old car.
- 4 The children (to play) in the park.
- 5 We (to watch) the new film on television.
- 6 Aamina (to not do) her homework.
- 7 I (to try) to phone you all morning.
- 8 They (to not go) to Dire Dawa on holiday.

### 2 Write the same sentences in the **present perfect continuous tense**.

#### Example:

*Megertu has been washing her dress.*

### 3 Put the verbs into the **past simple tense**.

- 1 Abeba (to buy) a new dress in the market yesterday.
- 2 The boy (to steal) the watermelons from the farmer.
- 3 The sugar cane Berhanu (to choose) was a bargain.
- 4 Ato Reshid made a profit when he (to sell) his vegetables in the market.
- 5 Mother (to argue) with the shopkeeper for a cheaper price.
- 6 The debate (to begin) at ten o'clock yesterday morning.
- 7 Desta (to pack) her clothes in a suitcase.
- 8 I (to be) a doctor.
- 9 Nishan always (to arrive) at school before the bell (to ring).
- 10 I (to find) the pencil that I (to lose) last night.

**4 Put the verbs into the present perfect tense.****Example:**

*My friend (to not receive) an invitation to the celebration.*

*My friend has not received an invitation to the celebration.*

- 1 I (to not eat) anything since breakfast.
- 2 We (to not go) to the cinema for a long time.
- 3 Berta (to not see) his friend for two years.
- 4 The team (to not lose) a single match this term.
- 5 The baby (to not cry) since I gave her a toy.
- 6 The boys (to not forget) their books today.
- 7 The children (to not do) their homework.
- 8 Ato Reshid (to not read) his newspaper today.
- 9 My parents (to not visit) America yet.
- 10 Megertu (to not visit) her grandmother since last Saturday.

**5 In pairs, ask and answer questions about things you have been doing, using the following verbs:**

1 to write    2 to fight    3 to cry    4 to swim    5 to harvest    6 to work

**Example:**

*Student A: Have you been writing a letter?*

*Student B: Yes, I have.*


**B2.5 Writing: A conversation at the clinic**

**Have you ever had an accident? Work in pairs to write a conversation between yourself and the nurse at the clinic who gives you First Aid after you have broken your arm. Then act out your play to the class.**

Write some notes first under these headings:

**Section 1:**

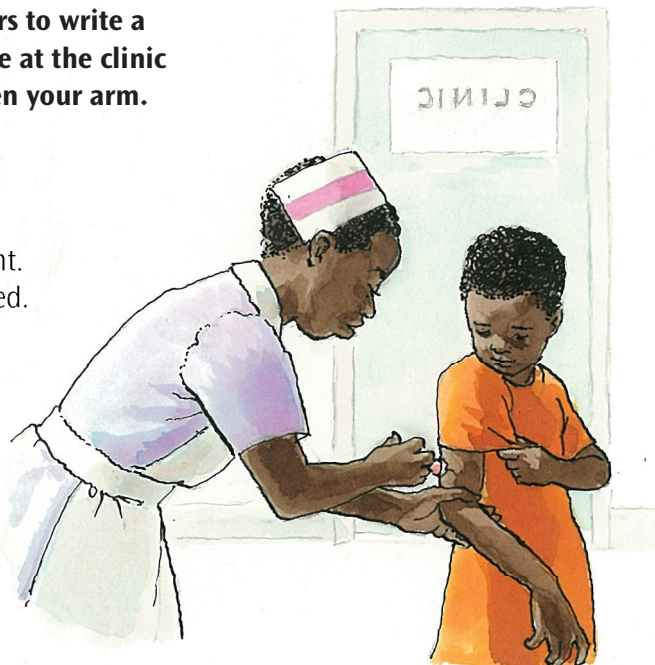
- What you were doing just before the accident.
- Where you were when the accident happened.
- How the accident occurred.
- Who was with you at the time.
- Who helped you and what they did.

**Section 2:**

- How much it hurt.
- What treatment the nurse recommended.

**Section 3:**

- How long it took for the wound to heal.
- Whether you are now fully recovered.
- Whether you are more careful as a result of the accident.



## B2.6 Language focus: Sense verbs

### 1 Look at the verbs in the box.

sounds feels looks tastes smells

These are 'sense' verbs. They tell us about actions or emotions.

**Example:** *The teacher looks sad / happy.*

Sense verbs can be followed by:

*an adjective It smells good.*

*...as if... It looks as if it is broken.*

*...like... It sounds like thunder.*

### 2 Now work in pairs using the sense verbs in the box and the following pairs of words.

1 chicken – delicious

4 bride – happy

2 leg – broken

5 meat – bad

3 accident – serious



## B2.7 Listening: What would you do?

### 1 What would you do if you found a bottle containing things that look like sweets? Would you:

- a Eat one to see what it was like?
- b Leave the bottle where it is?
- c Pick it up and take it to an adult?



### 2 Listen and then complete the story.

One evening Desta and Makeda were getting \_\_\_\_\_ from the pump at the end of their street when they saw a bag lying by the side of the road. "I wonder what's inside that bag," said Desta. "Let's pick it up and see."

Inside the bag was a small box. Desta opened the box and said, "Look, there are \_\_\_\_\_ inside. Let's eat them. Here, you are, have one," and she offered the box to Makeda.

But Makeda said, "No, we shouldn't eat them. Firstly, they aren't ours. Secondly, we don't know what they are."

"Come on. Nobody will know that we found them, and they look nice," said Desta. "I'm going to have one."

"No, don't. Look, there's something \_\_\_\_\_ on the box. It says 'Keep out of \_\_\_\_\_ reach,'" said Makeda.

"What should we do with them?" asked Desta. "Shall we throw them away?"

"No!" said Makeda. "We shouldn't throw

them away. A \_\_\_\_\_ who can't read might find them and eat them. They may be \_\_\_\_\_ and would kill him. I think we ought to take them home and show them to Mother. She'll know what to do with them."

The two girls took the box home and showed it to their mother. She was \_\_\_\_\_ when she saw the box. "My goodness," she said. "These aren't sweets, they're \_\_\_\_\_ . It's a good thing you didn't eat them."

Desta said, "Why, Mother?"

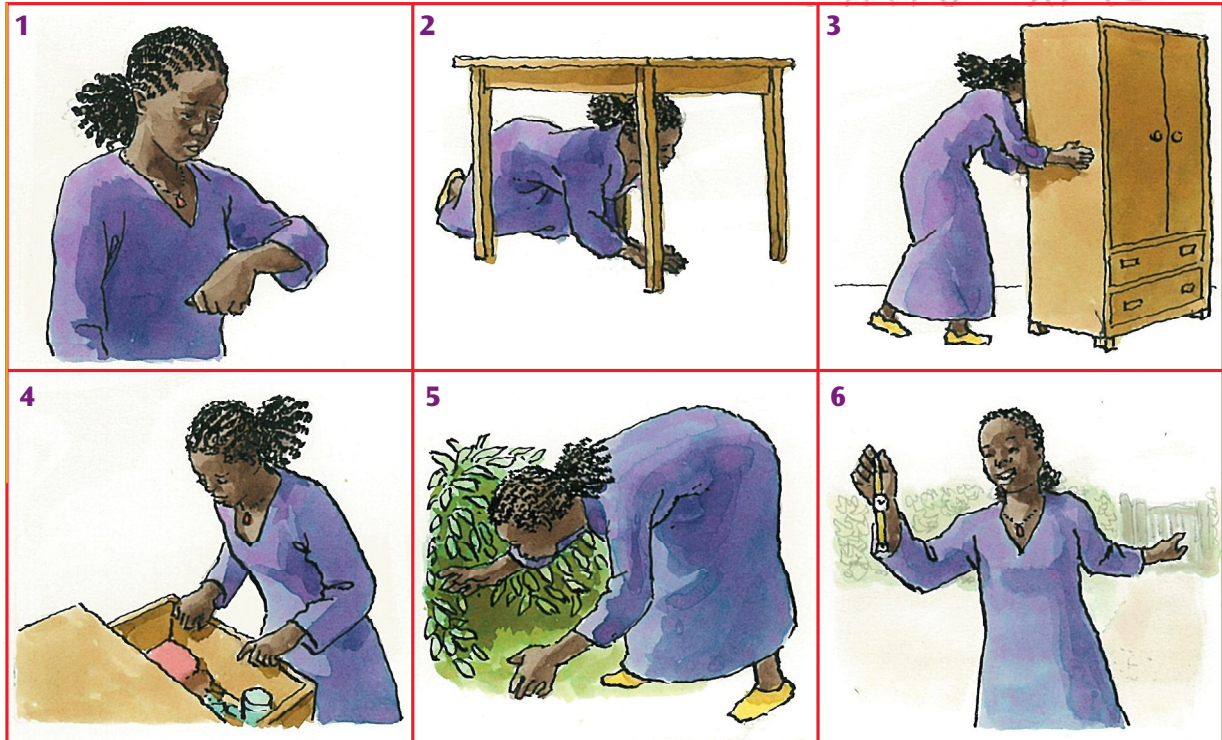
"Because they could make you very ill," Mother replied. "If you ever find anything and you don't know what it is, you shouldn't \_\_\_\_\_ it. One of you should get help from an adult and the other one should stand some distance away from it and stop other children from touching it. Do you understand?"

"Yes, Mother," said the girls. "We promise that we'll never touch any \_\_\_\_\_ thing again."

**3 Answer the questions about the story.**

- 1 What did the two girls see at the side of the road?
- 2 Why did Makeda refuse Desta's offer?
- 3 What do you think 'Keep out of children's reach' means?
- 4 Why wouldn't Makeda throw the 'sweets' away?
- 5 Why did Mother say that it was a good thing that the children had not eaten the pills?
- 6 What should you do if you find something and you don't know what it is?

**B2.8 Language focus: The lost watch**



Look at the pictures above, then complete the passage using the words from the box below.

outside	in	inside	beside	on	behind	near
nowhere	somewhere	everywhere	off	under	over	

Aziza had lost her new watch. She looked ..... for it, ..... the table, ..... the bed and ..... the cupboard. Her friend Etenesh came to help her.

“Is it ..... the drawer?” she asked.

“No,” said Aziza. “I’ve searched all ..... the house and it’s ..... to be found.”

“Perhaps you lost it ..... in the garden,” said Etenesh, so the two girls searched .....

Suddenly Etenesh gave a shout. “Here it is,” she cried. “It was ..... the fence, just ..... the gate. It must have fallen ..... as you came ..... from school.”



## B2.9 Writing: Making sentences

Work in pairs to make ten sentences, using combined words from the table below in each sentence.

some ...	... body
any ...	... one
every ...	... where
no ...	... thing

**Examples:** *The surgeon prepares everything before the operation.*  
*Everybody should give blood.*

## B2.10 Increase your word power: Word opposites

Look at these sentences:

*The farmer is never sure when it will rain.*

*The rain is not reliable – It is unreliable.*

*Lorries can't get to the farm when it rains.*

*It isn't possible for lorries to get there – it is impossible.*

We can make words of the opposite meaning by adding prefixes like *un-*, *in-*, *im-*, *dis-*, *ir-*, *il-* to the beginning of words. These prefixes usually change the word to give its opposite meaning.

*un-* is used before many different words, e.g. *unhappy*

*in-* is not used with many words, e.g. *independent*

*im-* is used before some words beginning with *p* and *b*, e.g. *impossible*

*dis-* is used before some words, e.g. *disagree*

*ir-* is used before some words beginning with *r*, e.g. *irresponsible*

*il-* is used before some words beginning with *l*, e.g. *illegal*

**1 Write these words in your exercise book and add *-un*, *-im*, *dis-*, *ir-*, *il-*, *in-* to the beginnings of the words.**

literate    certain    friendly    correct    patient    regular    employed    appear

**2 Complete these sentences. Use the words you have made in Exercise 1.**

- 1 The shopkeeper did not smile at us. He was \_\_\_\_\_ .
- 2 I made lots of errors in my homework. Most of my answers were \_\_\_\_\_ .
- 3 You must wait quietly for your food. Don't be so \_\_\_\_\_ !
- 4 Most people in our town have a job. Not many are \_\_\_\_\_ .
- 5 We have to learn a list of \_\_\_\_\_ verbs for homework.
- 6 I didn't see Feleke leave. He just \_\_\_\_\_ .
- 7 Nobody knows what will happen to the factory. Its future is \_\_\_\_\_ .
- 8 The government is trying to reduce the number of \_\_\_\_\_ children so that in future most people will be able to read.

- 3** We can also make pairs of opposite words by adding suffixes like *-ful*, *-able*, *-less*, to the ends of words.

Add *-ful*, *-able*, *-less* to the ends of the words *help*, *comfort* and *home*. Write these words in your exercise book.

**Example:**

*helpful helpless*

- 4** Now complete the following sentences using the words you have made above.

- 1 He could not afford the rent for his house so now he is .....
- 2 She has bought a new chair which is very .....
- 3 Aziza was very kind and..... after my accident.

## B2.11 Study skills: Organising your work

Getting used to life at secondary school can be difficult. All the new subjects, books and homework can be very confusing. Good organisation can really help. Even if you are feeling confident, you may find that improving your organisational skills will help you to be even more successful.



- 1** Work with a partner and talk about your answers to these questions.

- 1 Where do you do your homework?
- 2 Where do you keep your school books at home?
- 3 When do you do your homework?
- 4 Do you find it difficult to make yourself sit down and do your homework?
- 5 If you have more than one day to do a piece of homework, do you leave it until the last evening?

- 2** Are you organised about your school work? Read this advice about organising your study and choose the points that are the most important for you.

### Organise your study space

- 1 Make a study space at home. This can be a table in your room, ideally with a book shelf. This should be where you keep all your books and where you do your homework. Keep pens and pencils, a ruler, a rubber and a pencil sharpener here too.
- 2 Keep your books on the shelf in an organised way. Put your class timetable on the wall and every day you can check to see which books you need to take to school.
- 3 If you don't have a table in your room, you can use a table in another room. It should be a quiet place where you won't be disturbed. It may be that the best place to work is your bedroom but you have no table. Get a big flat piece of wood which you can rest on your lap and use for writing on.
- 4 If you don't have a shelf, use a big cardboard box as your study box. Keep your books and pens in this and take it with you to the place where you are going to study.

### Organise your study time

- 1 It is very important that you think carefully about when you are going to do your homework.
- 2 You may have duties at home or clubs that you belong to, so you want to organise your study time around these. It may be best for you to do your homework as soon as you get home or later on in the afternoon, or when it gets dark or after dinner. Don't leave it too late in the day when you will be tired.
- 3 Make a homework timetable every week so that you can plan when you are going to do different homework tasks. Probably your teachers often give you more than one day for a homework task. If possible, do it as soon as you can and then the night before you hand it in, check it to make sure you are happy with it. Don't leave it hanging over you until the last possible moment!

### Assessment

#### 1 Reading

**Your teacher will give you a story to read. When you have finished, answer the following questions.**

- 1 Why did Makeda think that she would win the race?
- 2 How far was it from the signpost to the village?
- 3 Why did Makeda stop the first time?
- 4 Why did Makeda stop the second time?
- 5 Where did Makeda go to sleep?
- 6 What did the bullocks do while Makeda was asleep?
- 7 When did Makeda wake up?
- 8 What did Makeda see at the finishing line?

**Now, in your own words, re-tell the story of the race with the events in the correct order.**

#### 2 Writing

**Your teacher will give you a picture story to study. Look at the pictures and write the instructions the pupils received for their visit to the Blue Nile Falls.**