

# English for Ethiopia

Teacher Guide  
Grade 10

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Federal Democratic Republic of Ethiopia  
Ministry of Education

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# English for Ethiopia

Teacher Guide  
Grade 10

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**Federal Democratic Republic of Ethiopia**  
**Ministry of Education**

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## Map of the book

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<b>Reading</b>	<ul style="list-style-type: none"> <li>• East African athletes</li> <li>• A newspaper extract</li> <li>• Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Ayantu to the rescue</li> </ul>	<ul style="list-style-type: none"> <li>• What do you like to read?</li> <li>• Two more texts</li> <li>• The Snake-man and the Girl</li> </ul>	<ul style="list-style-type: none"> <li>• A difficult situation</li> <li>• Warning signs and labels</li> <li>• Gudatu's story</li> <li>• Poem</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Derartu Tulu</li> <li>• A great player</li> <li>• Keeping fit</li> </ul>	<ul style="list-style-type: none"> <li>• Watch that baby!</li> <li>• A nose bleed</li> <li>• Accidents at home</li> <li>• What would you do?</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about stories</li> <li>• Ben and the Devil</li> <li>• Pronunciation practice</li> </ul>	The story of an orphan
<b>Language focus</b>	<ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Making comparisons</li> <li>• Adverbs of time</li> <li>• Adverbs of frequency</li> <li>• Giving good advice</li> <li>• Making plans and suggestions</li> <li>• The present perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>• Giving advice</li> <li>• More about verbs</li> <li>• Sense verbs</li> <li>• The lost watch</li> </ul>	<ul style="list-style-type: none"> <li>• Conditional sentences</li> <li>• Verb patterns</li> <li>• Reported speech</li> <li>• Reported speech</li> <li>• The past perfect tense</li> <li>• Past tenses, mixed</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• Right and wrong</li> <li>• Adverbs of manner</li> <li>• Direct and indirect objects</li> </ul>
<b>Increase your word power</b>		<ul style="list-style-type: none"> <li>• Accidents and injuries</li> <li>• Remembering and reminiscing</li> <li>• Word opposites</li> </ul>	What do you read?	<ul style="list-style-type: none"> <li>• Adjectives of character</li> <li>• Dictionary skills</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Talking about sport</li> <li>• Health and fitness</li> <li>• Talking about future plans</li> </ul>	<ul style="list-style-type: none"> <li>• Accidents</li> <li>• Asking questions</li> <li>• Role-play</li> <li>• Talk about the pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Re-tell the story</li> <li>• Plays</li> <li>• A radio report</li> </ul>	<ul style="list-style-type: none"> <li>• Using <i>so</i> and <i>neither</i></li> <li>• Apologising</li> <li>• Group discussion</li> <li>• Pronunciation – word stress</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Your favourite sport</li> <li>• The African Nations Cup</li> <li>• Learning a new sport</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing information</li> <li>• Safety rules</li> <li>• A conversation at the clinic</li> <li>• Making sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write a story</li> <li>• Write a play</li> <li>• Formal and informal letters</li> </ul>	<ul style="list-style-type: none"> <li>• Warnings</li> <li>• Letters to an 'agony aunt'</li> </ul>
<b>Study skills</b>	<ul style="list-style-type: none"> <li>• Using English in the classroom</li> <li>• How well do you organise your study time?</li> </ul>	<ul style="list-style-type: none"> <li>• English in the environment</li> <li>• Organising your work</li> </ul>	<ul style="list-style-type: none"> <li>• Learning grammar</li> <li>• Hints on reading widely</li> </ul>	Checking your work
<b>Fun with words</b>	A word snake		Punctuation auction	A funny story
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and listening</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>

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<b>Introduction</b>	What do you know about advertisements?	Living dangerously	Natural disasters	Discussion on education
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Authentic adverts</li> <li>• Pros and cons of advertising</li> <li>• A poem</li> </ul>	<ul style="list-style-type: none"> <li>• What do you know about drug abuse?</li> <li>• Drug abuse advice leaflet</li> <li>• Dealing with a drug dealer</li> <li>• Drug use worldwide</li> </ul>	<ul style="list-style-type: none"> <li>• An earthquake report</li> <li>• Floods in Ethiopia</li> <li>• A sudden storm</li> </ul>	<ul style="list-style-type: none"> <li>• A history of modern education in Ethiopia</li> <li>• Two Ethiopian children</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Match the products</li> <li>• Successful advertisements</li> </ul>	<ul style="list-style-type: none"> <li>• Daniel's story</li> </ul>	<ul style="list-style-type: none"> <li>• Floods in Bangladesh</li> </ul>	<ul style="list-style-type: none"> <li>• Education in Ethiopia – Where is it going?</li> </ul>
<b>Language focus</b>	<ul style="list-style-type: none"> <li>• Extreme adjectives</li> <li>• Comparing adjectives and adverbs using modifiers</li> <li>• Adverbs of degree</li> <li>• More about pronouns</li> <li>• Using <i>so</i> and <i>such</i></li> </ul>	<ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• Cause and effect</li> <li>• The past simple passive</li> <li>• Zero conditional and modal verbs</li> <li>• Expressions of quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives with <i>so</i> and <i>such</i></li> <li>• Prepositions of time</li> <li>• Revision <i>anywhere, something, no one, everybody</i>, etc.</li> <li>• Active and passive verbs</li> </ul>	<ul style="list-style-type: none"> <li>• School improvements</li> <li>• Making wishes</li> <li>• Spot the differences</li> <li>• Wishing</li> <li>• Verb or adjective + preposition</li> <li>• Articles <i>a, an, the</i></li> <li>• Using <i>too</i> and <i>enough</i></li> <li>• State verbs</li> </ul>
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<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Expressing your own opinion</li> <li>• Using the question words <i>Who?</i> and <i>Why?</i></li> <li>• Pronunciation</li> <li>• Describing objects</li> <li>• Illustrating a point</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about drugs</li> <li>• The anti-drug club</li> <li>• Discussing problems</li> <li>• Role-play a conversation</li> <li>• Debate</li> <li>• Talking about graphs</li> <li>• More about graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about a natural disaster</li> <li>• General knowledge quiz</li> <li>• Natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing statistics</li> <li>• Education topics</li> <li>• Pronunciation practice</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Analysing vocabulary groups</li> <li>• Advertising a product</li> <li>• Design a poster</li> <li>• A local market</li> </ul>	<ul style="list-style-type: none"> <li>• Saying 'No' to drugs</li> <li>• Drugs in Ethiopia</li> <li>• Interpreting information</li> </ul>	<ul style="list-style-type: none"> <li>• Making notes</li> <li>• Expanding notes into a summary</li> <li>• Summarising a news report</li> <li>• A guided essay</li> <li>• A formal letter</li> </ul>	<ul style="list-style-type: none"> <li>• Health issues</li> <li>• A formal letter to the Ministry of Education</li> <li>• Complete the passage</li> </ul>
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<b>Fun with words</b>	Brainteaser		Word square	Words in a square
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening / Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>

	Unit 9 Seas and rivers	Unit 10 Energy	Unit 11 Applications for jobs or college	Unit 12 Births, weddings and funerals
<b>Introduction</b>	What do you know about seas and rivers?	Energy sources	How to apply for a job	Ups and downs
<b>Reading</b>	<ul style="list-style-type: none"> <li>Rivers of the world</li> <li>Shipwrecked!</li> <li>A poem</li> </ul>	<ul style="list-style-type: none"> <li>Harnessing the power of the Sun</li> <li>Potential and kinetic energy</li> </ul>	<ul style="list-style-type: none"> <li>Job advertisements</li> <li>Letters of application</li> <li>A poem</li> </ul>	<ul style="list-style-type: none"> <li>Ceremonies around the world</li> <li>Three poems</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>The Rift Valley Lakes</li> <li>Lost at Sea</li> </ul>	<ul style="list-style-type: none"> <li>Different forms of energy</li> </ul>	<ul style="list-style-type: none"> <li>What do employers expect?</li> <li>Drawing up a CV</li> <li>Interview questions</li> </ul>	<ul style="list-style-type: none"> <li>Weddings</li> <li>Two grandmothers remember</li> </ul>
<b>Language focus</b>	<ul style="list-style-type: none"> <li>Using <i>the</i> with place names</li> <li>Verb patterns</li> </ul>	<ul style="list-style-type: none"> <li>Using <i>which</i> and <i>that</i></li> <li>Comparing things</li> <li>Using the present simple passive tense</li> <li>Using <i>make</i> and <i>do</i></li> <li>Using <i>too</i> and <i>enough</i></li> <li>Using the passive tense</li> <li>Conditional tense with <i>will</i></li> <li>Prepositions with verbs/adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Using <i>for</i> and <i>since</i></li> <li>Sentence patterns with adjectives</li> <li>More about adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Using the passive tense</li> <li>Using <i>to get</i></li> <li>Congratulating, inviting, expressing sympathy and responding</li> <li>Using <i>even</i></li> <li>Present perfect and past simple tenses</li> <li>Past verb forms</li> </ul>
<b>Increase your word power</b>	<ul style="list-style-type: none"> <li>Adding prefixes</li> <li>Word building</li> </ul>	<ul style="list-style-type: none"> <li>Collocations of <i>get</i></li> <li>A vocabulary network</li> </ul>	<ul style="list-style-type: none"> <li>A vocabulary network</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Asking questions</li> <li>Role-play</li> <li>A guessing game</li> <li>An interview</li> </ul>	<ul style="list-style-type: none"> <li>What can we do to solve the energy crisis?</li> <li>Game – thinking ahead</li> <li>Different kinds of energy sources</li> <li>Alternative sources of power</li> <li>How to do something</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the future</li> <li>Records of achievement</li> <li>Role-play an interview</li> <li>Job interviews</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Describing pictures</li> <li>Role-plays</li> <li>Talking about ceremonies</li> <li>Making generalisations</li> <li>Making exceptions</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>The water cycle</li> <li>The story of a river</li> <li>Sea pictures</li> <li>A survivor's story</li> </ul>	<ul style="list-style-type: none"> <li>A report on energy</li> <li>Energy sources</li> </ul>	<ul style="list-style-type: none"> <li>A record of achievement (CV)</li> <li>A letter of application</li> <li>Description of a job</li> <li>A guided essay</li> <li>Complete the story</li> </ul>	<ul style="list-style-type: none"> <li>A description of a ceremony</li> <li>A letter to a friend</li> </ul>
<b>Study skills</b>	<ul style="list-style-type: none"> <li>Improve your listening skills</li> <li>A vocabulary target</li> </ul>		<ul style="list-style-type: none"> <li>Improve your skills</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and recommendations</li> </ul>
<b>Fun with words</b>	Word square	Word search	A guessing game	Number puzzle
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Reading / writing</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Writing</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Writing</li> <li>Listening</li> </ul>

## Introduction

*Grade 10 English for Ethiopia* is designed to provide a comprehensive English course for the first year of secondary school, meeting the requirements for the English Language Syllabus for Grade 9. The course is intended therefore to develop students' understanding and use of English both as a subject and as a medium of instruction in secondary school. Grade 9 therefore focuses on all four language skills equally, developing students' survival skills as well as building confidence and learning strategies through skills practice and specific activities. In terms of language items, the focus of *Grade 10 English for Ethiopia* is on revision and extension of what was covered at primary school.

*Grade 10 English for Ethiopia* focuses on the development of listening, speaking, reading and writing skills for communication in a wide variety of contexts, informal to formal. It also focuses on the understanding and application of English grammar rules, as well as the development of English vocabulary (particularly subject-specific vocabulary that relates to other areas of the secondary curriculum). Important sub-skills are developed throughout the course too, such as understanding and applying spelling rules; using a dictionary; and punctuating written work correctly.

*Grade 10 English for Ethiopia* aims to facilitate the development of language in meaningful contexts which are suited to secondary school students. Thus, topics covered in *Grade 10 English for Ethiopia* follow the English Language Syllabus for Grade 9, are directly linked to other school subjects and reflect the national focus on Science and Technology. For reading and listening, increasing use is made of authentic materials. Topics include historical, scientific, geographical, social, cultural, and economic issues relevant to Ethiopia. They also include current events such as population growth, human diseases and environmental concerns. Issues affecting teenagers are covered too, such as relationships, hobbies, careers and sport. Throughout the course there is a strong emphasis on engaging the students in ways that encourage them to discuss ideas, form opinions and apply their learning to life beyond the classroom. The inclusion of contemporary, relevant topics in the book helps to ensure this.

In addition, *Grade 10 English for Ethiopia* is designed to encourage interaction amongst students through pair work, group work and whole class activities. A balance is provided between interactive, communicative exercises in the form of discussion, debate, dialogue, role-play and so on, and independent exercises in the form of composition writing, silent reading, grammar practice, etc. In this way, students learn and practise English which is meaningful to them and which has a real purpose and context. For this reason, the focus is on the four skills of listening, speaking, reading and writing. Grammar, vocabulary and social expressions are integrated into practice of these skills. The activities are also designed to encourage students' natural curiosity and appetite for discovery together with the enjoyment of learning through debates, surveys, games and stories appropriate to their age.

Finally, *Grade 10 English for Ethiopia* is aimed at providing both the teacher and the students with useful and informative assessments. Assessment activities and Revision units, which give the teacher the opportunity to recycle language and to assess the students against the language competencies, and an end of year examination, are all included in the course. These may be used for a variety of assessment purposes including remediation, checking progress and recording performance. Suggestions are included throughout the Teacher Guide for conducting ongoing assessment during lessons too.

## Features and content

*Grade 10 English for Ethiopia* consists of 12 units based around a topic, with each unit divided into two parts. Each unit covers 11 periods based on a 34-week school year and consists of 10 teaching periods and one assessment period, plus four Revision units and an end of year examination. Every unit is based on a topic and consists of several sections that cover a broad range of language:

The **Introduction** section introduces the topic and aims to stimulate students' interest and curiosity. It also helps the teacher to elicit their prior knowledge about the topic, so that new language and skills can be built on what students already know. The Introduction is oral-based and consists mostly of discussion or question and answer exercises.

In each unit, there is usually at least one **Reading** section (often two). The aim here is to develop students' reading skills including the ability to read for different purposes, to increase one's reading speed, to comprehend and to 'read between the lines'. The Reading section/s in each unit also provide the context for new vocabulary, and many exercises encourage students to infer the meanings of unfamiliar words and expressions from context.

Vocabulary also forms the focus in the **Increase your word power** section in most units. Here, students are encouraged to acquire new vocabulary, to understand how words are formed, and to learn and apply spelling rules.

The understanding and use of grammar rules in English is focused on in the **Language focus** section. Rules are clearly presented and explained, and the exercises that follow are designed to help students to apply these rules in context.

There is at least one **Speaking** section in each unit (often two or more). Students develop the skills to communicate effectively in different situations, both formal and informal. In addition, they are given opportunities to describe, discuss, debate, explain, converse, agree / disagree, ask for and give information, and so on. They therefore learn both what to say and how to say it (form and function).

All units include a **Listening** section too. The exercises in this section are intended to develop students' abilities to listen for general and specific information, as well as to comprehend what they hear. The relationship between sound and meaning is explored too, and students are encouraged to listen for key words and to perceive changes in stress and intonation which signal meaning.

In the **Writing** sections, a variety of skills are developed. Students learn to write for different purposes and to use the appropriate register and style. Exercises aim to develop a range of writing including descriptive, narrative, discursive and expository texts. Students are also taught to take notes and to summarise texts in their own words. They are taught to write paragraphs using topic sentences and support sentences. In addition, punctuation forms an important component of this section and students are encouraged to punctuate their writing correctly. They are also encouraged to revise and edit their work. Suggestions are given to guide students through the writing process from planning a first, rough draft to producing a final, 'polished' piece of writing.

In most units, there is a **Study skills** section that aims to develop students' independent study skills across the curriculum. Students learn how to organise their study time and space, develop a personal vocabulary book, check and present their work, prepare for examinations and so on. They therefore learn useful and important skills for learning language, as well as for learning other subjects in secondary school.

In the Teacher Guide, **Suggested further reading** is also included at the end of all units. Ideas are given to the teacher for extending both the range and depth of students' reading. Suggestions cater for schools with a well-developed library, as well as those with less accessible reading facilities. It is important that time is set aside each week for students to engage in independent reading activities (further guidance for doing this is outlined under Lesson planning).

At the end of every third unit in the Students' Book, there is also a Revision section. Dictation, Listening comprehension, Language use, Vocabulary and Spelling form the sub-sections for Revision. Knowledge and skills acquired in the preceding three units are revised here. There are four tests altogether that are designed to assess students' progress and to provide a record of their performance at regular stages during the year. They may be used for diagnostic purposes too, indicating those aspects of language that require remediation, further practice or re-teaching. In addition, an **End of year examination** is included at the end of the Teacher Guide. This is intended to assess knowledge and skills acquired throughout the year.

At the end of the Student's books are various Appendices. The first is an Appendix on Verb forms, as students often struggle with these. You may wish to ask them to make sentences with these different verbs, or to use them to test each other if they have a few spare minutes at the end of the lesson. Appendix 2 deals with some important phrasal verbs, which again could be used as the basis of an exercise e.g. a quiz or for vocabulary development. Appendix 3 is a check on the vocabulary learned during a unit, which could be used for spelling tests and games. Make sure that students know the meanings of these words and look them up if they are unsure about the meanings of any of them.

## Lesson planning

Before teaching a unit, teachers should follow these steps in order to teach it successfully:

- Familiarise yourself with the content by reading through the reading passages, notes and exercises in the Students' Book, as well as the corresponding notes in the Teacher Guide.
- Make a note of the objectives listed at the start of each unit in the Teacher Guide and see where these tie in with your syllabus.
- Read the paragraph on background knowledge in the Teacher Guide and think about what past experiences your students may have that will help them to learn new language, knowledge and skills in the unit. Talk to other teachers at your school, if necessary, as some of the topics may have been covered already in geography, history or science, for example.
- Collect and prepare any materials or resources that are listed in the Teacher Guide (note: some of these are optional). For many units, you are encouraged to collect or create resources from recycled materials such as newspapers or magazines. Ask the students to help you to find and make these. Sometimes you are encouraged to invite members of your local community to come and talk to the class about something (e.g. a health worker to address the class on diseases or general health education). You will need to arrange these visits in advance, so be sure to plan ahead.
- Plan what exercises you will teach during the lessons you have available. For your convenience each unit is broken down into lessons plans for each week suited to four 40-minute lessons (see page xi), but some may take more time and some less. You can allocate some exercises for homework too. Note that you should try to follow the sequence of units, sections and exercises in the Students' Book as much as possible, since many of them are built on knowledge and skills acquired in the preceding ones.
- Make a note of new vocabulary, which students will learn in the unit (see Appendix 3). In many instances, they are required to work out the meanings of unfamiliar words and phrases from context. Make sure that you understand their meanings and check them in a dictionary, if necessary. You can make up spelling lists with new vocabulary too and prepare a spelling test for each unit.
- Think about and prepare supplementary activities for higher ability students, lower ability students and 'fast finishers'. (There are suggestions given in the Teacher Guide for many units, but there may be other activities of your own that you wish to include.)
- Plan how you will conduct ongoing assessment during the unit. This may be in the form of informally monitoring the development of students' oral skills during pair or group work, for example. You may also decide which exercises you wish to collect for marking (such as



written compositions). Suggestions are given for ongoing assessment in the Teacher Guide, but it is important for you to plan beforehand what you want to assess and how you will assess it. In large classes it is not always possible to assess every student's work all the time. Therefore, you should focus on assessing a group of students at a time. For example, you could assess a few pairs of students practising a dialogue in one lesson. Then, during another lesson, you could assess a few more pairs. Over time, you will have assessed all your students.

- Finally, if possible, try to find and collect more reading texts, following the Suggested further reading at the end of most units in the Teacher Guide. If you have a well-resourced school or local library, then it may be simply a matter of asking the librarian to put suitable materials out for your students to select. If you do not have access to such facilities, you may need to find and copy suitable texts from newspapers, magazines or the Internet. Alternatively, you can decide which reading texts from the unit itself you want the students to re-read in their own time. It is very important that you set aside time each week for your students to engage in independent reading and to explore a range of texts. They should also become familiar with searching for and locating information in a library and within books themselves. Numerous exercises are included in the Students' Book, which are designed to help them to do this. However, it is important that you plan further activities that promote the use of a library and develop students' abilities to access and organise information.

If possible, display students' writing on the classroom walls or make class booklets. Not only will this help to instil personal pride in their writing, but it will also provide further materials for independent reading activities.

**Listening:** Similar to reading and writing tasks, students should understand the purpose of a listening task and then employ the appropriate strategy. For example, some listening tasks require one to listen for gist whereas others require one to listen more carefully for specific information. For listening comprehension exercises, it is important to pre-teach key vocabulary so that students are not distracted by words they do not understand and they can focus on the task at hand. Listening texts are printed in both the Teacher Guide and at the back of the Students' Book for convenience. If at all possible, it is recommended that you record listening texts in advance of a lesson, and have the recording ready to play in class for the appropriate lesson. You could also record interesting discussions from the radio that relate to the topics being dealt with in this book. This would give students the opportunity to extend their listening practice.

**Speaking:** For many speaking tasks in the Students' Book, it is essential for the teacher to model examples first of what should be said and how it should be said. While students engage in speaking tasks, move around and monitor their oral skills, providing further assistance and feedback as necessary. The teacher should also involve students in modelling dialogues, role-plays, speeches, etc. for one another. Choose individuals, pairs or groups to demonstrate an exercise for the rest of the class.

**Grammar:** Whenever possible, try to elicit students' prior knowledge of a particular aspect of grammar before they study the notes in the Students' Book. Suggestions are given in the Teacher Guide on how to do this. Eliciting their previous knowledge of a structure will help them to build on what they already know.

**Teaching poetry:** Poems have been included regularly throughout the course to widen the students' enjoyment and understand of English. We suggest the following techniques for teaching poetry:

- Read the poem aloud while students follow in their books. Identify any unknown vocabulary and check that they have understood the general mood and feeling of the poem and what the poet is trying to convey.
- Read the poem again, taking care to follow the correct rhythm and intonation patterns and ask students to read it aloud after you.
- Point out various poetic devices: alliteration, repetition, similes, verse form and rhyme, and ask students to identify these in the poem.
- Explain any difficult concepts, then invite the students to read the poem aloud in groups, pairs, or individually if they have the confidence. Ask general questions to test their comprehension, followed by specific questions on individual points mentioned in the poem.
- Students might like to copy the poem out neatly and illustrate it. Display their work in the classroom.

**Vocabulary and spelling:** Unless otherwise indicated, students should be encouraged to work out the meanings of new vocabulary in context. Guidance is given in both the Students' Book and the Teacher Guide for doing this. In addition, all students should have access to a good dictionary and they should be encouraged to use this on a regular basis. (The Longman Active Study Dictionary, 2004, is recommended for use with this course.) New vocabulary should also be recorded in personal dictionaries (referred to as vocabulary notebooks in the Teacher Guide) and teachers should test the spelling of these new words on a regular basis. Note: separate spelling tests are not included in the Teacher Guide, although there are spelling sections in the Revision tests at the end of units 3, 6, 9 and 12.

**Study skills:** Encourage students to apply these skills not only to their English lessons, but to their lessons in other subjects as well. Talk to other teachers at your school and let them know that your students are learning independent study skills such as time management, developing and using vocabulary lists, researching information, using a library, and taking notes. Ask them to encourage students to apply these skills in their lessons too – there is a considerable amount of overlap between an English lesson and a science lesson, for example.

**Assessment:** These sections appear at the end of every unit and are based on the minimum learning competencies for that unit. As the Assessment tasks do not appear in the Students' Book, you should make photocopies of them in preparation for the lesson, or write



## Introduction

the shorter ones on the board. Students can complete these exercises individually or in pairs or small groups. They can do the exercises in their exercise books. Check them together afterwards by asking individuals to call out their answers. You can write them on the board too. You should also make a note of what needs further revision, extension work or re-teaching.

**Revision:** These tests appear after every third unit in the Student Book and take the format of a mini exam. Make sure that the students understand the instructions for each section. They should complete it in one 40-60 minute lesson and they should complete it individually. As preparation for the test, they should revise the preceding three units. Instruct them to re-read the texts, study the grammar notes, learn new vocabulary and go over the writing exercises in each unit, as revision. Answers are provided only in the Teacher Guide, as well as a guide for marking the writing section (make sure that the students don't see these!). The total mark is 60. You should keep a record of each student's score and use it as part of the final term / year mark.

### End of year examination:

(Refer to the note to the teacher preceding the examination on page 86 in this book.) Copies of the exam papers should be made for each student.

## Classroom management

*Grade 10 English for Ethiopia* consists of individual, pair, group and whole class activities. For many teachers, individual and whole class activities are the preferred way of managing a class, because they allow the teacher to control the noise level, student participation and so on. However, pair and group activities play an integral part in the language classroom as they enable students to interact and to practise new language more regularly. Thus, many of the activities in *Grade 10 English for Ethiopia* involve students in working with a partner or in a small group. In order for pair and group work to be successful, the teacher should bear the following in mind:

- Vary the partner or group that a student works with: some activities are suited to students who have similar abilities (e.g. reading) whereas others are suited to students who have mixed abilities (e.g. discussion).
- Try to avoid too much disruption in a lesson when students move into a paired or group activity: you can do this by asking them to work with the person sitting next to / behind / in front of them.
- Allocate particular roles to different members of a group: for example, one person can be the leader who is responsible for allocating speaking turns and for making important decisions; another person can be the scribe who is responsible for recording everyone's ideas on paper; another person can be the spokesman, responsible for sharing the group's ideas with the rest of the class.

- Use a signal or sign to indicate to the class that pair or group work is over and everyone should be silent and listen for the next instruction. For example, you could clap a beat, show a hand signal, or draw a sign or symbol on the board (S for Silence!).
- Use pair work or group work for checking and marking work: students can either check their work together or they can swap their work with one another to check. This is particularly useful for 'closed' exercises with single, correct answers. It is also useful for essay and letter writing where students can help one another to revise and edit their work, before submitting a final copy.

Marking students' work is an important part of classroom management and for many teachers, particularly those with large classes, it may form the bulk of their workload. *Grade 10 English for Ethiopia* aims to alleviate some of this stress for teachers by providing answer keys in the Teacher Guide for all the objective types of exercises in the Students' Book, as well as guidelines for the more subjective types of exercises. In the Teacher Guide, suggestions are given for marking work such as getting the students to check their answers with a partner, indicate their answers by a show of hands, or by swapping their work with others to check. Advice is also given to the teacher on what to focus on and respond to with students' written compositions, for example. In addition, the Revision tests and the end of year examination in the Teacher Guide include mark schemes, indicating clearly what the total mark is and what each section should be marked out of. These mark schemes should help the teacher to form a final year mark for each student in the class.

Another important aspect of classroom management relates to homework. As mentioned in Lesson planning above, some exercises in the Students' Book may be set as homework. Exercises that enable students to consolidate and apply their learning are suited to this. In the Teacher Guide, suggestions are also given for homework tasks that require students to find out information from their relatives, neighbours and friends (e.g. traditional crafts and how to make them). Students should be encouraged to report back their findings to the rest of the class at the next lesson. Independent reading should form an integral part of homework too. Most schools have a homework policy, which states how much homework should be allocated to each year or form group on a daily or weekly basis. Therefore, teachers will need to adjust the homework suggestions for this course with their school's policy.

Finally, some teachers may find it difficult to cover every section in each unit due to time and syllabus constraints. Thus, in addition to setting some of the exercises as homework, you may wish to cut out one or two sections from each unit, in order to get through the book. If this is the case, then we advise that you choose to cut the following: Study better, additional poems and Fun with words. Teachers should not cut the same section each time, but rotate from this list so that all sections are covered, but not necessarily in each unit.

## Guide to lesson planning

The following guide to lesson planning is for the teacher's convenience. It is based on a 34-week school year, with each of the 12 units divided into four periods a week, and includes four revision units and an End of Year Examination. It is meant as a guide and is not prescriptive. Teachers should adapt it to suit their own classes and local conditions.

### Week 1

Lesson 1: A1.1, A1.2  
Lesson 2: A1.3, A1.4  
Lesson 3: A1.5, A1.6  
Lesson 4: A1.7, A1.8

### Week 2

Lesson 5: A1.9, A1.10, A1.11  
Lesson 6: B1.1, B1.2  
Lesson 7: B1.3, B1.4, B1.5  
Lesson 8: B1.6, B1.7

### Week 3

Lesson 9: B1.8, B1.9  
Lesson 10: B1.10, B1.11, B1.12  
Lesson 11: Assessment 1 & 2  
Lesson 12: A2.1, A2.2

### Week 4

Lesson 13: A2.3, A2.4  
Lesson 14: A2.5, A2.6, A2.7  
Lesson 15: A2.8, A2.9  
Lesson 16: A2.10, A2.11

### Week 5

Lesson 17: A 2.12, A2.13, B2.1  
Lesson 18: B2.2, B2.3; B2.4  
Lesson 19: B2.5, B2.6  
Lesson 20: B2.7, B2.8

### Week 6

Lesson 21: B2.9, B2.10, B2.11  
Lesson 22: Assessment 1 & 2  
Lesson 23: A 3.1, A3.2, A3.3,  
Lesson 24: A 3.4, A3.5, A3.6

### Week 7

Lesson 25: A3.7, A3.8  
Lesson 26: A 3.9, A3.10  
Lesson 27: A 3.11, A3.12, B3.1  
Lesson 28: B3.2, B3.3, B3.4

### Week 8

Lesson 29: B3.5  
Lesson 30: B3.6, B3.7  
Lesson 31: B3.8, B3.9  
Lesson 32: B3.10, B3.11, B3.12

### Week 9

Lesson 33: Assessment 1 & 2  
Lesson 34: Revision 1  
Lesson 35: A4.1, A4.2  
Lesson 36: A4.3, A4.4, A4.5

### Week 10

Lesson 37: A4.6, A4.7  
Lesson 38: A4.8, A4.9  
Lesson 39: A4.10, B4.1  
Lesson 40: B4.2, B4.3

### Week 11

Lesson 41: B4.4, B4.5  
Lesson 42: B4.6, B4.7  
Lesson 43: B4.8, B4.9, B4.10  
Lesson 44: Assessment 1 & 2

### Week 12

Lesson 45: A5.1, A5.2  
Lesson 46: A5.3, A5.4  
Lesson 47: A5.5, A5.6  
Lesson 48: A5.7, A5.8

### Week 13

Lesson 49: A5.9, A5.10  
Lesson 50: A5.11, A5.12  
Lesson 51: B5.1, B5.2  
Lesson 52: B5.3, B5.4, B5.5

### Week 14

Lesson 53: B5.6, B5.7  
Lesson 54: B5.8, B5.9  
Lesson 55: B5.10, B5.11, B5.12  
Lesson 56: Assessment 1 & 2

### Week 15

Lesson 57: A6.1, A6.2,  
Lesson 58: A6.3, A6.4  
Lesson 59: A6.5, A6.6, A6.7  
Lesson 60: A6.8, A6.9, A6.10

### Week 16

Lesson 61: A6.11, B6.1  
Lesson 62: B6.2, B6.3  
Lesson 63: B6.4, B6.5  
Lesson 64: B6.6, B6.7

### Week 17

Lesson 65: B6.8, B6.9  
Lesson 66: B6.10  
Lesson 67: Assessment 1 & 2  
Lesson 68: Revision 2

### Week 18

Lesson 69: A7.1, A7.2  
Lesson 70: A7.3, A7.4  
Lesson 71: A7.5, A7.6  
Lesson 72: A7.7, A7.8

**Week 19**

Lesson 73: A7.9, A7.10, A7.11  
Lesson 74: B7.1, B7.2  
Lesson 75: B7.3, B7.4, B7.5  
Lesson 76: B7.6, B7.7

**Week 20**

Lesson 77: B7.8, B7.9, B7.10, B7.11  
Lesson 78: B7.12 Assessment 1 & 2  
Lesson 79: A8.1, A8.2  
Lesson 80: A8.3, A8.4

**Week 21**

Lesson 81: A8.5, A8.6  
Lesson 82: A8.7, A8.8  
Lesson 83: A8.9, A8.10  
Lesson 84: B8.1, B8.2

**Week 22**

Lesson 85: B8.3, B8.4  
Lesson 86: B8.5, B8.6  
Lesson 87: B8.7, B8.8  
Lesson 88: B8.9, B8.10

**Week 23**

Lesson 89: Assessment 1, 2 & 3  
Lesson 90: A9.1, A9.2  
Lesson 91: A9.3, A9.4  
Lesson 92: A9.5, A9.6

**Week 24**

Lesson 93: A9.7, A9.8  
Lesson 94: A9.9, A9.10  
Lesson 95: B9.1, B9.2  
Lesson 96: B9.3, B9.4

**Week 25**

Lesson 97: B9.5, B9.6  
Lesson 98: B9.7, B9.8  
Lesson 99: B9.9, B9.10  
Lesson 100: Assessment 1 & 2

**Week 26**

Lesson 101: Revision 3  
Lesson 102: A10.1, A10.2  
Lesson 103: A10.3, A10.4  
Lesson 104: A10.5, A10.6

**Week 27**

Lesson 105: A10.7, A10.8  
Lesson 106: A10.9, A10.10  
Lesson 107: B10.1, B10.2  
Lesson 108: B10.3, B10.4

**Week 28**

Lesson 109: B10.5, B10.6  
Lesson 110: B10.7, B10.8  
Lesson 111: B10.9, B10.10, B10.11  
Lesson 112: Assessment 1 & 2

**Week 29**

Lesson 113: A11.1, A11.2  
Lesson 114: A11.3, A11.4, A11.5  
Lesson 115: A11.6, A11.7  
Lesson 116: A11.8, A11.9

**Week 30**

Lesson 117: A11.10, A11.11, A11.12  
Lesson 118: B11.1, B11.2  
Lesson 119: B11.3, B11.4, B11.5  
Lesson 120: B11.6, B11.7, B11.8

**Week 31**

Lesson 121: B11.9, B11.10, B11.11  
Lesson 122: Assessment 1 & 2  
Lesson 123: A12.1, A12.2  
Lesson 124: A12.3, A12.4

**Week 32**

Lesson 125: A12.5, A12.6  
Lesson 126: A12.7, A12.8  
Lesson 127: A12.9, A12.10  
Lesson 128: B12.1, B12.2

**Week 33**

Lesson 129: B12.3, B12.4  
Lesson 130: B12.5  
Lesson 131: B12.6, B12.7, B12.8  
Lesson 132: B12.9, B12.10, B12.11

**Week 34**

Lesson 133: Assessment 1 & 2  
Lesson 134: Revision 4  
Lesson 135: Exam practice 1  
Lesson 136: Exam practice 2

# Unit 1

## Sport and fitness

### Learning outcomes

By the end of Unit 1 students will be able to describe different types of sporting activities.

### Learning competencies

**Listening:** Students listen to instructions and identify specific information.

**Speaking:** Students talk about themselves, others and their daily lives.

### Language focus

**Grammar:** relative clauses (*who / whose*), present perfect (*still / yet / already*), *both / neither, one / the other, the former / the latter, going to / will*, modal verbs, adverbs of frequency / time

**Vocabulary:** sport, fitness

**Social expressions:** making plans / suggestions

### PART A

#### Objectives

By the end of this section students will be able to:

- Listening** – listen to two texts describing famous sports personalities  
– use relative clauses and the present perfect to make sentences about sports personalities
- Speaking** – use adverbs of frequency  
– use *both / neither* and *the former / the latter* to compare people  
– use *going to / will* and pronounce the short forms correctly
- Writing** – use relative pronouns to join two sentences  
– use the present perfect tense with *still / yet / already*  
– write descriptive and persuasive paragraphs  
– draw up ground rules for the learning environment

### Background knowledge

This unit develops students' understanding of sports and athletics, particularly of well-known Ethiopian and East African athletes. Elicit from the students what they already know about the topic and build new knowledge and skills on this. Aim to stimulate their interest and to instil their pride in national athletes who have achieved international recognition.

### Materials and resources

- Vocabulary notebooks for each student.
- Map of the world.
- If possible, try to find books, stories, articles, pictures or photographs relating to athletics and athletes, especially Derartu Tulu (ask the students to help you). The Internet is particularly useful in this regard. Use these for discussion, reading, research and display.
- Examples of sporting events in the Olympics.
- Information about playing basketball, tennis and badminton for **B1.10**.
- A dictionary for groups of students.

#### A1.1 Introduction

How much do you know about athletics? SB page 1

Before students start the exercise, write the following new words on the chalkboard and ask them to look up the meanings in a dictionary (they can record them in their vocabulary notebooks): *hurdle, steeplechase, relay, track, record, medal, marathon, baton, bronze*.

- 1 Students can discuss the questions in small groups and record the answers in their exercise books. **Note:** Do not expect them to know all the answers at this stage. Then read aloud the questions again and their corresponding answers, while students check to see if their answers were accurate or not. Explain any new terms or ideas, if necessary. As follow-up to this exercise, ask students to write their answers to the questions in full sentences (they can do this for homework). Instruct them to try to answer each question in as much detail as possible.
- 2 Write the following questions on the chalkboard: *What sports do you play? How do you keep fit? What teams do you support? Which athletes do you admire?* Students then work in groups to talk about themselves using these headings as prompts.

#### A1.2 Speaking

Talking about sport SB page 2

Introduce any new vocabulary (e.g. *talent*) before students discuss the questions in small groups. Once they have discussed the questions, ask volunteers to share their responses with everyone. Encourage students to give reasons for their answers to questions 6 and 7.

#### A1.3 Listening

Derartu Tulu SB page 2

Show the photograph of Derartu Tulu and ask students what they know about her. Then read aloud the following text twice. After the first reading, ask students to read the questions in the Students' Book. Students should listen

to the second reading and answer the questions about Derartu Tulu.

**Listening text**

*In the short history of women’s Olympic distance running, Ethiopia’s Derartu Tulu tonight became the first woman to win a gold medal at two separate Olympic Games when she defeated team mate Gete Wami in a magnificent 10,000 metres.*

*Tulu won a wonderfully symbolic 10,000 metres at the 1992 Games in Barcelona, defeating Elana Meyer of South Africa at the first Games since South Africa’s readmission into the Olympic movement. Black and white African women embraced at the finish line, before sharing a lap of honour.*

*Tonight, Tulu took the lead at the bell and sprinted alone through the last 400 metres to win in Olympic record time of 30 minutes 17.49 seconds. Wami took second in 30:22.48 and the Atlanta champion, Fernanda Ribeiro of Portugal, gained the bronze in 32:22.88.*

*Afterwards, Tulu said the race had been a battle only between herself and Wami. “Fernanda and Tegla (Loroupe, of Kenya) were not in the competition. The competition was between the Ethiopians.”*

*Comparing her two Olympic wins, she said: “In Barcelona, I was very young. Now I have a child and I’m very experienced.”*

Students work in pairs to check their answers together afterwards. They can then discuss what else they know about Derartu Tulu – what has she achieved since this article was published? Has she won any other medals apart from the Olympics? Where, what and when? Encourage the students to find out more information about Derartu, for example from the Internet. Perhaps they could work in groups to draw up a chart of her more recent achievements.

**A1.4 Reading**

East African athletes

SB page 3

Before students start the exercise, read aloud the instructions and ask them to look at the photographs of the athletes. What do they know about these athletes? (Prior knowledge). What do they think the stories will be about? (Predict). Then give the students a limited amount of time (10-15 minutes) to read the stories and to complete the exercise.

**Note:** The purpose of this exercise is to develop students’ reading speed, as well as their skimming and scanning skills. It is important for them to try to do it within a limited time. Check the answers together afterwards and make a note of whether they are able to complete the exercise in time and if their answers are accurate or not.

**A1.5 Language focus**

Relative clauses

SB page 5

- 1 Read aloud the examples of relative clauses introduced by *who* while students follow in their books. Model one or two further examples. Then students work in groups to make similar sentences about the athletes in the reading passage.
- 2 Ask the students to read the panel and check their comprehension by modelling a few sentences using the relative pronouns *who, whose, whom, which, that*. Students then join the sentences in Exercise 2 with the correct relative pronouns. They can check the answers together afterwards.

**A1.6 Language focus**

Making comparisons

SB page 6

Explain that *conjunctions* (linking words) are used to join two sentences or clauses. The conjunctions *both ... neither, neither ... nor* and *the former / the latter* can only be used in relation to two persons or items, never more than two. Give some sample sentences with these structures and write them on the chalkboard. Students then read the text and make similar sentences with these structures to compare the various runners, as in the example. Students then share their sentences with the class.

**A1.7 Language focus**

Adverbs of time

SB page 6

Revise the use of adverbs of time, which tell us exactly when something happens, has happened or will happen. Model a few examples using *still, yet* and *already* and ask students to identify the adverbs of time for each sentence. Students then write the complete sentences in their exercise books. They can do this in pairs if you wish. Choose individuals to read out the correct sentences.

**A1.8 Language focus**

The present perfect tense

SB page 7

Remind students that we use the *present perfect tense* to describe an action that finished some time in the past but we don’t know exactly when. Write one or two examples on the chalkboard containing the same parts of speech as in the example in the box. Ask volunteers to make up different sentences and write them on the chalkboard. Students study the table on how to form the present perfect tense using *still, already* and *yet*. Demonstrate it with some examples.

**Example:**

*Berihun still hasn’t done this exercise.*

Students then work in pairs to make five sentences each using the present perfect tense.

Point out the difference between *since* and *for*. Explain if necessary that we use *since* when we say the start of a period, and *for* when we say a period of time. Ask students to suggest some sentences using *for* and *since*.



**Example:**

*I haven't studied geography since Year 1.*

Students then make up five further sentences from the table using *for* and *since*.

**A1.9 Writing**

Your favourite sport

SB page 7

Discuss the seven stages of writing with the students. Elicit their suggestions, then write the following stages on the chalkboard: *think, brainstorm, plan, draft, check, re-write, proofread*. Students then work in groups to brainstorm the topic **My favourite sport**. Give them a scaffold (topic sentences, paragraph headings, useful language patterns), then get them to plan and write two to three descriptive and persuasive paragraphs under these headings to describe their favourite sports. Encourage individual students to present their topics to the class.

**A1.10 Speaking**

Talking about future plans

SB page 7

- 1 Revise the use of the *going to* for future plans and *will* for spontaneous decisions Explain that *will* is often shortened in spoken English to *'ll*. Model the pronunciation of the short forms for some examples and write them on the chalkboard,

**Example:**

*I'm going to visit my friend this weekend.*

*It's hot in here. I'll open a window.*

Students repeat as a whole class, in pairs, then finally individually.

- 2 Write the following example on the chalkboard  
**Student A:** *I'm going to go shopping this afternoon.*  
**Student B:** *I'll come with you.*

Ask students to look at the table in their books and make similar dialogues to practise using *going to / will* future sentences and suitable verbs in the response. Ask selected pairs to act out their dialogues in front of the class.

**A1.11 Study skills**

Using English in the classroom

SB page 8

- 1 Discuss the school rules with the students and list them on the chalkboard.
- 2/3 Students work in groups to suggest some rules for learning English in the classroom. Write their suggestions on the chalkboard, then students can make a poster and display these rules in the classroom.
- 4 Students discuss the use of English in other subjects and say why they think it is important to be able to write and express themselves well in English. Ask what skills and strategies they find useful in other subjects.
- 5 Remind students of the importance of entering new words in their vocabulary notebooks. They could include illustrative pictures, sentences and translations of words in their records to assist them in recording and remembering new vocabulary.

**PART B****Objectives**

By the end of this section students will be able to:

- Listening** – listen to a short lecture about the importance of health and fitness
- Speaking** – use modal verbs
  - use social expressions for making plans and suggestions
- Reading** – read an extract from a newspaper about sport
  - read a text about an unfamiliar sport
- Writing** – analyse a data table listing countries which have participated in the Africa Cup and facts about them
  - revise some learning strategies from Grade 9 (English skills / strategies; time management; vocabulary notebook)

**B1.1 Listening**

A great player

SB page 8

This listening text gives a simple introduction to listening to a description to identify specific information. Discuss with the students in advance what they know about Pelé. Introduce any new vocabulary (e.g. *retirement*). Then read aloud the following text twice:

**Listening text**

*Edson Arantes do Nascimento, better known as Pelé, was born in Brazil in 1940. He was discovered at the age of 11 by one of Brazil's premier players, and at the age of 16 on his first appearance for the Santos FC junior team he scored a goal right away in a 7-1 friendly victory over Corinthians. He soon became the top scorer in the league and was called up to join the Brazil national team. He went on to play in four World Cups with Brazil's national team. During his career he scored 1,281 goals in 1,360 games, and an average of a goal in every international game he played; this total is the highest achieved by a professional footballer. Since his retirement in 1977, Pelé has been a worldwide ambassador for football, has written several best-selling autobiographies and starred in several documentary films, as well as doing extensive work for children's causes through UNICEF.*

After the first reading, ask students to read the questions in the Students' Book. Students should then listen to the second reading and write the answers to the questions in their exercise books. Students can work in pairs to check their answers. Check the answers together afterwards.

**B1.2 Reading**

A newspaper extract

SB page 9

- 1 Explain that the text is an extract from a newspaper and much of the language is journalistic hyperbole, that is, exaggerated to create an effect on the reader. Students read the article quickly and identify five or six key points. As the text is topical, do not allow them



- too much time to read through the passage. Students discuss their selected points with a partner and give their own opinion, then report back ideas to the class.
- 2 Tell students to work in pairs to read the passage again, find the words and match them with their definitions by inferring the meanings from contextual clues and / or their knowledge of word formation. They write the answers in their exercise books, or in their vocabulary books (after their conclusions have been checked).
  - 3 Students read the passage again carefully and answer the comprehension questions.

### B1.3 Language focus

Adverbs of frequency

SB page 11

Explain that adverbs and adverbial phrases give more information about a verb.

Adverbs of time tell us exactly when something happens, happened, or will happen, etc. They can stand at the beginning or the end of a sentence or clause, but the end position is more common, unless the time of the action is more important:

*Mother cooked doro wat for lunch **yesterday**.*

***Yesterday**, Mother cooked doro wat for lunch.*

Adverbs of time frequently occur as adverbial phrases: at the weekend, on Monday, next year, in the summer, etc:

***The day before yesterday**, Mother cooked doro wat for lunch.*

Adverbs of frequency tell us how often something happens:

*Amare is **often** late for school and he is **never** early for anything.*

*He is late **every day of the week**.*

When a single word, these adverbs usually precede the main verb:

*She **seldom** goes to the theatre, but she **sometimes** sees a film.*

Write the following examples on the chalkboard and invite students to find the adverbs or adverbial phrases in each sentence. They should then say whether they are adverbs or adverbial phrases of time or of frequency.

- a Mother cooked sik sik wat for lunch yesterday.
- b Kassa is often late for school and he is never early for anything.
- c The day before yesterday, we had doro wat for lunch.
- d Abrehet seldom goes to the theatre, but she sometimes sees a film.
- e Abel is late for school every day of the week.

Students work in pairs to ask and answer questions about each other using adverbs of frequency. Walk round and assess individual's performance and give help where necessary.

### B1.4 Listening

Keeping fit

SB page 11

- 1 Discuss with students the importance of health and list their suggestions for keeping fit on the chalkboard,

then read aloud the following text twice. Ask students to take notes.

*If you want to become a good athlete, you should follow a few basic rules to maintain your body in a healthy condition. First of all remember your body is like a machine. If you feed it regularly and drink enough water, it will function well and you will avoid falling ill. That means of course that you should also eat a balanced diet, with the correct types of food: energy-giving foods such as rice, maize, bananas and yam; body-building foods such as meat, milk, fish and eggs, and protective foods such as fruit and vegetables. You must also ensure that you give your body enough rest so that you build up your strength while you sleep and feel refreshed when you get up in the morning. And finally you should take regular exercise so that your body can function like a well-oiled machine and will not let you down when you want to take an active part in games and sports.*

- 2/3 Students write down their personal answers to the questions in Exercise 2. Write these on the chalkboard, then in groups students brainstorm any further ideas for keeping fit. Add these to the list on the chalkboard.

### B1.5 Speaking

Health and fitness

SB page 11

Write the following headings on the chalkboard *Health, Diet, Fitness, Hygiene* and invite the students to suggest ideas for these topics based on their previous discussions. Students then choose which topic they would like to present to the class, and using the information from the lecture on Keeping fit in **B1.4**, available reference sources and their own discussions, they work in groups to prepare the presentation. Invite different groups to present their topic.

### B1.6 Language focus

Giving good advice

SB page 12

- 1 Read aloud the text in the panel about modals, while students follow in their books. Ask students to suggest sentences using the different modals *must, mustn't, have to, don't have to, should, shouldn't, ought to, oughtn't to*. Check they know the difference in meaning between each one. Explain that *must* and *have to* have almost the same meaning. Then copy the table in Exercise 1 onto the chalkboard and ask individuals to come up and indicate where the modal in each sentence should be written. Students read the sentences again, copy the table and complete it in their books.
- 2/3 Students add the modals from Exercise 2 to their tables and suggest the answers for Exercise 3.
- 4 Students complete Exercise 4 in their exercise books. Check the answers together by asking individuals to read aloud their sentences.

- 5 Students work in groups to write down further suggestions for health and keeping fit. Brainstorm their ideas and write them on the chalkboard. They can then add them to their tables in their books.

### B1.7 Language focus

Making plans and suggestions SB page 12

In pairs, students brainstorm ways of keeping fit/healthy, then use these ideas to write ten sentences. Write their suggestions on the chalkboard. Discuss how students would give someone else good advice. Introduce the phrases;

*Why don't you ...? If I were you, I'd ...*  
*How about .....? Perhaps you could ...?*  
*You could always ... Let's ...*

Model a few questions using these phrases. Students then work in pairs to make problem-solving suggestions, using these phrases.

#### Example:

**A:** *Exercise is boring.*

**B:** *Let's go swimming together. We can have fun.*

### B1.8 Writing

The African Nations Cup SB page 13

- 1 Students look at the data table listing countries which have participated in the African Nations Cup since 1990, and, in groups, analyse the data. Each student then writes five sentences about it.

#### Example:

*Nigeria won the African Nations Cup in 1994 by beating Zambia 2-1.*

- 2 Students write a short report following the outline suggested in the Students' Book. Ask selected students to read out their reports.

### B1.9 Reading

Basketball SB page 14

If possible, provide students with pictures, books or other information about basketball to stimulate discussion. Invite any students who know about the game to describe how it is played and what equipment is needed. Students should read the text silently on their own. Encourage them to read it for general understanding first and to write brief headings to summarise what the text is about. Then students should read the text again and write the answers to the questions in their exercise books. Check the answers together afterwards.

### B1.10 Writing

Learning a new sport SB page 15

Have available pictures, books and other information about sports such as volleyball, tennis and badminton. Encourage students to examine them in detail. Students read the passage in **B1.9** again, then select a sport they would like to learn more about. They use the sample

materials, the library or the Internet to find out more about their chosen sport, and make brief notes under the given headings. Students write five sentences about their chosen sport. Invite individuals to share their sentences with the class.

### B1.11 Study skills

How well do you organise your study time? SB page 15

- 1 Discuss the school rules with the students and list them on the chalkboard. Students work in groups to suggest some rules for learning English in the classroom. Write their suggestions on the chalkboard, then students can make a poster and display these rules in the classroom.
- 4 Revise the learning strategies from Grade 9. Ask students to discuss the use of English in other subjects and say why they think it is important to be able to write and express themselves well in English. Ask what skills and strategies they find useful in other subjects.
- 5 Remind students of the importance of entering new words in their vocabulary notebooks. They could include illustrative pictures, sentences and translations of words in their records to assist them in recording and remembering new vocabulary. As a whole class activity ask them to record sports / fitness vocabulary from this unit using these different approaches (which were covered in Grade 9).

### B1.12 Fun with words

A word snake SB page 16

Students can write the words in their exercise books and then check their answers in pairs or small groups.

### Assessment

SB page 16

## 1 Listening

Use this listening passage to assess students' ability to listen to a passage and identify specific information through answering questions. Read aloud the following text:

*The Ethiopian national football team, nicknamed the The Walya Antelopes, is controlled by the Ethiopian Football Federation. Ethiopia has a long football tradition and was one of only three teams (along with Egypt and Sudan) to participate in the first international competition in Africa, playing its first international match in 1947, where it defeated a Djibouti selection 5-0. It also took part in the 1962 World Cup qualifiers, playing against Israel. The peak came in 1962 when the team won the African tournament on home soil, when it was the host, but success has been elusive since the end of the 1960s.*

*The team remained a force in the continent for the remainder of the decade, although further success in the Nations Cup – let alone World Cup qualification – eluded them. The increasing number of national teams in Africa left Ethiopia as one of the lowest ranked African national*

football teams. Ethiopia hosted the Nations Cup tournament in 1976 (but failed to progress to the final four) and last qualified for the tournament in 1982.

However, there have been signs of revival in recent years. In the 2004 African Nations Cup qualifiers, Ethiopians missed out on qualification by 3 points, losing their final game in Guinea. In the 2008 qualifiers, they showed promising signs once more but finished bottom of their group after losing their last two games.

Students then answer the following comprehension questions.

- 1 In 1957 the Ethiopian national football team was
  - a The only team to compete in the African Nations Cup.
  - b One of two teams to compete in the African Nations Cup.
  - c Competed with Egypt and Sudan in the African Nations Cup.
- 2 Ethiopia was the host country in
  - a 1957    b 1960    c 1962.
- 3 Which of the following statements is not true?
  - a Ethiopia defeated Djibouti in 1947.
  - b Ethiopia lost the international match in 1947.
  - c Ethiopia lost the African Nations Cup in 1947.
- 4 a The number of African national teams increased after 1962.
  - b The Ethiopian team was successful in the Nations Cup after 1962.
  - c Ethiopia was one of the final four teams in the Nations Cup in 1976.
- 5 a Ethiopia won their game against Guinea in 2004.
  - b Ethiopia lost their game against Guinea in 2004.
  - c The match was a draw.
- 6 Draw a time line for the Ethiopian national team in your exercise books.

## 2 Speaking

Pupils look at the two photographs and list what they know about each person. They then research more details in a library or on the Internet.

Write the following headings on the chalkboard: *Date of birth, Place of birth, Job or profession, Current job, Family and the conjunctions both / neither, neither / nor and the former / the latter.* Tell students to work in pairs to make sentences to compare the two people using these conjunctions. While students are working, move around and monitor their use of these conjunctions. Choose a few pairs to demonstrate to the rest of the class.

### Example:

*Neither Mahmoud Ahmed nor Asnakech Worku were born in Brazil.*

*One was born in Dire Dawa, the other was born in Addis Ababa.*

## Unit 1 Answers

### A1.1

- 1 a 100 m; 200 m; 400 m; 1500 m; 5000 m; 10,000 m; marathon (42 km)
- b 110 m (100 m for women); 400 m.
- 2 a A running race with some fences and stretches of water that the athletes have to jump over. It is run over 3,000 metres.
- b A race in which teams of four runners run over a set distance, one after the other. A small stick or baton must be passed when one runner takes over from another. The relay is run over two distances in the Olympics: 4 x 100 m and 4 x 400 m.
- 3 Every four years.
- 4 Track events are running, hurdling and steeplechase events held on a running track. Field are throwing and jumping events held in the field either in the centre of the track or nearby.
- 5 Every time someone runs, throws or jumps faster, further or higher than anyone has done before, a new record is set and that person holds the record until someone else breaks it by setting a new record.
- 6 a gold medal    b silver medal    c bronze medal

### A1.2

Answers will vary.

### A1.3

- 1 She defeated her team mate Gete Wami.
- 2 It is run over 10,000 metres
- 3 Elana Meyer of South Africa.
- 4 Wami took second.
- 5 Her first Olympic win was in Barcelona.

### A1.4

- a Ndereba    b Keino    c Keino and Bayi    d Bayi    e Tulu  
 f Gebrselassie and Tulu    g Gebrselassie    h Ndereba  
 i Bayl    j Gebrselassie and Keino    k Gebrselassie  
 l Ndereba    m Bayi    n Bayi (ran with Keino)    o Tulu and Ndereba

### A1.5

- 1 I gave my friend Tiringo, who likes reading thrillers, a book for her birthday.
- 2 The boys, whose parents were out at work, went to the match with their uncle.
- 3 Haile Gebrselassie, who competed in his first race at the age of 13, is a famous long distance runner.
- 4 Derartu Tulu, whose daughter is called Tsion, has won many gold, silver and bronze medals.
- 5 Turbo Turmo, who was a popular Ethiopian athlete, died in a car accident.
- 6 Catherine Ndereba, who later joined the prison service, began running at school.
- 7 Derartu, whose cousins are also successful long-distance runners, comes from Arsi region.
- 8 Kip Keino, who astonished the world with his success, set new world records.

**A1.7**

1 yet, already 2 already, still 3 already, still 4 still, already 5 already, yet 6 already, still 7 still, already 8 already, yet

**B1.1**

- 1 Pelé, was born in Brazil in 1940.
- 2 He played for Santos FC junior team.
- 3 Four.
- 4 1,281 goals.
- 5 He retired in 1977.
- 6 He has written several best-selling autobiographies.

**B1.2**

Exercise 2

a viii b iv c xi d ii e xii f i g v h x i iii j vi k ix l vii

Exercise 3

- 1 The two teams are at different stages of development.
- 2 The Black Queens beat a national side by 19 goals to nil; they qualified for the World; they did not lose a match in a whole year.
- 3 a No.  
b After almost eight years of trial and error, the Black Queens ... made history by qualifying for the women's World Cup.
- 4 The Falcons of Nigeria, the Black Stars, the teams of Guinea, Egypt and South Africa.
- 5 No, not yet.

**B1.3**

- a yesterday – adverb of time
- b often, never – adverbs of frequency
- c the day before yesterday – adverbial phrase of time
- d seldom, sometimes – adverbs of frequency
- e every day of the week – adverbial phrase of frequency

**B1.6**

1/2

It is necessary	It is forbidden	It's not necessary	It's a good idea	It's not a good idea
must have to	mustn't	don't have to	should ought to	shouldn't oughtn't to

- 3 have to and must, should and ought to, shouldn't and oughtn't
- 4 You mustn't borrow other people's things without asking them.  
You mustn't talk when your teacher comes into the classroom.  
You must take enough exercise every day.  
You don't have to tell me before you visit; you are always welcome.  
You shouldn't eat too many sweets.  
You should have seven or eight hours sleep every night.  
You must keep wounds clean.  
You should wash your clothes every day.

**B1.9**

- 1 Ten players.
- 2 Points are scored by placing the ball through a hoop / basket.
- 3 A player who does not play fair is penalised.
- 4 Shooting, passing and dribbling.
- 5 The tallest members of the team play in the centre or forward positions (so they can shoot the ball through the basket more easily).
- 6 Shorter team members have ball handling skills and speed (so they play in guard positions).
- 7 They often play outdoors.
- 8 a the goal b shooting c dribbling d a foul e violations

**B1.12**

start, goal, point, score, nil, winner, kit, world cup, loser, Olympic Games, champion, finish

**Assessment 1**

- 1 c
- 2 1962
- 3 a
- 4 a
- 5 b

**Suggested further reading**

If possible, students should read books, stories, biographies, poems and articles about sports, athletics and athletes. The following titles are recommended: *Stories of courage, Striker 1*. If reading materials are difficult to obtain, they can re-read the texts about the athletes in this unit. They can also read one another's compositions. Set aside time during a lesson for them to do this.



## Unit 2

# Health – First Aid

### Learning outcomes

By the end of Unit 2 students will be able to give and respond to instructions on First Aid.

### Learning competencies

**Reading:** Students read a story and re-tell it in chronological order

**Writing:** Students write instructions and support them with pictures

### Language focus

**Grammar:** first conditional, modal verbs, past simple / past continuous, sequencing words, present perfect simple / continuous, imperatives / present simple, questions forms (*which / what / how*), going to (for prediction), sense verbs, *somebody / anything*, etc.

**Vocabulary:** health, accidents and emergencies

**Social expressions:** remembering / reminiscing

## PART A

### Objectives

By the end of this section students will be able to:

- Listening** – listen to First Aid instructions  
– use the first conditional and modal verbs  
– listen to the story of an accident  
– use sequencing words
- Speaking** – use the present perfect  
– use adverbs of frequency  
– form questions with *which / what / how*  
– use going to for prediction  
– use social expressions for remembering and reminiscing
- Reading** – predict the content of a story about an emergency / accident  
– use First Aid vocabulary  
– read the story of an emergency / accident  
– revise Grade 9 strategies for maximising English in the Environment

### Background knowledge

This unit develops students' understanding healthcare and First Aid and is designed to assist students' knowledge of what to do in emergency situations. Students will listen to and give instructions for First Aid, and describe potentially dangerous situations in the home environment. They learn how to deal with accidents and emergencies, and write a list of rules to prevent accidents in the home.

### Materials and resources

- First Aid box.
- First Aid instruction manual.
- Information leaflets about First Aid.
- A list of contact details of whom to contact in an emergency.
- Pictures and words to teach First Aid vocabulary.

### A2.1 Introduction

Spot the dangers

SB page 17

Begin by discussing with the students how accidents are caused and what they know about First Aid. Show them the contents of a First Aid box and ask them to name the contents e.g. *plasters, bandages, safety pins, antiseptic cream, sterile dressings, scissors, wipes, tape*, etc. Ask what each item may be used for. Discuss any leaflets on First Aid you may have obtained, and whom you would contact in an emergency. Write a list of contact details on the chalkboard for students to copy in their books.

- 1 Divide the class into teams and give them 10 minutes to discuss the picture with their group and list the number of dangerous things they can see in the picture. Give one point for each danger they identify. The team with the highest number of points wins.
- 2/3 Pre-teach the necessary First Aid vocabulary in Exercise 3 (*casualty, emergency, unconscious, recovery, circulatory*) using pictures and mime in preparation for the quiz. Encourage your students to look up each word in their dictionaries and to write them in their vocabulary books. Ensure they learn the spelling of each word and can pronounce the words correctly, then students can test each other on the spelling.

Give the students five minutes to complete the quiz, then tell them to mark their answers. Read the answers aloud. Students can evaluate their scores.

### A2.2 Speaking

Accidents

SB page 18

Start by asking students to suggest any words they know about accidents and First Aid. Show your pictures and word cards for First Aid and ask students to match them.

- 1 Ask volunteers to describe what is happening or has happened in each of the pictures in the Students' Book and let other students suggest what might be done about it. Students then match the pictures with the words and phrases in the box. Ask them to make sentences with these words and phrases.
- 2 Ask students in groups or pairs to mime what is going to happen in each picture. They discuss what advice and warning they can give.

**A2.3 Listening**

Watch that baby!

SB page 19

Tell students that they are going to listen to a story. While listening they should be aware of the logic and sequence of the story and be aware of discourse markers i.e. who might be speaking and to whom. Explain they will be asked to re-tell the story. Read aloud the following text twice. After the first reading, ask students to write brief notes about the story.

**Listening Text**

*Abeba was cross. She wanted to go out with her friends, but Mother had told her she must stay in and look after the baby. “Why me?” Abeba asked. “I always have to look after her.”*

*Abeba’s family lived next door to my mother’s friend Weizero Fetia. She is fat and laughs a lot and we all like her. She cooks good food and tells us funny stories, and she is always laughing. We call her Weizero Ha Ha. Her husband comes home at night and eats the food she cooks. He drinks a lot of coffee and laughs at the radio. We call him Ato Ha Ha. They have many children who are all fat too. The smallest is Baby Ha. She crawls around the house and laughs, but no one looks after Baby Ha.*

*Weizero Ha Ha’s house is not clean. There are things all over the floor. There are cooking pots and knives on the floor, and chickens run around inside the house. Weizero Ha Ha cooks on a paraffin stove on the floor. She keeps the paraffin in a bottle which she puts on the floor, and she keeps the matches on the floor too.*

*My mother went to see Weizero Ha Ha. She told her, “Don’t put things on the floor. They might cause an accident. Baby Ha might drink the paraffin or cut herself on the knives.” But Weizero Ha Ha just laughed at her.*

*Near the house the grass is long, with broken bottles and rusty wire in it. Rats live in the grass and last week I saw a snake. My mother said to Ato Ha Ha, “Why don’t you cut the grass? Baby Ha might have an accident or get bitten.” Ato Ha Ha laughed at her. He just went into the house and played the radio and drank coffee.*

*My mother said to me later, “Many children have accidents at home. Some get bitten by snakes, or get cuts on their feet and do not wash them. Then the cuts go bad and the children must go to hospital. Last year ten children in the village had burns from accidents from stoves and cooking fires, and two of them died.”*

*Just then we heard a cry from next door “Waah! Waah...!” The chickens ran out of the house and I ran inside. Baby Ha was on the floor crying and crying. But that was not all. The paraffin stove was on its side on the floor. The hot cooking pot was on the floor beside it and the bed was on fire. Mother and Weizero Ha Ha ran into the house as well. We took Baby Ha outside, then I ran to fetch some water. In the end we put out the fire, and the house was saved.*

*“That’s why you must look after your baby”, Mother said to Abeba later on. “You see, accidents can happen only too easily.”*

- Write the sequencing words *first, next, then after, before, while* and *finally* on the board. Students work in pairs or groups to re-tell the story in their own words, following the correct sequence of events. Encourage them to use the sequencing words on the board.

**A2.4 Reading**

First Aid

SB page 19

Students have already had an introduction to First Aid vocabulary, but ensure they know the meaning of any words in the following text they are not familiar with, e.g. *emergency, vomit, embedded, symptoms, swelling, splint, pus, allergic, tweezers, compresses*. Encourage your students to look up each word in their dictionaries and to write them in their vocabulary books.

- Tell the students to copy the table beneath the passage into their exercise books. Ask them to read the text and identify the key words. After the second reading, students complete the table.
- Explain that we use a conditional clause to link two events, the second of which depends upon the first, e.g. *If you cut your hand, you should cover the cut with a bandage*. We use this form of the conditional when we know that something is likely to happen. Point out the example in the Students’ Book: *If you cut your hand, you should clean the wound and cover it with a bandage*. Give more examples and ask students if they can think of any similar sentences. Students then write conditional clauses using the First Aid instructions with which they completed the table.

**A2.5 Speaking**

Asking questions

SB page 20

Revise the use of the questions words *which? what?* and *how?* Students then work in pairs to ask and answer questions using these questions words and the information they completed in the table in **A2.4**.

**Optional activity:** Invite a First Aid worker into class and students ask and answer question in English. Students should prepare a list of questions beforehand, choosing different question words. Check the questions first before the students ask them.

**A2.6 Speaking**

Role-play

SB page 20

Using the information from the First Aid instructions in **A2.4**, students conduct a three-way role-play between a sick or injured person, a first aid practitioner and a trainee first aid practitioner as in the example in the Students’ Book. In groups of three or more, encourage students to imagine each of the three proposed scenes and to use appropriate language as freely and naturally as possible. Students can then act out their dialogues before the class.



**A2.7 Increase your word power**

Accidents and injuries

SB page 20

The vocabulary in this section is in preparation for the following reading passage. Tell the students to look at the list of words and their meanings. Ask them to predict the content of the story *Ayantu to the rescue*. Encourage them to write the words in their vocabulary books and ensure they can pronounce the words correctly.

**A2.8 Reading**

Ayantu to the rescue

SB page 20

Before they begin reading, write the following content words and phrases on the chalkboard: *boiling water, pain, shock, cool the injury, swells up, cold water, doctor, treatment, blister, germs, hospital*, then discuss the illustrations with the students. Can they suggest what the story will be about? Ask if any students have had a bad burn and what treatment they received.

Students should read the text silently on their own. Encourage them to read it for general understanding first. Ask them to find the new vocabulary words in the text. Students then close their books. Ask volunteers to describe the treatment for bad burns. Students then answer questions 1 – 10.

**A2.9 Listening**

A nose bleed

SB page 22

Ask if any of the students have had a nose bleed. What did they do to stop it? Then read the following passage through twice, the second time pausing to allow students sufficient time to complete the sentences.

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

Write the complete passage on the board. Students can then exchange books and mark their partner's work.

**A2.10 Writing**

Sequencing information

SB page 22

- 1 Remind students of the First Aid instructions they have learned about in this unit. Ask them to suggest a sequence of events following on from Kassa's accident in **A2.8** and write their suggestions on the board. Students then use the sequencing words to write a summary of the story *Ayantu to the rescue*. They can support their stories by drawing pictures that indicate the sequence of events. Invite selected students to read out their sequences.
- 2 Read the introduction to the story, then invite students to work in pairs and write a sequence of events following on from Abel's accident.

**A2.11 Language focus**

Giving advice

SB page 22

Remind students that we can use the imperative tense or the present simple to give advice or instructions. Write these sentences on the chalkboard:

*Don't waste time.  
Rush the patient to hospital as soon as possible.  
Put the person in a sitting position.*

Ask students to suggest other sentences to give advice in an emergency situation. Students then complete the exercise in their exercise books and work in pairs to check their answers.

**A2.12 Increase your word power**

Remembering and reminiscing

SB page 23

- 1 Write the social expressions for remembering and reminiscing on the chalkboard, check the grammar patterns with the students and model their pronunciation.
- 2 Write the words *music, weather, cooking, laughter, games* on the board. Ask students to work in small groups to make as many similar sentences as they can, using these prompts and the social expressions for remembering and reminiscing, as in the example for *rain* in Exercise 1.

**A2.13 Study skills**

English in the environment

SB page 23

- 1 Review with the students the ways English is used in the environment and draw up a list of further ideas, e.g. English club, watching English movies, listening to English pop music, etc. Students then work in groups to brainstorm other ideas and share their ideas with the class.
- 2 Ask students to complete sentences about themselves (with regard to learning) beginning "I like ..." and "I don't like...". Students work in pairs to compare answers and discuss what this means about their own learning styles.
- 3 Based on their sentences, students prioritise the skills and areas they need to focus on in Grade 10. They rank which skill is their strongest and why; and which skill they need to work on more and why.

## PART B

## Objectives

By the end of this section students will be able to:

- Listening** – listen and put pictures in the correct order  
 – use the past simple and past continuous tenses
- Speaking** – revise the present perfect  
 – use adverbs of frequency  
 – use *going to* for prediction
- Writing** – write instructions  
 – use the present perfect simple continuous  
 – use *some / any / every / no* with *body / one / where / thing*  
 – record affixes

## B2.1 Listening

Accidents at home

SB page 24

- 1 Ask students to look at the pictures of potentially dangerous situations and work in small groups to discuss what advice and warnings they would give for each picture. Students listen as you read the text, tick off each picture and write the number of each picture in the correct sequence in their exercise books.
- 2 Students read the passage again and say which statements are *True* or *False*.

## B2.2 Speaking

Talk about the pictures

SB page 25

- 1 Teach the use of the reflexive pronouns *himself, herself*. Students then refer to the pictures in **B2.1** and work in pairs to suggest sentences for each picture using the *going to* future.
- 2 Revise the use of the simple past tense, and the present perfect tense with *has* or *have*.

**Example:**

*I've cut my hand.*

Students work in pairs to ask and answer questions about the pictures, as in the example and note down their conversations. Invite selected pairs to read their conversations to the class.

## B2.3 Writing

Safety rules

SB page 25

- 1 Teach the use of the adverbs *always* and *never* with the modal verb *should* to give advice. Students then discuss in groups a list of rules to prevent accidents in the home and write them in their exercise books.
- 2 The students then draw posters to illustrate these rules.
- 3 Write the following scenario and prompts on the chalkboard: *Your friend has been bitten by a snake: snake bite, venom, redness, swelling, pus, itching, sting, tweezers, cold compress*. Students use these prompts to

write instructions and illustrate their instructions with pictures that indicate the sequence of actions.

## B2.4 Language focus

More about verbs

SB page 26

- 1 Write the following verbs on the board: *work, eat, wash, cut*. Ask students to work in pairs and make up sentences in the present simple tense using these verbs. Ask selected students to read their sentences aloud. Write an example of the present perfect tense on the chalkboard.  
**Example:**  
*He has cut the grass.*  
 Students suggest the present perfect tense for the verbs on the board. Then ask the students to change their sentences into the present perfect continuous tense by using the auxiliary verb *has / have* + the past participle: *He has been cutting the grass.*
- 2 Explain that we use the past perfect continuous to show that one past action took place over a period of time before another past action began:

**Example:**

*He had been cutting the grass a long time before Father came home.*

In this case, the earlier action had begun and was still carrying on when the other action took place.

Draw the following frame on the board and invite student to complete the frame and suggest other verbs.

Infinitive	Past simple	Present Perfect	Present Perfect continuous
work	worked	I have worked	I have been working
eat	ate	I have eaten	I have been eating
make	made	I have made	
cut	cut		
ring	rang		
think			

- 3 Students read the panel then work in pairs to complete Exercises 1–5. For Exercise 5, students ask questions in the past perfect continuous and reply with answers, as in the example. Alternatively these activities could be done as a ‘chain’ activity around the class, or for homework.

## B2.5 Writing

A conversation at the clinic

SB page 27

In pairs, students discuss an accident that has happened to themselves or to someone they know. Students make notes about the accident, then write a conversation at the clinic between the patient and the nurse using the writing scaffold in the Students' Book.

**B2.6 Language focus**

Sense verbs

SB page 28

- 1 Discuss with students the five senses and elicit the five 'sense' verbs (*see, hear, smell, taste, feel*). Write them on the chalkboard, then mime some actions and emotions and ask students to say what emotions you are feeling: *You look sad / happy, etc.*

Write the sense verbs *sounds / feels / looks / tastes / smells* on the board, then write the patterns that come after these verbs:

+ an adjective	<i>It smells good.</i>
... as if ...	<i>It looks as if it is broken.</i>
... like ...	<i>It sounds like thunder.</i>

In pairs, one student mimes an action and the other guesses the action by making sentences with the 'sense' verbs.

**Examples:**

*He looks angry. He looks as if he is going to shout.*

Students then suggest other sentences using these 'sense' verbs.

- 2 Students work in pairs to make sentences with the pairs of words in the Students' Book;

**Example:**

chicken – delicious: *Chicken tastes delicious.*

**B2.7 Listening**

What would you do?

SB page 28

- 1 Students read and discuss the three questions **a, b,** and **c.**
- 2 Read the story aloud, then read it again section by section, pausing to allow students to complete the blanks.

**Reading text**

*One evening Gemechu and Makeda were getting **water** 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 Gemechu. "Let's pick it up and see."*

*Inside the bag was a small box. Gemechu opened the box and said, "Look, there are **sweets** 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 Gemechu. "I'm going to have one."*

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

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

*"No!" said Makeda. "We shouldn't throw them away. A **baby**, who can't read, might find them and eat them. They may be **poisonous** 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 **shocked** when she saw the box. "My goodness," she said. "These aren't sweets, they're **pills**. It's a good thing you didn't eat them."*

*Gemechu 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 **touch** 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 **strange** thing again."*

- 3 Read the passage again, then the students answer the questions. They can work in pairs to check their answers.

**B2.8 Language focus**

The lost watch

SB page 29

Teach the difference between *prepositions* (a word used before a noun or a pronoun to show its relation to another word in the sentence) and *adverbs* of place (which give more information about a verb, telling us where something happened). Note that adverbs can often stand at the end of the sentence or clause, while prepositions describe the location of something. Write the following on the chalkboard:

**Prepositions:** *outside, in, inside, beside, on, off, behind, under, over, near*

**Adverbs:** *everywhere, nowhere, somewhere.*

Students look at the pictures and complete the passage with the words from the box. Accept any reasonable replies that use all the words in the box.

**B2.9 Writing**

Making sentences

SB page 30

Students work in pairs to make sentences from the substitution table as in the examples. Alternatively, this could be done as a 'chain' activity in groups or the whole class.

**B2.10 Increase your word power**

Word opposites

SB page 30

- 1/2 Tell the students to read the panel about prefixes. Ask them if they can suggest any words beginning with the prefixes *un-, in-, im-, dis-, ir-, il-* and write these on the board. Students then complete Exercises 1 and 2.
- 3/4 Ask students if they know the meanings of certain suffixes (*-ful, -able, -less*). Write a number of words on the board: *homeless, penniless, thoughtless* and point out that the suffix *-less* can mean 'without'. Students read Exercise 3 and complete the sentences in

Exercise 4. Ask students to suggest other words which contain suffixes and to make sentences with them;

**Example:**

*drama – dramatic – The scenery in Ethiopia is very dramatic.*

## B2.11 Study skills

Organising your work

SB page 31

- 1 Before students discuss the question with a partner, ask them to look at the picture of the student in his room and to describe what he is doing. Also discuss the meaning of 'organise' (to plan or arrange something). They can then talk about the questions in pairs. After a few minutes, ask volunteers to share their responses with everyone and say why they are / are not organised.
- 2 Before students read the advice, ask them to close their books. Write these questions on the chalkboard: *How can you organise a place to study? How can you organise a time to study?* Brainstorm and discuss the questions with the whole class. List their ideas on the board. Students can then read their books about how to organise a study space and time. Ask them what things they do already. What things would they like to try and do? Demonstrate how to make a weekly study timetable on the board. It should be updated every day with new things being added and other things being crossed out as they are completed. (You may also have cardboard boxes or other recycled materials in your classroom which you use for storage. Point these out to the students.)

## Assessment

SB page 32

### 1 Reading

Make copies of the following story for each student. Give the students a short time limit to read the story and answer the questions in the Students' Book.

#### Reading text

##### The race

*There was once a woman called Makeda, who bought herself a new red car. She was very proud of her car, and she cleaned and polished it every day.*

*One day, she saw her neighbour Ogbay driving his bullock cart along the dusty road. "My car can go faster than your bullock cart," she said with pride.*

*"Let's have a race, then," said Ogbay. "I'm sure that my bullocks will win."*

*"All right," said Makeda. "How far shall we go?"*

*Ogbay looked at the signpost beside the road. "It's ten kilometres from here to the next village," he said. "Let's make the finishing line the first hut just before the village."*

*"All right," said Makeda, so Ogbay and his bullocks set off clip-clop down the long, dusty road. Makeda jumped into her shiny, new red car and started the engine: brrm brrm. She drove off in a cloud of dust and soon left Ogbay and his bullock cart far behind.*

*The day was warm and the sun was high overhead in the blue sky. Soon Makeda began to feel very hot and thirsty. "I'll just stop at this stall for a cola," she said to herself. "Ogbay is a long way behind me."*

*So Makeda stopped the car and had a drink of cola, while the bullocks walked on clip-clop down the long, dusty road.*

*When she had finished her soda, Makeda jumped back into her new red car and drove off, brrm brrm. Soon she began to feel rather hungry. "I'll just stop at this stall for a snack," she said to herself. "Ogbay is still a long way behind me."*

*So Makeda stopped the car and had a snack, while the bullocks walked on clip-clop down the long, dusty road.*

*When she had finished her sandwich, Makeda jumped back into her new red car and drove off, brrm brrm. Soon she began to feel rather tired. "I'll just stop here under this big baobab tree for a rest," she said to herself. "Ogbay is still a long way behind me."*

*So Makeda stopped the car for a rest. She fell fast asleep in the shade of the big baobab tree, but the bullocks walked on clip-clop down the long, dusty road. They walked on past the cola stall. They walked on past the sandwich stall, and they walked on past Makeda in her new red car, fast asleep in the shade of the big baobab tree. The bullocks walked ten kilometres and arrived at the first hut just before the village. All the children ran out and began to laugh and cheer as the bullocks went on clip-clop across the finishing line.*

*Suddenly Makeda woke up and saw that the sun was just going down in the west. She could not see the bullock cart ahead of her. She could not see the bullock cart behind her. She started the engine of her car, brrm brrm, and drove down the road to the finishing line. But there was Ogbay, sitting in the bullock cart, with all the children laughing and cheering around him. "I told you my bullocks would win the race," Ogbay said to Makeda. "And so they did!"*

### 2 Writing

- 1 Students look at the picture story, and write the teacher's instructions for the visit. They should refer to the clocks giving the time of each activity and say what will take place at that time.

#### An excursion to the Blue Nile Falls

1 9:00 a.m.



2 9:15 a.m.



3 11:00 a.m.



4 11:30 a.m.





5 12:30 p.m.



6 1:00 p.m.



7 3:00 p.m.



8 4:00 p.m.



9 5:00 p.m.



- 4 False – if somebody has swallowed poison, you should not make him/her sick as any damage done on the way down will be repeated on the way up.
- 5 True.
- 6 False – shock can kill.
- 7 True.
- 8 True.
- 9 True.
- 10 False – in most cases burns must be treated with cold water in the first instance.

**A2.2 (accept other correct suggestions)**

*Exercise 1*

- 1 The boy's finger is bleeding.
- 2 The child has burnt her arm.
- 3 The boy has an eye injury.
- 4 The boy has a snake bite.
- 5 The boy has a fracture in his leg.
- 6 The ant will give the child an insect bite.
- 7 The girl has got a nose bleed.
- 8 The baby is crawling towards a bottle of poison.

**A2.4**

*Exercise 1*

- Bleeding – clean the wound and cover it with a bandage.
- Shock – make the victim lie down flat (and if he or she vomits, turn them on their side).
- Burns – apply dry dressings and bandage loosely.
- Eye injury – cover the eye with a paper cup and bandage and take the patient to hospital.
- Poisoning – consult a doctor immediately.
- Fractures, sprains and strains – control any bleeding and bandage the limb with a splint.
- Insect or snake bites – Remove any sting with tweezers, and wash the wound with soap and water.
- Nose bleed – make the victim sit down, pinch the nostrils shut and lean forward

*Exercise 2*

- If the wound is bleeding, you should clean it and cover it with a bandage.
- If you are in shock, you should lie down flat.
- If you burn your hand, you should apply dry dressings and bandage loosely.
- If you have an eye injury, you should cover your eye with a paper cup and a bandage and go to hospital.
- If you swallow poison, you should consult a doctor immediately.
- If you have a fracture, sprain or strain, you should control any bleeding and bandage the limb with a splint.
- If you are bitten by a snake or an insect, you should remove the sting and wash the bite with soap and water.
- If you have a nose bleed, you should sit down, pinch your nostrils shut and lean forward.

**A2.8**

- 1 She wanted to be a doctor.
- 2 Wash and clean the wound and apply antiseptic cream.
- 3 Gently wash the wound in clean or boiled water, dry the surrounding area and cover the wound with a clean pad of cloth.
- 4 Cool the injured part as quickly as possible.
- 5 To get the heat out of the wound.

**Unit 2 Answers**

**A2.1**

*Exercise 1*

- 1 Baby on floor crawling towards an open fire in a fireplace.
- 2 Pan of boiling water on the fire with its handle within reach of the baby.
- 3 Sharp knives nearby.
- 4 Box of matches on the fireplace.
- 5 Lamp (lit) on the edge of the table.
- 6 Toddler balancing dangerously on a stool.
- 7 Bottle of medicine on the table within reach of the toddler.
- 8 Sharp knives on the table.
- 9 Broken glass on the floor.
- 10 An open bottle of tablets on the table.
- 11 An open box of pins on top of the cloth in the sewing basket.
- 12 Scissors on top of the sewing.
- 13 Rusty metal, bits of wood and wire in the compound.
- 14 Broken glass on the ground.
- 15 A ladder propped up against a wall.
- 16 A water container with the cover off and propped beside it.
- 17 A pair of old batteries beside the car.
- 18 A large oil slick on the ground.
- 19 An axe on the ground near a pile of firewood.

*Exercise 3*

- 1 False – after calling for help, give 30 chest compressions and repeat the process until
  - i) help arrives.
  - ii) the casualty starts to breathe normally.
  - iii) you have become exhausted.
- 2 True.
- 3 False.

- 6 Because the injured part swells up.
- 7 At least ten minutes.
- 8 She helped him lie down with his feet slightly higher than his body and covered him with a blanket.
- 9 Germs will get into the wound and make the injury worse.
- 10 She wrapped a clean dry cloth round his leg.

**A2.9**

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

**A2.10**

*Exercise 1 (accept other possibilities)*

First Ayantu made Kassa sit on a chair.  
 Next she shouted to her mother to come and help.  
 Then she put Kassa's foot in a bowl.  
 After Mother had arrived, she asked her to take off Kassa's shoe.

Before Mother phoned for the doctor, Ayantu cooled the burn with water.

While they were waiting for the taxi, Ayantu helped her brother lie down.

Finally Mother wrapped a clean dry cloth round Kassa's leg before they went to hospital.

*Exercise 2 (example)*

First he .... *Checked to see how badly injured Abel was.*

Next ... *he put him in a recovery position.*

Then ... *he covered Abel with a coat.*

After that ... *he called an ambulance.*

Before ... *the ambulance came, he checked Abel's pulse.*

While ... *he was waiting for the ambulance, he raised up Abel's arm and applied pressure to his wound.*

Finally ... *he told the ambulance men what had happened.*

**A2.11**

- 1 Be careful when you strike a match.
- 2 Be polite when you meet a stranger.
- 3 Don't be unkind when you meet a disabled child.
- 4 Don't water the crops when the sun is hottest.
- 5 Don't pick the flowers when you walk in the park.
- 6 Don't go outside when it is raining.

**B2.1**

*Exercise 1*

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

*Exercise 2*

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

**B2.2 (accept other correct suggestions)**

- 1 The baby is going to burn himself.
- 2 The child is going to cut himself.
- 3 The child is going to poison himself.
- 4 The boy is going to strike a match.
- 5 The boy is going to injure the other child.
- 6 The child is going to scald himself.

- 7 The child is going to fall off the stool.
- 8 The girl is going to poison herself.
- 9 The boy is going to cause a fire.
- 10 The girl is going to trip up on the mat.
- 11 The boy is going to burn himself.
- 12 The boy is going to get tetanus / scratch himself.

**B2.4**

Infinitive	Past simple	Present Perfect	Present Perfect continuous
work	worked	I have worked	I have been working
eat	ate	I have eaten	I have been eating
make	made	I have made	I have been making
cut	cut	I have cut	I have been cutting
ring	rang	I have rung	I have been ringing
think	thought	I have thought	I have been thinking

*Exercise 1*

1 has cut 2 has gone 3 has tried 4 have played  
 5 have watched 6 has not done 7 have tried 8 have not gone

*Exercise 2*

1 has been cutting 5 have been watching  
 2 has been going 6 have not been doing  
 3 has been trying 7 have been trying  
 4 have been playing 8 have not been going

*Exercise 3*

1 bought 2 stole 3 chose 4 sold 5 argued 6 began  
 7 packed 8 was, grew 9 arrived, rang 10 found, lost

*Exercise 4*

1 have not eaten 2 have not been 3 has not seen  
 4 has not lost 5 has not cried 6 have not forgotten  
 7 has not done 8 has not read 9 have not visited  
 10 has not visited

*Exercise 5*

1 Have you been writing ...? (Yes / No I have / haven't.)  
 2 Have you been fighting ...?  
 3 Have you been crying ...?  
 4 Have you been swimming ...?  
 5 Have you been harvesting ...?  
 6 Have you been working ...?

**B2.7**

*Exercise 2*

One evening Gemechu and Makeda were getting **water** 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 Gemechu. "Let's pick it up and see."

Inside the bag was a small box. Gemechu opened the box and said, "Look, there are **sweets** 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 Gemechu. “I’m going to have one.”

“No, don’t. Look, there’s something **printed** on the box. It says ‘Keep out of **children’s** reach’,” said Makeda.

“What should we do with them?” asked Gemechu. “Shall we throw them away?”

“No!” said Makeda. “We shouldn’t throw them away. A **baby**, who can’t read, might find them and eat them. They may be **poisonous** 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 **shocked** when she saw the box. “My goodness,” she said. “These aren’t sweets, they’re **pills**. It’s a good thing you didn’t eat them.”

Gemechu 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 **touch** 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 **strange** thing again.”

Exercise 3

- 1 The two girls saw a bag lying by the side of the road.
- 2 Makeda said they shouldn’t eat the ‘sweets’ because they were not theirs and they did not know what they were.
- 3 Put them in a place where children can’t get at them.
- 4 She thought that a baby might find them and eat them. They might be poisonous.
- 5 She said the pills could make the girls very ill.
- 6 Don’t touch them, but find an adult and stop other children from touching it.

### B2.8

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

“Is it **inside** the drawer?” she asked.

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

“Perhaps you lost it **somewhere** in the garden,” said Etenesh, so the two girls searched **outside**. Suddenly Etenesh gave a shout. “Here it is,” she cried. “It was **near** the fence,

just **beside** the gate. It must have fallen **off** as you came **in** from school.”

### B2.10

Exercise 2

- |              |              |               |
|--------------|--------------|---------------|
| 1 unfriendly | 2 incorrect  | 3 impatient   |
| 4 unemployed | 5 irregular  | 6 disappeared |
| 7 uncertain  | 8 illiterate |               |

Exercise 4

- 1 homeless    2 comfortable    3 helpful

## Assessment

### 1 Reading

- 1 Her car could go faster than a bullock cart.
- 2 10 kilometres.
- 3 She stopped the first time because she was thirsty.
- 4 She stopped the second time because she was hungry.
- 5 She went to sleep in the shade of a baobab tree.
- 6 They walked steadily on down the road to the finishing line.
- 7 She woke up when the sun was setting in the west.
- 8 She saw Ogbay sitting in the bullock cart surrounded by children.

### Writing (accept other possibilities)

At 9 o’clock students must gather at the school and board the bus.

At 9.15 am the coach will depart for the Blue Nile Falls.

At 11.00 am the coach will arrive at the Falls.

At 11.30 am the students will walk to the viewpoint near the Falls.

At 12.30 pm the students will eat their lunch.

At 1.00 pm they will have some free time to play and relax.

At 3.00 pm they will board the coach again for the return journey.

At 4.00 pm the coach will stop at the market where students can go shopping.

At 5.00 pm the coach will arrive back at school.

### Suggested further reading

If possible, students should read books, stories, poems or articles about accidents and First Aid. You could try to find suitable articles from First Aid leaflets issued by the Ministry of Health or available in the doctor’s surgery. Use these for comprehension, discussion, summarising or note-taking. If reading materials are difficult to obtain, then students can re-read the texts in this unit. You could also invite a First Aid worker to attend the class so the students could ask and answer questions in English about First Aid.

# Unit 3

## I like reading!

### Learning outcomes

By the end of Unit 3 students will be able to read a variety of fiction texts and express their views.

### Learning competencies

**Speaking and listening:** Students report what they have heard

**Writing:** Students write a short informal letter

### Language focus

**Grammar:** past tenses (*past simple / continuous / perfect*), verb patterns (verb + infinitive with *to* or + gerund), 2nd conditional, reported speech

**Vocabulary:** stories and story telling (e.g. genres, people, adjectives)

**Social expressions:** telling a story

## PART A

### Objectives

By the end of this section students will be able to:

- Listening** – listen to descriptions and dialogues and identify gist
- predict the content of a story using a variety of contextual clues
  - listen to a story and re-tell it in some detail
- Speaking** – use verb patterns (verb + infinitive with *to* or + gerund)
- use the 2nd conditional
  - change dialogue into reported speech
- Reading** – read stories and skim to get the general idea
- Writing** – revise the 2nd conditional
- write 2-3 paragraphs to narrate a story

### Background knowledge

This unit develops students' awareness of what they read and why they read. It explores different kinds of texts – biography, fiction, traditional stories, myths and plays. Encourage students to become better and more active readers by creating an environment in your classroom that promotes reading through discussions, displays and writing about books. Encourage them to make use of the school and local library on a regular basis, and to keep a record of what they have read and enjoyed.

### Materials and resources

- Newspaper, paper or card for listing and displaying authors and titles that students know.
- Copies of the books mentioned in the text: *Long walk to Freedom* by Nelson Mandela; *Halima* by Meshack Asare; traditional stories and plays; *The Promised Land* by Grace Ogot.
- Writing and drawing paper, colouring pencils for making book reports (optional).
- Photographs of Nelson Mandela at different stages of his life.

### A3.1 Introduction

What kinds of things do we read every day?

SB page 33

- 1 Students look at the pictures. Ask individuals to describe and name what they see. Teach new vocabulary, e.g. textbook and *notice / sign*. Students then complete Exercise 1.
- 2 Discuss with students why we read each of these things. Explain new vocabulary, e.g. *enjoyment*. Students then complete Exercise 2.
- 3 Brainstorm a few examples with the whole class before students start discussing in pairs. Once they have finished, ask volunteers to share more ideas. List these on the chalkboard. Copy these ideas down later onto newsprint, paper or card and display them in the classroom to promote reading awareness.

### A3.2 Listening

Talking about stories

SB page 34

- 1 Students suggest various fiction genres which you list on the chalkboard.
- 2 Read out the following openings of different kinds of texts. Ask the students to match them with the words on the board.
  - 1 *I will always love you.*
  - 2 *Long ago there was a king who had a beautiful daughter.*
  - 3 *Tarikú sucked in his breath in fear as a strange form gradually appeared out of the mist ...*
  - 4 *The cowboy stood stock still in the sun, a gun in either hand...*
  - 5 *Trees are the kindest things I know, They do no harm, they simply grow.*
  - 6 *The footprint in the mud and the broken glass were important clues ...*
  - 7 *My blood ran cold as the killer approached our hiding place ...*
  - 8 *Once upon a time Warthog and Lion were friends ...*
  - 9 *The spaceship approached the strange planet ...*
  - 10 *We knew we had to cross the river, but we had no way of knowing how deep it was or what we might find on the other side ...*

**A3.3 Language focus**

Conditional sentences SB page 34

Read aloud the note about reported conditional sentences, while students follow in their books. Give more examples and ask students if they can think of any. Write these on the board. Point out that these types of conditional sentences are often called ‘unreal’ because in spite of the use of the past tense, the situation described in the sentence is imaginary in the present or the future. Discuss with the students how the sentences could be completed.

**A3.4 Increase your word power**

What do you read? SB page 35

- 1/2 Students copy the chart into their books, then classify the words in the box under the different headings. They add other words related to the different genres to these lists.
- 3/4 Students discuss what they like to read, choose their favourite genre and tell the class what they would do if they were a character in one of these books, as in the example.

**A3.5 Listening**

Ben and the Devil SB page 35

Read the first part of the story to the class

**Listening text**

*On the spot where the hotel called ‘The Disappearing Devil’ is now, there used to be a tailor’s shop. A man called Poor Ben lived and worked there with his wife. He was the son of a shoemaker and worked as a shoemaker himself before he became a tailor.*

*When Ben was 19 he got married and his wife never stopped complaining about how poor they were. On his 21st birthday Ben was very unhappy. Everything had gone wrong that day. His wife had not stopped crying. He needed money. “I’d sell my soul for a pot of gold,” he cried.*

- 1 Pause and ask students to choose one of the sentences to complete this section (b), then read the next section:

*Suddenly he saw a dark stranger standing in front of him. It was the Devil himself. “I’ll give you your pot of gold, Ben,” he said, “if in five years’ time you give me your soul.”*

*Ben needed the money so badly that he agreed. The Devil disappeared. Ben and his wife were very happy and they enjoyed spending the gold.*

*Five years passed...*

- 2 Pause and ask students to choose one of the sentences to complete this section (a), then read the final section:

*On the anniversary of the day that Ben had received the gold, the Devil reappeared. “I have come for your soul,” he said.*

*“I am ready,” said Ben. “But I want one more wish.”*

*“All right,” said the Devil, “but be quick. We have a long way to go.”*

*Ben said, “I wish you were back in hell, never to return.” The Devil immediately flew through the air on to the back of a goat and they never saw him again. Ben and his wife lived happily for many years.*

- 3 Students choose the ending for the story (c).
- 4 Read the story again then students decide which statements are *True* and which are *False*. They write the answers in their exercise books.

**A3.6 Speaking**

Re-tell the story SB page 36

- 1/2 Students work in pairs to re-tell the story, then work in groups to discuss the questions in Exercise 2.
- 3 Students list some other traditional stories they know. Ask volunteers to relate a story they know.

**A3.7 Language focus**

Verb patterns SB page 36

- 1 Read aloud the note about verb + verb patterns, while students follow in their books. Give more examples and ask students if they can think of any. Write these on the board.

Read the story of *Ben and the Devil* again slowly, and ask students to put up their hands if they hear any of these verb patterns. They can then write them in their exercise books.

- 2 This exercise can be done independently or as a whole class. As an optional activity for more able students, ask them to identify which of the verbs in the exercise match the rules given in the box.
- 3 Point out that certain verbs, such as *hope, decide, afford, agree, decide expect, arrange, etc.* always take the infinitive + *to*

**Examples:**

I’ve *decided to go* to the concert next week.  
I’ve *arranged to see* the doctor on Tuesday.

Write these verbs on the board and ask students to make sentences with them.

**A3.8 Language focus**

Reported speech SB page 37

- 1/2 Read the note about reported speech aloud, while students follow in their books. Make some statements or questions, and ask students to put them into reported speech.

**Example:** I am going to the theatre this evening. *My teacher said she was going to the theatre this evening.*  
Are you going swimming this afternoon? *My teacher asked if I was going swimming this afternoon.*

Give more examples and ask students if they can think of any. Write these on the board. Students can then copy and complete Exercises 1 and 2 in their exercise

books. They can check their answers with a partner. Ask pairs to share their answers with the rest of the class afterwards.

- 3-5 Read aloud the note about reported commands, while students follow in their books. Give more examples and ask students if they can think of any. Write these on the board. They can then complete Exercises 3 and 4 with a partner. For Exercise 5, they can write the sentences in their exercise books. Ask individuals to say / read aloud some of their sentences afterwards.

### A3.9 Reading

What do you like to read?

SB page 38

- 1 Students discuss with their partners some famous writers. They choose the one they like best and say why. Talk about what a biography is (a book or story about a person's life). Help the students to share what they know about Nelson Mandela by writing prompt questions on the board, such as: *Who is Nelson Mandela? Where does he live? What is he famous for?* Let students share what they know in small groups first, before pooling their ideas with the whole class. Encourage them to look at the photographs of Mandela at different stages of his life too. Explain that Meshak Asare is a popular African children's author who was born in Ghana and although now based in London, frequently travels through Africa to experience as many African cultures as possible so that he can represent them in his works.
- 2 Students copy the chart into their exercise books, then select a text to read. Give the students a few minutes to read their chosen text and work in groups to complete the chart. They can make a cover design for the book they have chosen.

**Optional:** If graded readers are available, students should be encouraged to read them over a number of weeks and write a book report based on the chart, or keep a reading log to share with the class.

### A3.10 Writing

Write a story

SB page 40

Students choose which story they want to write from the given first lines. They write a narrative of two-three paragraphs using their imagination. They read out their stories to other members of their group.

### A3.11 Language focus

Verb patterns

SB page 40

- 1 Remind students of the verb patterns they identified in **A3.7**, Exercise 1. Ask them if they can find any similar verb patterns (verb + *infinitive*, or *gerund* + *-ing* form) in the stories in **A3.9**.
- 2 Read aloud the information in the panel about six verb patterns while students follow in their books. Pause after each pattern to check comprehension and ask students to supply further examples for each one.

Students then read their chosen extract again and work in groups to identify the different verb patterns.

### A3.12 Study skills

Learning grammar

SB page 42

- 1/2 Help the students list the types of ways they can learn grammar and list them on the board, e.g. rules from the teacher, working out rules themselves from writing / listening models, using a grammar book, reading and recognising grammar patterns, etc. Students copy the list into their exercise books and put smiley faces to evaluate each and highlight the ones they use themselves. Tell them to decide on one strategy they haven't used before / regularly and to practise it in the following lessons.
- 3/4 Discuss with the students ways of collating grammar rules and write some examples on the board as a model.
 

**Example:** past continuous: recording the form of verb (*was / were + -ing*), spelling rules (*for-ing*), contrasting with another verb, e.g. past simple.
- 5 Refer the students to the examples of past perfect and verb patterns in the back of the Students' Book (Appendix 1). Encourage students to use these forms, to record their marks for grammar exercises (e.g. cloze, sentences completion) in this unit, and to set themselves a grammar goal for the next unit, (e.g. get higher marks, record examples of challenging grammar items, etc). They can record these items in a grammar notebook.

## PART B

### Objectives

By the end of this section students will be able to:

- Speaking** – read a short play script and act out the parts
- use social expressions for telling a story
  - pronounce short forms of the 2nd conditional and the past perfect
- Reading** – read stories and express their views or opinions
- Writing** – write formal / informal letters
- play a punctuation auction game
  - write descriptive and persuasive paragraphs
  - use the past perfect tense
  - use mixed past tenses
  - revise reported speech

### B3.1 Speaking

Plays

SB page 43

- 1 Read aloud the dictation text below. Read it through once in full first, and then again at the end. Write the following words on the board before starting the



dictation. Discuss their meanings after the dictation (students can record them in their vocabulary notebooks): *actor, stage, cast, lines, director, rehearsal, prop.*

**Dictation**

*In a performance of a play there are actors and an audience. The actors may be on a stage in front of the audience, or in a space with the audience around them. All the actors in a play are called the cast. Each actor who speaks has lines in the play. In a performance, these have to be learned by heart. Each actor is told how to say their lines and how to move about by the director in rehearsals. The things the actors use in the play are called props.*

- While students are talking about plays in their small groups, move around and monitor their oral skills. Once they have finished, ask volunteers to share their ideas and experiences with the rest of the class. Encourage them to elaborate (add details) by asking prompt questions such as: *Describe the plays you have seen or acted in (what were they about?), Why do you like traditional / modern / serious / funny plays? Why do you like / not like acting in front of other people? Why do you prefer films to plays / plays to films?*

**B3.2 Reading**

Two more texts

SB page 43

Refer students to the charts they completed in **A3.9**, then give the students a few minutes to read these two new texts which they can add to their the charts.

- Explain unfamiliar words in the poem and that Doondari is an ancestral figure – a source of creation in Fulani legend; Gueno is the eternal and supreme God (cf. Christianity and Islam). Tell the students the poem describes the cycle of creation and defeat caused by pride. The first half (lines 1-9) is about creation; the second half (lines 10-21) shows how pride led to defeat. The five elements of creation in the first half are thus balanced against the five stages of man’s defeat and victory. Model how to read the poem aloud: pause briefly at the commas and semi-colons, and longer at the full stops. Vary your tone of voice to enhance meaning.
- Students can practise reading the poem and the story *The Friendship Cake* aloud to each other in pairs or small groups. While they do this, move around and monitor a few individuals: Can they read aloud with fluency and expression?
- Students classify the five stories under the given headings and write these in their exercise books, then discuss in groups which they preferred and give reasons. Finally they discuss other books under these headings and add them to their lists in their exercise books.

**B3.3 Speaking**

A radio report

SB page 45

- Write the list of story-telling phrases on the board. Tell students to listen and put the pictures of the story in the correct order.

**Listening text**

*Mr Surur was a cattle farmer. Last year there was a long dry season and there was no fresh grass left for his cows, so he decided to burn the dried grass at the back of his house. He thought that this would make fresh grass grow. So one morning he lit the grass and went to the market.*

*When he was coming home, he saw a lot of smoke coming from his house and he heard people shouting. The flames from the burning grass had spread to his house and it was on fire. His neighbours were trying to put out the flames, but they could not. Before long his house had burnt down and he had nowhere to live. All his clothes, pots and furniture were destroyed. He even lost the small amount of money which was in the house. That night he had to stay with one of his neighbours. The next day his friends and neighbours came to help him build a new house. The work took many days. When it was finished Ato Surur was very grateful and thanked them for their help.*

Students tell the story in groups of six. Each student introduces one step of the story, using a suitable phrase from the list.

- Students choose an event they know about, and talk about it in small groups, using the suggestions in Exercise 4.
- Students prepare a radio report of the event. They should write a preliminary draft of the report, then read it aloud to the rest of the class.

**B3.4 Language focus**

Reported speech

SB page 46

- Refer students to the panel in **A3.8** and ask them to read it again. Write the following examples of reported speech on the board, elicit the rules for reported speech and, with the help of students, complete the transformations.

**Examples:**

Stop! – *He told them to stop.*

Why are you here? – *He asked why they were here.*

Do you speak Amharic? – *He asked them if they spoke Amharic.*

He loves cooking. – *He said he loved cooking.*

- Ask students to read the conversation in Exercise 1 in pairs. Point out that it is written in direct speech, i.e. what people actually say.
- Students copy the table into their books, complete it with the given reporting verbs. Write their answers on the board and invite them to add other reporting verbs, e.g. *promise, suggest, warn, inform.*
- Students work in small groups or pairs to rewrite the report in reported speech.



**B3.5 Reading**

The Snake-man and the Girl

SB page 47

- 1 Assign parts for the play to various members of the class, then students read and act the play. Ask them which genre they think the play belongs to (it is a traditional story, see **A3.2** Exercise 2).
- 2 Students rewrite the story in prose, using reported speech. Ask them to exchange their books and check each other's work for paragraphs and punctuation. Invite selected students to read their prose stories aloud.

**B3.6 Writing**

Write a play

SB page 49

- 1 Students suggest some traditional African stories they know. Write their suggestions on the board.
- 2/3 Assign groups of students different genres which they must keep secret from the rest of the class. In their groups, they write a short play script / dialogue of their own and act it out. Other groups try to guess the genre and express their opinions, saying what they liked about the play.

**B3.7 Language focus**

The past perfect tense

SB page 49

- 1/2 Read aloud the explanation of the past perfect while the students follow in their books. Demonstrate other examples on the board with the time line. Students can then complete Exercise 2 orally.
- 3/4 Read aloud the notes about using linking words in complex sentences containing the past perfect and the past simple while the students follow in their books. Give other examples or ask students if they can think of any. Write these on the board. Students can then copy and complete Exercises 3 and 4 in their exercise books. They can swap their work with a partner to check. Ask individuals to read aloud the answers to the whole class, too.

**B3.8 Language focus**

Past tenses, mixed

SB page 51

Students read the cloze text and complete it with verbs in the appropriate past tense from the list below the text.

**B3.9 Listening**

Pronunciation practice

SB page 51

- 1 Write the following examples of sentences on the board and highlight the contracted forms when speaking them:
  - 1 He'd gone to the park.
  - 2 He'd visit you if he'd the time.
  - 3 She'd had enough to eat at lunch
  - 4 He said he'd come if he'd finished his homework.
  - 5 We'd rather go to the concert than to the play.

- 6 We'd gone on holiday after we'd hear the exam results.

Students listen and write in their exercise books the sentences with the full forms of the verbs.

- 2 Model the sentences for the students to repeat after you.

**B3.10 Writing**

Formal and informal letters

SB page 52

- 1 Ask students to read and match the formal and informal openings and closings of the letters.
- 2 Elicit the characteristics of an informal letter and make notes on the board. Students then read and compare what is on the board with the points made in Exercise 2.
- 3/4 Students write a short informal letter to the main character in one of the stories, giving their opinion on the situation and advice. When they have completed the first draft of their letter, they exchange it with a partner and check each other's letter for accuracy, paying particular attention to punctuation and capitalisation.

**B3.11 Study skills**

Hints on reading widely

SB page 53

Students read the information in the panel. They can list the authors and titles of what they have read at the back of their exercise books and award stars for each title. Check at intervals that students are reading widely, with works of all genres, and ask the school librarian for suggestions of books for further reading.

**B3.12 Fun with words**

Punctuation auction

SB page 53

Students in groups are given an imaginary amount of money. Write a number of sentences on the board, some correctly punctuated, some not (you could take examples from any of the reading texts in the Students' Book). Groups 'bid' for sentences that they think are correct. If they are wrong they lose their money. The group with the most money at the end wins the game.

**Assessment****1 Speaking and listening**

Dictate the following sentences. Repeat them twice while the students listen and then repeat them to you as reported speech.

- 1 I am going to the beach this afternoon.
- 2 Will you come with me?
- 3 You must bring a towel and your swimming costume.
- 4 We will have a picnic on the beach.
- 5 Can you bring something to drink?
- 6 You should also bring some sandwiches.

## 2 Writing

Students write a short informal letter to a friend about a story or novel they have just read. Check that they have laid out the letter correctly, and have used appropriate language, spelling and punctuation.

### Unit 3 Answers

#### A3.1

Exercise 1

1 e 2 c 3 d 4 a 5 f 6 h 7 b 8 g

Exercise 2

a label on a medicine bottle b a novel c a sign or notice in the park d a newspaper e a textbook f a road sign g writing on a packet of washing powder h a dictionary

#### A3.2

Exercise 1

romance, traditional story, ghost story, comedy, Western, poem, detective story, thriller, science fiction story, fable, adventure

Exercise 2

- 1 romance
- 2 traditional story
- 3 ghost story
- 4 Western
- 5 poem
- 6 detective
- 7 thriller
- 8 fable
- 9 science fiction
- 10 adventure

#### A3.4 (possible answers)

**Crime:** detective, body, poison, clue

**Romance:** heroine, princess, kiss, wedding

**Western:** horse, gun, saddle

**Science fiction:** computer, stranger, spaceship, space

#### A3.5

1 b 2 a 3 c

4

1 False 2 False 3 True 4 False 5 False

6 True 7 False 8 False 9 False 10 True

#### A3.7

Exercise 1

used to be; never stopped complaining; stopped crying; enjoyed spending; never to return

Exercise 2

1 to visit 2 eating 3 to do 4 to dance 5 to shout  
6 changing 7 hitting 8 to swim 9 to talk 10 to buy

#### A3.8

Exercise 1 (Possible answers)

The teacher asked how many people the crocodile had eaten.

The journalist enquired where the crocodile lived.

The journalist wanted to know if the local people were

happy that the crocodile had been caught.

The journalist asked what the Wildlife authority was going to do with the crocodile.

The journalist enquired how old the oldest woman in the world was.

The journalist wanted to know where she lived.

The journalist asked if she was in good health.

The journalist asked whether her children were still alive.

Exercise 2

- 1 She asked me how my mother and father were.
- 2 She asked me how I was getting on at school.
- 3 She asked me what subjects I was studying.
- 4 She asked me which subject I liked best.
- 5 She asked me if I studied hard every night.
- 6 She asked me if I would pass my exams this year.
- 7 She asked me what I wanted to do when I finished school.

Exercise 3 (Possible answers)

- 1 Mother told me to tidy my room.
- 2 Mother told me to sweep the kitchen floor.
- 3 Mother told me to go to the market.
- 4 Mother told me to wash my clothes.
- 5 Mother told me to prepare the vegetables.
- 6 Mother told me to bath my baby sister.

Exercise 5

- 1 Megertu asked Etenesh to turn off the light.
- 2 Gebre instructed me to heat the oil before adding the vegetables.
- 3 Mother ordered the children to stop playing at once and to come and eat.
- 4 Makeda invited me to have lunch with her today.
- 5 Berihun asked Guyo if he could borrow his ruler.
- 6 The Headmistress ordered all the students to make the whole school tidy and clean for their visitors.

#### B3.2

Exercise 3

- 1 – Ben and the Devil
- 2 – Nelson Mandela
- 3 – Fulani poem
- 4 – The Friendship Cake
- 5 – Halima

#### B3.4

Exercise 2

**Statement:** say, reply (promise, explain)

**Command:** tell, order (suggest, warn)

**Question:** ask, enquire (inform)

Exercise 3 (possible answer)

The policeman asked what happened next. I told him that I had been asleep in my bed when I had been woken by a strange noise in the room next door. The policeman enquired what I had done, so I explained that I had found my torch and had flashed it round the room, but had seen nothing. The policeman asked what happened next. I informed him that I had heard the goat bleating so I had

looked out of the window. He enquired what I had seen, so I said that I had seen a man running across the grass. The policeman told me to inform him what (the thief) had been wearing. I replied that he had been wearing a dark coat and had been carrying my radio in one hand and a heavy bag in the other. The policeman enquired what the man had done next, so I explained that the man had jumped over the fence into my neighbour's garden, but my neighbour had heard the noise and had seen him trying to make an escape. The policeman asked what had happened then, so I explained that my neighbour is a policeman, so he had called 'Stop!'; he had arrested the man, then he had given me back my stolen property.

**B3.7***Exercise 2*

1 b 2 b 3 a 4 a

*Exercise 3*

1 h 2 d 3 g 4 a 5 f 6 b 7 e 8 c

*Exercise 4*

1 had finished 2 had left 3 had read  
4 had bought 5 had given 6 had started  
7 had cooked 8 had planted

**B3.8**

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

**B3.9**

- 1 He had gone to the park.
- 2 He would visit you if he had the time.
- 3 She had had enough to eat at lunch.
- 4 He said he would come if he had finished his homework.
- 5 We would rather go to the concert than to the play.
- 6 We had gone on holiday after we had heard the exam results.

- 4 You said that we would have a picnic on the beach.
- 5 You asked if I could bring something to drink.
- 6 You said I should also bring some sandwiches.

**Suggested further reading**

Encourage students to read as widely as possible in many different genres. Encourage them to borrow from the library Nelson Mandela's *Long walk to Freedom*, so they can read the complete text, and any of Meskak Asare's many titles, including *Halim*. Other books of interest to the teenager include the Nigerian writer Chinua Achebe, books by Chris van Wyk, or *The African Child* by Camara Laye, as well.

Collect as many suitable different texts of different genres as you can to form the basis of a class library. The school librarian might be able to help you here. Encourage students to borrow books from this library corner as well as from the school library, and check the lists they have made in the back of their exercise books to ensure they are reading widely. If they have difficulty in obtaining further reading material, students should re-read the different texts and the play in this unit.

**Assessment****Speaking and listening**

- 1 You said you were going to the beach this afternoon.
- 2 You asked if I would go with you.
- 3 You said that I must bring a towel and my swimming costume.

# Units 1–3 Revision 1

See the Introduction, page x, about how to get the students to complete these revision exercises.

## A Listening

SB page 54

### 1 Dictation

Read the text through once in full before you start dictating, and then at least once at the end.

*One day a lion fell into a deep hole in the ground. A monkey came along and the lion said "Please help me, monkey. I can't get out." The monkey did not want to help the lion because he was afraid that the lion would eat him. But the lion said, I promise I won't eat you." So the foolish monkey helped the lion get out of the hole.*

*But the lion did not keep his word. He grabbed the monkey and said, "Now I'm going to eat you up." Just then a hare came along and the monkey asked the hare to judge the case. "This is a very difficult problem," said the hare. "You will have to show me exactly what happened."*

*"All right," said the lion, and he jumped back into the hole. The monkey said, "I was walking along like this ..." when the hare interrupted him.*

*"Don't be stupid," said the hare. "The lion can't hurt us now." So the monkey and the hare went home, and left the lion in the hole.*

### 2 Listening comprehension

Tell the students to read the questions in the Students' Book, then listen as you read them a passage about the pleasures of reading.

*These days, if you are bored and need entertainment, you can just turn on the radio, or – if you have electricity – you can turn on a television set. If you live in a town, you might be able to go to the cinema. Why not read a book, instead?*

*For many people, books are only used for one purpose – to study. It is true that books play an important part in the learning process.*

*But books are a wonderful source of entertainment, too. Books are things that you can keep, and can enjoy reading again and again; you can swap books with a friend – in fact, for many people, a book is a friend. In some ways, a book is even better than a friend: it is very reliable, because it is always there when you want it. And, unlike a friend, you can buy it; and if you can't afford to buy it, then you can borrow it from the school library.*

*There are many different types of books. There are collections of African folk tales, school stories, adventure stories and detective stories.*

*Finally, there are the great books that have stood the test of time – great classics of English literature such as 'Oliver*

*Twist' by Charles Dickens, or modern African classics, too, such as the novel 'Things Fall Apart' by the Nigerian writer Chinua Achebe, or 'The African Child' by Camara Laye. There are hundreds of exciting books to choose from. Chris van Wyk, a well-known writer, says that one of his favourite books is 'Catcher in the Rye', a modern novel by the American writer J D Salinger. 'The book is about adolescence and growing up,' he says. 'I think every teenager should read this book.'*

#### Answers

- 1 radio, television, cinema
- 2 To study
- 3 For entertainment
- 4 It is reliable and you can buy it.
- 5 Buy it or borrow it
- 6 Because it is about adolescence and growing up

## B Vocabulary and spelling

SB page 54

#### Answers:

- 1 a record
- 2 hurdling
- 3 the track
- 4 A marathon
- 5 When one runner passes the baton to another
- 6 goal
- 7 germ
- 8 tetanus
- 9 malaria
- 10 antiseptic
- 11 a swelling under the skin
- 12 they could be poisonous small children
- 13 wound
- 14 science fiction
- 15 fable
- 16 characters
- 17 a play
- 18 an actor / actress
- 19 fiction
- 20 an author
- 21 a romance

## C Speaking

SB page 55

- 1 Students discuss the kind of books they enjoy.
- 2 Students tell you about their favourite book.

## D Language use

SB page 55

#### Answers:

##### Exercise 1

- 1 yet
- 2 already
- 3 still
- 4 still
- 5 already
- 6 yet

##### Exercise 2

- 1 The girl who is fetching water from the well is my friend.
- 2 This is my aunt whom I was telling you about.
- 3 Where is the book that I put on the table?
- 4 That is the man. whose daughter is getting married next week.
- 5 Do you know the man whom they are talking about?
- 6 Have you seen the doctor who saved my mother's life?
- 7 That is the junction where the accident occurred.
- 8 I like bananas, which is why my mother gave me some for lunch.

##### Exercise 3

- 1b
- 2b
- 3 b
- 4 a
- 5 a
- 6 b
- 7 c
- 8 a
- 9 b
- 10 b
- 11 a
- 12 c
- 13 c
- 14 a
- 15 b
- 16 c
- 17 c
- 18 a
- 19 a
- 20 b





**E Reading**

SB page 56

**Answers:**

*Exercise 1*

**a** True **b** False **c** False **d** True **e** False

*Exercise 3*

**a** True **b** False **c** True **d** False **e** True

**F Writing**

SB page 57

**Guide to marking:**

The content of the report should include personal information about the name of the sport, where it is played and when, any exciting incidents and the final score. The punctuation, spelling and grammar should be correct too. (You may wish to allocate five marks for content and five marks for layout, punctuation, spelling and grammar.)



## Unit 4

# Moral education and personal responsibility

### Learning outcomes

By the end of Unit 4 students will be able to show awareness of moral issues and personal responsibility.

### Learning competencies

**Reading:** Students read labels and scan to obtain specific information

**Writing:** Students reply to an informal letter

### Language focus

**Grammar:** modal verbs (mixed), gerunds, cause / effect, verb patterns, adverbs of manner, direct / indirect objects

**Vocabulary:** Morals and ethics, adjectives for describing character / personality

**Social expressions:** apologising, agreeing / disagreeing (*so do I / neither do I*)

## PART A

### Objectives

By the end of this section students will be able to:

- Listening** – listen to a descriptive text and identify the main ideas
  - use modal verbs: *should, ought to, might, could, must, may, have to, will*
- Speaking** – use a range of structures to express agreement / disagreement: *so do I, neither do I*
  - use gerunds
  - use social expressions for apologising
- Reading** – read a short story related to someone facing a difficult situations
  - read labels and warnings
- Writing** – write warnings and support them with pictures
  - use adjectives of character

### Background knowledge

This unit develops students' understanding of personal responsibility and of making the right decisions. They discuss moral / ethical problems and read a text about a person in trouble. They write warnings to help people of their own age avoid danger or difficulty.

### Materials and resources

- Situation cards for **A4.6** (prepare these in advance).
- Examples of labels and warning signs.
- Examples of letters from 'agony aunts'.
- Outline picture of the human body for the students to label.

### A4.1 Introduction

Doing wrong

SB page 58

- 1 Students should complete this exercise individually. They can make a note of their answers in their exercise books. Encourage them to think about the reasons for their answers.
- 2/3 Students should compare their answers to Exercise 1 in small groups, then discuss the questions. Ask a few volunteers to share their responses with the rest of the class afterwards. Encourage them to give reasons. Accept any reasonable responses and be sensitive to the fact that different religions and cultures may view certain wrongs differently.

### A4.2 Listening

The story of an orphan

SB page 59

- 1 Students read the introduction. Explain that this is a true story, then read the following passage. Students listen and make notes of the main difficulties.

*Sometime in late 1995 I was sleeping in a hut with my grandmother. There was a noise in the compound. The door was forced open and torchlight flashed in my face.*

*Four men pulled me out of my bed. My grandmother pleaded with them to leave me since I was still quite young and an orphan. I struggled with them and tried to bite one of them. He gave me a strong blow on the back of my head as they pulled me outside. In the compound there were already a number of other children tied together with sisal ropes around their waists.*

*I was given a heavy load of groundnuts to carry with the warning that if it fell down, I would be killed. The following day, I was given mortar shells tied in a piece of cloth to carry. They were very heavy. I also feared that they might explode at any time. At the time there was a man with a gun following me and watching me closely so that I didn't throw down the shells. This quite frightened me.*

*As it approached evening time on the second day of my abduction we were walking in a single line. It was getting dark and rain clouds were starting to gather with thunder and lightning. I slid off the line and hid in an abandoned house near where we were passing. Luckily, the adult rebel in our group was still behind me and did not see me.*

*In the morning I tried to retrace my way back through the bushes. In the jungle I was alone, hungry and thirsty, with nothing to eat. For three days I was lost. I fed on wild fruits and drank stagnant water. I was eventually escorted home by some kind people I met on the road. I was sick for some days.*

*I still get bad dreams and wake up shaking and sweating. Even when I am not asleep I get bad dreams. I hear the rebels threatening to kill me. I see a long line of frightened children tied with ropes and hear rebels with guns and pangas ordering them to kill the children ... and I feel very frightened.*

Students work in groups to discuss Pamela's problems and decide what Pamela should have done to resolve them, e.g. *She should have hidden herself when she heard the noise in the compound.*

- 2 Ask a representative from each group to come to the front of the class and give their group's opinion. Encourage other students to ask questions after each person speaks.

### A4.3 Language focus

Modal verbs

SB page 59

- 1 Read aloud the explanation about modals while the students follow in their books. Demonstrate other examples on the chalkboard for each type of modal verb. Ask students to give other examples. Students can then work in pairs to make sentences from the table.
- 2 Explain that Welansa has a problem – she can't decide what to do in the future. Students write sentences using the modal verbs from the box, to give advice to Welansa. They can then share these sentences with their group. Ask individuals to tell the rest of the class their sentences.

### A4.4 Speaking

Using *so* and *neither*

SB page 60

- 1 Read aloud the explanation about the use of *so* and *neither* while students follow in their books. Explain that there are different ways to express agreement and disagreement. Write the following on the chalkboard and ask students to model the statements and the responses:

I am from Ethiopia – so am I. / I'm not!

I like injera – So do I. / I don't!

I'm not happy – Neither am I. / I am!

I don't like coffee – Neither do I. / I do!

Invite students to give further examples of each phrase. Students then work in pairs to complete the exercise. Ask students in the class to suggest the correct answers.

- 2 Model the answers. Students in their pairs can then practise saying the pairs of sentences with the correct stress and intonation.

### A4.5 Language focus

Right and wrong

SB page 61

- 1 Students work in groups to write down three examples of 'good' behaviour and three examples of 'bad' behaviour. Then read the information in the box about gerunds while students follow in their books.

- 2 Using gerunds, students suggest other examples of good and bad behaviour which you can write on the board.
- 3 Model language patterns and provide examples which involve cause or effect. Students read the information about cause and effect and suggest further examples of sentences. Write these on the board and discuss whether they show good behaviour or bad behaviour. Students then copy the sentences into their exercise books.
- 4 Revise the expressions for agreeing and disagreeing which students learned in Grade 10 Unit 3 **B3.1**. Students work in groups to discuss the statements and give their opinions about each one. They report their conclusions to the whole class.

### A4.6 Speaking

Apologising

SB page 62

- 1/2 Ask students for different ways of saying sorry, model these and write them on the chalkboard. Students read the list in Exercise 1 and suggest sentences using these expressions. Write these on the board, ask individuals to repeat them and check for pronunciation an understanding.
- 3 Divide the class into six groups and give each group one of the following situation cards:
  - 1 *Your football team is playing an important game and you want to see it with your friends. Your parents say you have to go with them to visit your grandmother who is ill.*
  - 2 *Your best friend has invited you to stay with her in Addis Ababa. You have to revise for some important exams.*
  - 3 *Your father tells you that he has lost his job. You must leave school to earn some money to help feed the family.*
  - 4 *You have been hurt in a bad car accident and are now in a wheelchair. You don't want to go out with your friends any more.*
  - 5 *Your best friend had told you that she is pregnant. She begs you to keep it a secret.*

Students prepare a short role-play in their groups, using appropriate expressions of apology.

- 4 Groups perform their role plays. After each, the whole class discuss the issues involved.

### A4.7 Reading

A difficult situation

SB page 62

- 1 Before students read the text, ask them to look at the picture and describe what they see. Encourage them to predict the story from the picture and the title. Students then read the text independently, first for general information and then for more specific information. Ask them to think of occasions in their own lives when they have been uncertain what to do. Ask a few individuals to tell the class about these situations.

- 2/3 Students can record their answers to Exercises 2 and 3 in their exercise books, then check them in pairs or small groups.
- 4 Students can discuss these questions with a partner or in small groups. Ask individuals to share their responses with the rest of the class afterwards.

**A4.8 Reading**

Warning signs and labels SB page 64

- 1 Show the class any signs and labels that you have collected and display them on the board. Tell the students to read the sentences in Exercise 1 and point out the imperative tense. Ask students to give some more examples of the imperative.
- 2 Students look at the warning signs and answer the questions in their exercise books.
- 3/4 Students work in pairs to read aloud the signs and their meanings, then they re-write the signs in the imperative tense.

**A4.9 Writing**

Warnings SB page 66

- 1 Students study the pictures individually then write sentences for each picture to tell the story.
- 2 Students work in pairs to think about what warnings they would give people of their own age to help them avoid danger or difficulty. They illustrate their warnings with pictures. Display their texts and pictures in the classroom.

**A4.10 Increase your word power**

Adjectives of character SB page 67

- 1 Revise the adjectives of character and manner and ask students to suggest examples. Write these on the board. Students then look at the adjectives in the box and classify them under the three different headings
- 2 Students change the adjectives into adverbs and make sentences with them.
- 3 Students complete the sentences with appropriate adverbs. They can swap their work with a partner to check. Ask individuals to read aloud the answers to the whole class, too.

**PART B**

**Objectives**

By the end of this section students will be able to:

- Listening** – ask for and express opinions  
 – use word stress for emphasis
- Reading** – read a narrative text  
 – use adverbs of manner
- Writing** – write an informal letter  
 – reply to an informal letter  
 – use verbs with two objects (direct and indirect)  
 – look up words in a dictionary and choose the correct meaning

**B4.1 Speaking**

Group discussion SB page 68

- 1 Revise the expressions for asking for and giving an opinion, and for agreeing and disagreeing which students learned in Grade 10. Write these expressions on the board:

*In my opinion...*  
*I think ...*  
*I'd like to say that ...*  
*What do you think?*  
*I'm sorry I don't agree.*  
*I agree / disagree.*  
*I agree with you but ...*  
*I don't see it like that.*  
*You're absolutely right.*  
*That is / isn't true.*  
*Yes, but don't you think...?*  
*I'm sorry but you're wrong*  
*I suppose ...*  
*I'm pretty sure that ...*  
*It's my opinion that ...*  
*I'm convinced that ...*  
*I wonder if ...*

Students copy the headings in the Students' Book into their exercise books, and add further expressions to the lists from the list on the board.

- 2/3 Students work in groups to make the decision and discuss it with supporting examples and facts, then they share their ideas and reasons with the whole class.

**B4.2 Language focus**

Adverbs of manner SB page 68

Revise the use of adverbs of manner and read the introduction and example sentence aloud while students follow in their books. Give other examples or ask students if they can think of any. Write these on the board. Students can then copy and complete the exercise in their exercise books. They can swap their work with a partner to check. Ask individuals to read aloud the answers to the whole class, too.



**B4.3 Reading**

Makeda's story

SB page 69

- 1 Ask the students to discuss the illustration. What do they think the story will be about? Tell them to read the passage silently, then ask selected students to re-tell the story. Students then answer the questions.
- 2 Students read the story again then work in pairs to decide where they could put some adverbs. Write their suggestions on the board and take a vote to see if the adverbs suggested improve the story.
- 3 Ask various students to read individual paragraphs which have the new adverbs in them. They should try to make their readings dramatic, stressing the new adverbs.

**B4.4 Language focus**

Direct and indirect objects

SB page 70

Remind the students that an object follows the verb, then read the introductory passage while students follow in their books. Ask students to suggest some verbs that can take two objects, e.g. *lend, tell, give*, etc. and write them on the board. The students use the substitution table to make sentences using direct and indirect objects. This could be done as a 'chain activity' around the class.

**B4.5 Writing**

Letters to an 'agony aunt'

SB page 71

- 1 Revise the layout of an informal letter, including the openings and closings. Ask students to demonstrate the layout on the board. Explain the concept of an 'agony aunt' – someone in a newspaper who writes responses to letters sent in by readers which outline problems. Show any examples of these letters you may have found in newspapers.
- 2/3 Students read the four problems and choose one to discuss with their partners. They then write an informal letter to an 'agony aunt'.
- 4 When they have completed the first draft of their letter they exchange it with a partner and check each other's letters for accuracy, paying particular attention to punctuation and capitalisation.

**B4.6 Speaking**

Pronunciation – word stress

SB page 72

- 1 Read the first section and model the word stress in the sentences. Explain that this stress is to emphasize an opposite point of view. Students then practise the sentences in pairs. Walk round and ensure they are saying the sentences correctly.
- 2 Students then use the given responses to agree and disagree with statements made by their partners. Ask a few students to demonstrate and again monitor the rest of the class as they do the exercise.

**B4.7 Reading**

Poem

SB page 72

For notes on teaching poetry, see the introduction page x.

- 1 Teach the new words *darts, thrusting, polished, decked, corpses, yearned, craved, bowels, scent, unforgiveable*. Ask students to find these in their dictionaries and to write them in their vocabulary books. Tell students to look at the illustration and ask: *Are these people friends? What are they doing? What can you see behind them?*

The students read the poem in pairs, each one taking a verse. Ask any necessary questions to test their comprehension of the poem. Students discuss what emotions the poet is feeling in the first part of the poem. How do his feelings differ in the second part? Why? Point out how the mood and language reflect the poet's feelings in each part of the poem. Ask what the poet means by 'natural schools'.

- 2/3 The students work in pairs to answer the questions, then write three sentences to describe the poet's feelings.

**B4.8 Increase your word power**

Dictionary skills

SB page 73

- 1 Give out the copies of the human body you have prepared, then give students 5 minutes to label as many parts as they can. Then tell them to open their books and look at the picture. Have they included these body parts in their diagrams? (chest, head, mouth, foot, cheek, nail, palm, neck, calf, hand). Students swap books and count up how many body parts their partner has labelled correctly. The person with the highest number of correct labels wins!
- 2 Write *chest, head, mouth, foot, cheek, nail, palm, neck, calf, hand on the board* ask students to look them up in their dictionaries and find alternative meanings for them, for example:
  - chest – a large strong box with a lid
  - head – the most important person in an organisation
  - mouth – the place where the river goes into the sea
  - foot – a measure of length
  - cheek – to speak saucily
  - nail – a metal object to hold pieces of wood together
  - palm – a kind of tree that gives dates
  - neck – the narrow part of a bottle
  - calf – a baby cow
  - hand – the pointer on a watch
- 3 Students work in pairs to test each other on these alternative meanings. Can they think of any more pairs, e.g. arms – weapons, shin – to climb up, brow – the top of a hill. They could then extend the exercise with words that have the same sounds but different meanings, e.g. hair – hare; toe – tow, waist – waste.

**B4.9 Study skills**

Checking your work

SB page 74

The aim of this section is to develop students' skills for checking their written work. Read through the notes with them. Copy the example sentences containing mistakes onto the chalkboard. Choose individuals to come up and correct them. Give other examples of typical mistakes of each kind (these could be taken from recent pieces of written work done by the class). Students can rewrite the extract correctly in their exercise books and check it using the study notes as a guide.

**B4.10 Fun with words**

A funny story

SB page 75

Students can read and rearrange the lines of the story independently or with a partner. They should re-write the lines in the correct order in their exercise books and then read the story aloud. Make sure they understand the humour! As a follow-up, optional exercise, ask students if they know any other funny stories or jokes about people. They can write their stories / jokes in the incorrect order and ask a partner to try and rearrange them.

**Assessment**

SB page 75

**1 Reading**

Make copies of the following exercise and give them out to the students.

**A Read the following notices.**

- 1 **Poison** – Keep out of reach of the children.
- 2 **Danger** – Wet floor.
- 3 **Caution** – Narrow bridge.
- 4 **Warning** – Over-exposure can cause sunburn.
- 5 **Advice** – Drink plenty of water to avoid dehydration
- 6 **Label** – Dress size 16-18.
- 7 **Instruction** – Warm wash and cold rinse. Do not wring.
- 8 **Fine** – 100 birr for discarding rubbish in the street.

**B Choose the correct answers for each notice.**

- 1 **a** Used on bottles of cough medicine  
**b** Used on packets of biscuits.  
**c** Used on bottles of bleach or paraffin.
- 2 **a** The floor has a shiny surface.  
**b** The floor is slippery because it has just been washed.  
**c** The floor is dirty.
- 3 **a** The bridge is unsafe for too many cars.  
**b** Drivers should take care.  
**c** The width of the road on the bridge is restricted.
- 4 **a** It is unwise to sit in the sun too long  
**b** Sitting in the sun is good for you.  
**c** Sitting in the sun dries out your skin.
- 5 **a** Drinking too much water is bad for you.  
**b** Drinking too little water is good for you.  
**c** Drinking enough water is good for you.
- 6 **a** Suitable for larger women.  
**b** Suitable for the average woman.  
**c** Suitable for very small women.

- 7 **a** Washing instructions for a washing machine.  
**b** Washing instructions for a dishwasher.  
**c** Washing instructions for hand washing.
- 8 **a** Pick up litter in the street.  
**b** Do not throw litter in the street.  
**c** Put litter in the dustbin.

**2 Writing**

Students write an informal reply to an invitation.

**Unit 4 Answers**

**A4.4**

- 1 b 2 b 3 d 4 a 5 c 6 a 7 b 8 a 9 b
- 10 c

**A4.7**

Exercise 2

- 1 d 2 c 3 b 4 c 5 d

Exercise 3

- 1 a 2 d 3 c 4 d 5 a

**A4.8**

Exercise 2

- 1 g 2 b 3 j 4 a 5 h 6 f 7 e 8 l 9 d 10 i
- 11 c 12 k 13 m

Exercise 4 (suggested answers)

- a** Beware – high voltage electricity!
- b** Do not enter this construction site.
- c** Take care, because the equipment is not in working order.
- d** Use the fire extinguisher in case of fire.
- e** Do not block this emergency exit.
- f** Do not enter.
- g** Dogs are not allowed.
- h** Take the fire exit down the stairs.
- i** Do not smoke.
- j** Do not park your car here.
- k** Do not leave things in your car.
- l** Do not swim here.
- m** Do not enter.

**A4.10**

Exercise 1

Good characteristics: *sensible careful responsible happy kind wise intelligent honest cheerful polite*

Bad characteristics: *dishonest irresponsible rude impatient*

Both good and bad: *sad quiet serious*

Exercise 2

sensible – sensibly; careful – carefully; responsible – responsibly; happy – happily; kind – kindly; wise – wisely; intelligent – intelligently; honest – honestly; cheerful – cheerfully; polite – politely; dishonest – dishonestly; irresponsible – irresponsibly; rude – rudely; impatient – impatiently; sad – sadly; quiet – quietly; serious – seriously

Exercise 3 (possible answers)

- 1 carefully 2 responsibly 3 politely
- 4 carefully 5 seriously 5 kind

**B4.2**

- 1 *sadly* 2 *hard* 3 *correctly* 4 *suddenly*  
 5 *warmly* 6 *silently* 7 *quickly* 8 *heavily*  
 9 *dangerously* 10 *always*

**B4.3**

- 1 Makeda was going to the well to fill her jerry can with water.
- 2 She was always daydreaming and never paid attention in school.
- 3 She dreamed about her future husband and the house she would live in.
- 4 The businessman was always kind to her.
- 5 He said that he would give her money for nice clothes if she came to his shop.
- 6 Yes, she did, because then she could buy the things she wanted.
- 7 She bought handkerchiefs, perfume and skin lotion with the money.
- 8 Because he had another girl in the room behind the shop.
- 9 She discussed her problem with her best friend, Worknesh.
- 10 The businessman was guilty of child abuse.
- 11 He would force Makeda to marry early.
- 12 No, she wouldn't be happy.
- 13 No, he wouldn't be punished.
- 14 No, she wasn't.
- 15 The pupils discuss the answers to these questions.

**B4.7 (Accept other sensible interpretations.)**

- 1 They met on the battlefield.
- 2 The corpses, or dead bodies, were a sign of victory.
- 3 They wanted to eat the dead bodies.
- 4 It wanted to kill.
- 5 He felt gentle.
- 6 He wanted to feel cruel.
- 7 He killed the person with a sword.
- 8 He felt strengthened by the smell of blood.
- 9 The 'unforgivable sin' is that of murder.
- 10 They could have been friends, working in the fields and hunting deer in the forests.

**B4.9**

- 1 Nishan goes to school at 7 o'clock every morning. The journey takes him half an hour so he usually arrives at about 7.30.
- 2 I went to the market on the way home. Mother had asked me to buy some bananas, some potatoes and some plantains.
- 3 Many diseases can now be successfully treated by modern medicine.
- 4 Although I did not know the answer to all the questions, I passed the test.  
*In the science lab last week we did an experiment to show how water evaporates. First, some water was put into a dish. The dish was left overnight. The next morning the dish was empty. The water had evaporated.*

**B4.10**

c, e, a, d, b

**Assessment****Reading**

1 c 2 b 3 c 4 a 5 c 6 b 7 a 8 a

**Suggested further reading**

If possible, students should read other books, stories, poems or articles about moral problems. You may find suitable texts in newspapers or magazines for students to read and discuss, especially in the 'agony aunt' sections of newspapers and magazines. They can also re-read the texts in this unit.

# Unit 5

## Advertising

### Learning outcomes

By the end of Unit 5 students will be able to demonstrate comprehension of advertisements and advertising, and produce their own examples.

### Learning competencies

**Speaking:** Students describe objects using appropriate language

**Reading:** Students read factual articles and skim to get the general idea

### Language focus

**Grammar:** *who* (as subject / object of questions), extreme adjectives, adverbs of degree, comparatives / superlatives (*more / less*) *so/such*, *someone, somewhere / something, who / what*

**Vocabulary:** advertising and publicity, products (including adjectives for describing products)

**Social expressions:** illustrating a point

## PART A

### Objectives

By the end of this section students will be able to:

**Listening** – listen to advertisements and match to products

**Speaking** – use *who* as subject and object of questions  
– use extreme adjectives / adverbs of degree  
– use comparatives and superlatives  
– pronounce weak forms – comparatives and superlatives

**Reading** – read examples of authentic adverts  
**Writing** – analyse vocabulary groups  
– use extreme adjectives  
– compare adjectives with modifiers *more / less (much / many more; much less)*  
– design posters advertising familiar products  
– access English outside the classroom by collecting advertisements in English

### Background knowledge

This unit develops students' understanding of advertising and helps students to evaluate what makes a successful advertisement. They read authentic advertisements, learn about the advantages and disadvantages of advertising and learn how to design posters to advertise new and familiar products.

### Materials and resources

- Copies of advertisements from newspapers and other sources.
- Various different household products, e.g. an insect spray, a bar of soap, a new sweatshirt, a coffee pot, a piece of local jewellery, a CD.
- If possible, record a few advertisement from the radio or TV in advance.
- Large sheets of paper, coloured pens or crayons to make posters.
- Prompt cards with adjectives *old, young, thin, fat, tall, short, clever, intelligent* on them.
- A variety of everyday household objects for use in the Speaking Assessment.

### A5.1 Introduction

What do you know about advertisements? SB page 76

Before you begin this exercise, show the students examples of as many of different adverts as possible and discuss them. Do the students think they are effective? Would they persuade the students to buy the product or service offered? Discuss where advertisements can be found (newspapers, on the radio and television, on the internet, in medical leaflets or on public display boards) and let students read the introductory passage.

- 1/2 Students work in pairs to discuss the questions, then they do the matching exercise in Exercise 2. Note that there may be more than one correct answer.
- 3 Students imagine they want to sell one of the items on the list (e.g. a house, a television, a car, a bicycle, a computer), and write a brief advertisement. They describe where they would place their advert and share it with the rest of the class.

### A5.2 Listening

Match the products

SB page 77

- 1 Read the following text twice and ask the students to match it with the advertisements.
  - 1 **Rainbow cars**  
*Reliable driver*  
*Any distance, any destination*  
*Business and pleasure*  
*Let Rainbow take the strain out of driving.*
  - 2 **Urgently required**  
*Male or female security staff*  
*Good wages Reasonable hours*  
*Contact the Personnel Manager,*  
*Securico, P.O. Box 35, Addis Ababa*
  - 3 *Until three months ago these children were in mortal danger.*  
*They nearly lost their lives. They had not been vaccinated.*



*They could have caught every disease around. What a risk!*  
*Ask your family and neighbours if their children have been vaccinated.*

**ASK THEM TODAY!**

**Give the children a fair chance to live!**

**4 Helping hands**

*Domestic services*  
*Weekly, Monthly and One-Off Cleans*  
*All your domestic chores undertaken*  
*A Friendly, Professional and Reliable Service.*  
*Call now for a very competitive quote!*

**5 SEAVIEW BUILDERS**

*Building services*

- Extensions and alterations
- Kitchens and bathrooms
- Brickwork & carpentry
- Plastering and rendering
- Windows and glass doors
- Balcony re-builds & repairs
- References on request

*For a FREE quotation call today.*

**6 ABEBE BEKELE**

*Interior and Exterior Painting and Decorating*  
*Reliable. Fast. Tidy.*  
*Free estimates.*  
*Don't delay! Phone today!*

- 2 Explain the meaning of *slogan* and ask students if they can remember any advertising slogans. Read the following text twice, then students note down the key point. They work in groups to write an advertising slogan for it.

*Shea butter has a number of valuable properties. It melts easily into the skin without leaving a greasy feeling. It can make your skin feel soft and smooth. It can be used in cooking, in hairdressing and in candle-making. Nigerians use it for medicinal purposes because it relaxes the muscles in the face and helps respiration.*

**A5.3 Speaking**

Expressing your own opinion

SB page 78

- 1 Show students the products you have brought into class, and ask for each *What is this? What's it for? Who would buy it? What does it do?* Students then read the text, look at the illustration and read the conversation. Ask students to make similar conversations in pairs about the products you have brought into class.
- 2 Students work in groups to discuss and radio, Internet, or TV adverts they have heard. If you have made recordings of any radio or TV advertisements, play them to the class. Students name the product, then answer the questions. If students do not have access to the radio or TV or you have no recording to listen to, give them some advertisements you have available from newspapers or magazines for them to select one. Students then read and answer the questions. Ask groups of student to discuss their product with the whole class. Students should ask and answer questions about the product, for example: *Who will buy this product? Who does this product appeal to?*

- 3 Students discuss in groups what makes a good product (*fit for purpose, reliability, cheap, widely available, etc.*) choose a product to discuss, for example the fly spray, and rank their answers from good to bad, for example: Fly spray – *widely available, cheap, effective, disagreeable smell, dangerous for small children, pollutes the atmosphere.*

Possible list of topics: a face cream, a murder story, a newspaper, a television

Students ask and answer questions about the products. Students compare their lists with other students who have chosen a similar topic.

**A5.4 Speaking**

Using the question words *Who?* and *Why?*

SB page 79

Teach the use of *Who* as the subject or object of questions and as the object of questions, for example:

Who does Makeda love? – Berhana  
 Who loves Kassa? – Desta

Copy the diagram from the Students' Book onto the board with different names in each corner, and explain that each person loves another, e.g. *Mary loves John. John loves Sandra. Sandra loves Tony. Tony loves Mary.* Ask questions about the four people. Students practise asking and answering questions about the people. Students then refer to the diagram in the Students' Book, or make their own examples and practise in pairs.

**A5.5 Language focus**

Extreme adjectives

SB page 79

- 1 Read the introduction and the explanation in the box about extreme adjectives, while students follow in their books. Ask them for examples of extreme adjectives to replace the words in **bold** in the passage. Students then work in pairs to complete Exercise 1.
- 2/3 Discuss how to grade adjectives from weak to strong or vice versa and give some examples on the board, e.g. *worse, bad, good, better, best; slowest, slower, slow, fast, faster, fastest.* Ask student for other examples. Students then complete Exercises 2 and 3 in pairs.

**A5.6 Reading**

Authentic advert

SB page 80

- 1 Students read the examples of advertisements and in groups, discuss any common features. You could include some of the other adverts you have brought into class in this exercise.
- 2 Students compare and contrast advertisement 1 with 5, and 3 with 6 and decide which is the most effective and why. They report their conclusions to the whole class. If you have advertisements for similar products in your examples, students could include these in their analyses.

**A5.7 Writing**

Analysing vocabulary groups SB page 81

Students copy the chart into their exercise books, and using the advertisements from **A5.6**, they analyse them and give examples under their headings.

**A5.8 Writing**

Advertising a product SB page 82

- 1 Refer students to the note about positive adjectives in **A5.5** Exercise 2, then read the introduction about positive and negative adjectives aloud while students follow in their books. Write the following adjectives on the chalkboard as examples:  
 positive – *good, excellent, marvellous, tasty, delicious*  
 negative – *bad, dreadful, terrible, awful, foul*  
 Explain that we can make these adjectives even stronger by adding adverbs (*very, really, awfully*, etc). Students then read the sentences and complete the exercise. Ask them to first underline the adjectives, then the adverbs that modify them and make them extreme adjectives.
- 2 If you have made recordings of any radio or TV advertisements, play them to the class. Ask them to analyse the advertisement for the washing powder. Students can choose their own product to advertise, and work in pairs to create a TV or radio advertisement, following the steps in the Students' Book. Ask them to read their advertisements out to the class, who can take a vote on how effective they think they are.

**A5.9 Language focus**

Comparing adjectives and adverbs using modifiers SB page 82

- 1 Remind the students of the adverbs we used to make the adjectives stronger in **A5.8**, and explain that adjectives and adverbs are called *modifiers*. Adjectives modify a noun, and adverbs modify a verb. Adverbs can be used to modify comparative adjectives and make them stronger (using *more*) or weaker (using *less*). Read the introductory text aloud while students follow in their books. Ask questions to check their comprehension and read the examples. Students then complete the exercise.
- 2 Students copy and complete the exercise in their exercise books. They can then exchange books with their partners to check the answers. Ask them to note the extreme adjectives in the passage and to list them (*blessed, grand, superb, well-established, latest, remotest, strong, specific, spectacular, highest, less strenuous, pleasant, more relaxing*). Discuss why they appear in the passage (to attract the tourist).

**A5.10 Writing**

Design a poster SB page 83

- 1/2 Teach the new words *element, catchphrase, brand, vital, memorable, marketing, associate, iconic, phrase, visual, slogan, proven, cuddly, transfer*. Students can look the words up in their dictionaries and write them in their vocabulary books. Students read the advice in the panel, then discuss in groups which points would be most effective for sales of a local product.
- 3 Students design a poster taking into account the points in the panel. Display the posters in the classroom.

**A5.11 Study skills**

Analysing advertisements SB page 84

Ask students to collect advertisements that they think are particularly effective and bring them into class. Students analyse the adverts and say why they are effective. You can then make a display of them, noting their good points and their bad points.

**A5.12 Speaking**

Pronunciation SB page 84

Write examples of phrases with comparatives/superlatives on the chalkboard and model their pronunciation, for example **bigger, biggest, younger, youngest**, etc.

- 1 Students then stand in line, from the tallest to the shortest. Hand out some prompt words with the following adjectives on them: *tall, lazy, helpful, young, friendly*. Use these words to make conversations as in the example.
- 2/3 Students make their own prompt cards as suggested, then take it in turns to act the role of the teacher to ask questions of other members of the group.

**PART B**

**Objectives**

By the end of this section students will be able to:

- Listening** – listen to a talk on advertising
- Speaking** – use someone, *somewhere / something; thing, stuff*
  - use relative pronouns *who / that*
  - use social expressions for illustrating a point
- Reading** – read a text from a marketing company
  - read about the advantages and disadvantages of advertisements
- Writing** – use adverbs of degree
  - use *so / such* in sentences
  - give feedback on grammar goals

**B5.1 Listening**

Successful advertisements

SB page 85

- 1 Read the following talk. Students listen and note down the key points.

*Advertisements are easy to identify. Sometimes this is because they have big pictures and few words. But it is also because of the kind of language they use. They often use slogans: that is, a memorable phrase that is used in all advertisements for the same product, e.g. (an advertisement for a deodorant) Stay cool with Stay Cool. However the language of advertisements often gives an opinion rather than facts. When looking at an advertisement, it is important that we can tell the difference between facts and opinion.*

*The purpose of advertisements is to make us aware of a product or service and, more than that, it should make us choose it over other similar products. To do this, they sometimes contain information which may be misleading. It may create an impression which is not based on fact.*

**Example:** *New improved Splash cleans better.*

*Both 'improved' and 'better' are misleading. In what ways has the product been improved? In what ways does it clean better? Is it better than it was before or better than other products?*

*Also important are the images or pictures in advertisements. Advertisers often try to create a lifestyle that comes with a product. In advertisements, we don't see wrinkled old men advertising soap or a medicine being sold in a dirty shop.*

- 2 Students suggest some advertising slogans they can remember, or identify the slogans in the advertisements from **A5.6**. They can discuss and identify misleading information in these advertisements in pairs and small groups. Ask volunteers to share their ideas with the rest of the class.

**B5.2 Speaking**

Describing objects

SB page 85

- 1/2 Discuss the difference between fact and opinion and illustrate it with the sentences in the Students' Book. Ask student to decide which adjectives in Exercise 2 are factual and which shape your opinion.
- 3 Students work in pairs to make sentences about each other.
- 4 Remind students about the slogan in the listening text about 'New, improved Splash cleans better'. Discuss how this information is misleading (make sure students understand the meaning of *misleading*). Talk about what *lifestyle* means. Ask students to look at the the advertisements and identify the kind of lifestyle that each is promoting. Students then work in pairs or small groups to read and identify opinion words and misleading information in the advertisements. Ask volunteers to share their ideas with the rest of the class afterwards.

- 5 Each pair of students selects an advertisement from **A5.11** and works with their partner to discuss the illustrations and the lifestyle the advertisements are trying to conjure up.

**B5.3 Reading**

Pros and cons of advertising

SB page 86

Half the students read the text from the marketing company about the advantages of advertising, and the other half read about the disadvantages of advertising. Both groups answer the gist questions following their respective passages. Students close their books, then in take turns to suggest the advantages and the disadvantages of advertising. List these summary points on the board and students vote for the more successful side.

**B5.4 Increase your word power**

Guessing the meaning of unknown words SB page 87

Before students open their books, ask them what they usually do when they come across a new word in a text. Then read aloud the notes while students follow in their books.

- 1/2 Demonstrate the strategy with a few more example from earlier in this unit, e.g. *catchphrase, slogan*. Students then complete Exercise 2.
- 3 Refer students to the passage in **A5.10** Students can work with a partner and do the exercise orally or in writing. Check answers together, and elicit from students how they worked out the meaning of each word.

**B5.5 Language focus**

Adverbs of degree

SB page 88

Read the information in the panel while students follow in their books. Ask students to make more sentences with some of the adverbs of degree listed in the box.

- 1 Students choose the correct adverbs to complete the sentences. They can exchange their books to check their answers. Ask some volunteers to read out their sentences.
- 2/3 Students discuss the adverbs of intensity and put them in order, then they use them in sentences. They share their sentences with the class. This could be done as a 'chain game'.

**B5.6 Language focus**

More about pronouns

SB page 89

- 1 Read the introduction about indefinite pronouns while students follow in their books. Point out that someone relates to a person; *something* relates to an object; and *somewhere* relates to a place. Ask students to make sentences with these words. Students then complete the sentences in their exercise books. They can exchange their books to check their answers. Ask some volunteers to read out their sentences.

- 2 Read the introduction to Exercise 2 while the students follow in their books. Ask students to give examples using *thing* and *stuff* in sentences. Students then copy the table into their exercise books and complete it with nouns from the box. Point out that we use the relative pronoun *who* for people, and *that* for both people and things. Ask students to give you examples of both structures.
- 3/4 Students match words and definitions, then work in groups to draw up a list of words and their definitions. Students test other groups as described in the exercise.
- 5 Optional – teach the students this well-known English nursery rhyme:  
 Someone came knocking  
 At my wee, small door;  
 Someone came knocking  
 I'm sure, sure, sure;  
 I listened, I opened,  
 I looked to left and right,  
 But nothing was there stirring  
 In the still dark night;  
 Only the busy beetle  
 Tap-tapping in the wall,  
 Only from the forest  
 The screech-owl's call,  
 Only the cricket whistling  
 While the dewdrops fall,  
 So I know not who came knocking,  
 At all, at all, at all.

**B5.7 Speaking**

Illustrating a point

SB page 91

Read the introduction while students follow in their books. Point out that the expressions listed introduce further information about a topic. Write the list of phrases on the board and elicit positive / negative adjectives for describing products, e.g. *expensive, efficient, time-consuming, fast*, etc. Students suggest single sentences to describe products, then complete the descriptions by introducing extra information using these phrases. Students then work in pairs to add information to the sentences listed.

**B5.8 Language focus**

Using *so* and *such*

SB page 91

Read the introduction and ask students for some further examples of sentences with *so* and *such*. Write these on the board. Students then complete the exercise in their exercise books.

**B5.9 Reading**

A poem

SB page 92

For notes on teaching poetry, see the Introduction page x.

Discuss what pupils would expect to see in a local market. Point out that the poem describes a market in Nigeria. Explain that the first line refers to different tribes in Nigeria. What other differences and similarities can they

find between their own markets and this Nigerian market? They should make a note of them as they read the poem. List the items sold in their local market on the board. Write unknown words such as *calabash, bangles, brass, kola, bedstead, mammy wagon* on the board and ask the students to find out their meanings.

- 1 Students read the poem aloud in pairs, each student taking alternate verses, or the poem can be read as a 'chain' or group activity around the class, each student or group reading one verse. Ensure they use the correct intonation and rhythm. Ensure they use plenty of expression and bring out the rhythm of the poem.
- 2 Students answer the questions in their exercise books, then they can exchange their books to check their answers. Ask some volunteers to read out their answers.
- 3 Point out the repetition of lines in the poem and ask if the students can suggest the reason for this. (Possibly they reflect the different market cries.) Why do they think the first and the last verse is the same?

**B5.10 Writing**

A local market

SB page 93

- 1 Students can use the list on the board and any other ideas of their own to write a description of their local market. They should include plenty of extreme adjectives in their text. Select individuals to read out their descriptions.
- 2 Students work in groups to write an advertisement to attract people and visitors to their local market, using the suggestions given and the information from Exercise 1. They should choose a catchy slogan and illustrate their poster with pictures. Display their posters in the classroom, or send a selection to the local tourist office to display there.

**B5.11 Study skills**

Learning grammar

SB page 93

Students look back at their strategies for learning grammar in **A3.12** and assess how successful they have been. They should share any successes with their group or the rest of the class and take note of what strategies were not successful.

**B5.12 Fun with words**

Brainteaser

SB page 93

Students can do this exercise in pairs or small groups. Check the answers together.

**Assessment**

SB page 93

**1 Speaking**

Show individual students a number of everyday household objects, and ask students to describe them, using appropriate positive, extreme adjectives, and adverbs of degree.



## 2 Reading

Make copies of the following passage for each student. Give the students a short time limit to read the text and answer the questions printed in the Student's Book.

*In most parts of the world, the Internet is considered a basic necessity and has become a way of life for many people. Almost everything is available through the Internet these days, from goods for sale, to all kinds of reference materials, and to social networking. One of the great things about the Internet is the ability to get products and services with a few clicks right from the comfort of your home. You can visit classifieds sites and search for items, and filter by price, location, posting date, etc.*

*Although lagging a great deal, Ethiopia is now catching up with the rest of the world. The Internet may be out of reach for some people in Ethiopia, but an increasing number of people are using it to get information on products and services. Ezega.com is the leading online classifieds marketplace serving this market. At Ezega.com, one can get information on local products and services: merchandise for sale and wanted, homes for rent and sale, and services from various companies in Addis Ababa and other major cities.*

*In Ethiopia, a lot of commercial transaction is still conducted the old fashioned way, through various outlets and vendors, rather than through the Internet. Often, information is sought through word of mouth or by calling various suppliers and asking if they have a certain product or service. It is very common for people to spend hours or even days driving around the city looking for a certain product or service. This is highly inefficient for both buyers and sellers, but it is changing. Online classified advertising in Ethiopia is taking hold.*

*The leading online classifieds users include real estate developers wanting to sell new homes, landlords renting expensive homes, top fashion and accessory outlets, restaurants, hotels, spas and all kinds of hospitality services, companies dealing with import and export, etc.*

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## Unit 5 Answers

### A5.1 (possible answers)

- 1 A job advertisement – *newspaper, an employment agency*
- 2 A government health warning – *a doctor's surgery, a poster*
- 3 A new skin cream – *a magazine for health and beauty, a newspaper*
- 4 A personal loan – *a bank leaflet*
- 5 An advertisement for a local concert – *a newspaper, a poster, a programme guide*
- 6 An advertisement for a holiday – *a travel magazine, a newspaper, the Internet*
- 7 A house for sale – *a newspaper, the Internet, a billboard*
- 8 A television series – *a programme guide*
- 9 A car for hire – *a newspaper, a local garage*
- 10 A second hand bicycle – *a newspaper, the Internet*
- 11 An advert to meet new friends – *a lonely hearts column, the Internet*

- 12 A missing watch – *a lost and found column, a newspaper,*
- 13 A second-hand computer – *a newspaper, a wanted notice, the Internet*
- 14 A job vacancy – *a newspaper, an employment agency*

### A5.2

1 b 2 f 3 e 4 a 5 d 6 c

### A5.5

Exercise 1

1 g 2 e 3 h 4 d 5 c 6 a 7 b 8 f 9 j 10 i

Exercise 2

Positive – *nice, amusing, hungry, big, charming, tasty, pleasant, clean, huge, wonderful, tidy, delicious*

Negative – *ridiculous, tiny, afraid, dirty, starving, dreadful, small, frightened, terrified, filthy, terrible, boring*

Exercise 3

*terrible – nice – pleasant – wonderful; afraid – frightened – terrified; ridiculous – boring – amusing – charming; filthy – dirty – tidy – clean; tiny – small – big – huge; starving – hungry – tasty – delicious*

### A5.8

**Adjectives:** 1 cheap 2 trustworthy 3 rude  
4 selfish, tight-fisted 5 generous 6 inconsiderate

**Adverbs:** 1 really 2 very 3 often, very 4 very  
5 (adverbial phrase) 6 very

**Extreme adjectives:** 1 really cheap 2 very trustworthy  
3 very rude 4 very selfish 5 (none) 6 very inconsiderate

### A5.9

Exercise 1

1 more 2 less 3 more 4 more 5 less / more

6 more

Exercise 2

- 2 The Ethiopian highlands, **blessed** with a temperature, climate and grand mountain scenery, offer superb holiday opportunities. The principal **well**-established areas for trekking are the Simien Mountains and Bale Mountains National Parks. The latest arrival in this field of tourist activity is the **remote** South – West highlands east and west of the Omo valley, where **strong** and colourful cultures add to the appeal of scenery, flora and fauna.

The rewards of a trek in the Simien mountains **include** spectacular views from the northern escarpment, the three **endemic** (or *native*) mammals – Walia Ibe, Gelada Baboon and the Simien Fox, as well as Ras Dashen, the country's **highest** peak at 4,620 metres.

Less strenuous and **more** relaxing are the pleasant local **trails** that **follow** the banks of the Rift Valley Lakes, or resort areas close to Addis Ababa, such as a walk **through** the vineyards of Ambo.

### B5.2

Exercise 1

1 a opinion b fact

2 a opinion b fact

Exercise 2

Fact: *angry, square, noisy, old, fat*

Opinion: *pretty, delicious, horrible, pleasant, useful, noisy, interesting*



Exercise 4 (suggested answers)

In the advert for Sunbeam juices, the words 'pure, fresh taste' and 'mouth-watering' are opinion words. 'Why drink less than the best?' is also an opinion

In the advert for the Jazz Café, the words 'coolest' and 'hottest' are opinion words.

In the advert for Lake's Shea Butter Crème, the word 'softest' is an opinion word. Also the information that you will 'see the difference in only weeks' and 'your skin will look softer, smoother, younger' is misleading.

**B 5.4**

Exercise 2

- 1 c 2 c 3 b 4 b 5 c

Exercise 3

- 1 Keep it simple, a catchphrase, brand recognition, sex, violence, animals and kids.
- 2 Very important (vital)
- 3 No it isn't.
- 4 No, it isn't.
- 5 Possible answer: A diamond is for ever.
- 6 Yes, it does.

**B5.5**

Exercise 1

- 1 really 2 too 3 enough 4 very 5 sufficient  
6 enough 7 very 8 very 9 too 10 really

Exercise 2 (possible answers)

- 1 quite, nearly, almost
- 2 just, enough, too
- 3 scarcely, hardly, completely
- 4 slightly, very extremely

**B5.6**

Exercise 1

- 1 something 2 someone 3 somewhere 4 someone  
5 something 6 something 7 someone 8 somewhere  
9 something 10 someone

Exercise 2

Person: teacher, friend, visitor

Place: pool, library, school,

Countable object: book, lesson, pencil

Uncountable object: water, weather, swimming, flour

Exercise 3

- 1 d 2 f 3 e 4 g 5 a 6 h 7 c 8 b

**B5.8**

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

**B5.9**

- 1 Hausa, Ibo, Fulani and Tiv.
- 2 The traders call out their wares to attract attention.
- 3 Calabash, hair oil, bicycles, polish, dyes, cassava, palm wine, kols, bangles, bracelets, combs, watches, machine oil, glass beads, mats, clay pots, needles, pins, earrings, baskets, brass bedsteads, bags of cement and tins of kerosene. Students should list these and then tick off the items found in their own local market.
- 4 Foodstuffs, such as fruits and vegetables, hardware such as pots and pans, etc. If necessary, students can compare the list with the list on the board.
- 5 The poet is telling us that people in the market bargain to buy goods at the best price.
- 6 A Mission car is probably a car used by the people who work as missionaries to teach people about Christianity.

**B5.10**

Meselech

**Assessment**

**2 Reading**

- 1 It has the ability to get goods and services easily from your own home.
- 2 By using a computer.
- 3 No, they don't.
- 4 It advertises goods and services.
- 5 By word of mouth or by phoning suppliers.
- 6 It wastes a lot of time.

**Suggested further reading**

Students should be encouraged to read newspapers regularly. To promote this, ask them to find an advertisement in a local or national newspaper. They can then bring it to the next lesson and talk about it to the rest of the class. To promote regular, on-going reading of newspapers, set aside 10-15 minutes each week where two or three students at a time can present and talk about things from the newspaper. Set up a news board in your classroom where articles can be displayed and read.

# Unit 6

## Drugs

### Learning outcomes

By the end of Unit 6 students will be able to discuss the issue of drugs and drug abuse.

### Learning competencies

**Speaking:** Students describe graphs using appropriate language

**Listening / Writing:** Students listen to a story and identify the main ideas

### Language focus

**Grammar:** zero conditional, modal verbs, cause / effect, past simple active / passive

Vocabulary: drugs and addiction, language of graphs

Social expressions: identifying/thinking about problems

## PART A

### Objectives

By the end of this section students will be able to:

- Listening** – listen to a story about someone whose life was destroyed by drugs
- Speaking** – complete a mind map about drugs
  - use modal verbs *should / ought to / must*
  - prepare a talk for the school anti-drug club
  - use social expressions to identify problems
- Reading** – read an advice booklet on the consequence of drug abuse
- Writing** – write descriptive paragraphs about the drug situation in Ethiopia
  - understand dictionary definitions

### Background knowledge

This unit develops students' understanding about the problems associated with taking drugs – what they are, what causes them and how to deal with them. Try to deal with the topic as honestly as possible, since some of your students (or their friends or relatives) may be experiencing these problems themselves. Help them to understand the responsibilities and choices they have in order to tackle the problem of drugs in society. However, if you know or suspect that a student is experiencing a serious problem with drugs, then you should refer the problem confidentially to a professional who is trained to deal with it (such as a social worker) rather than trying to tackle it yourself.

### Materials and resources

- Copies of the Child-to-Child reader *Who killed Danny?* published by Pearson Education, 1995.

### A6.1 Introduction

Living dangerously

SB page 94

- 1 Students discuss the advertisements in groups. Point out that they are intended to mislead and present a 'glamorous' lifestyle, which is intended to imply that beer and cigarettes will make you more sophisticated and successful, but their real aim is to sell more of their products.
- 2 Ask students for homework to find more examples in their town or village, in newspapers and posters that advertise smoking and drinking. Students analyse them and their message.
- 3 As a whole class, discuss the effects of smoking, alcohol abuse and taking drugs and list these on the board.

### A6.2 Reading

What do you know about drug abuse?

SB page 95

- 1 Students learn the list of words, which are preparation for the reading passage. Give them a spelling test or quiz with these words, then students write them in their vocabulary notebooks.
- 2 Students read the passage then answer the questions in pairs. Check their answers with the whole class, especially for questions 3 and 10.

### A6.3 Listening

Daniel's story

SB page 96

- 1 Students look at the pictures and predict what the passage will be about.
- 2/3 Students listen as you read the following text, then discuss in groups what they feel about Daniel's story.

**"E" is for Empty** by Laura D'Angelo

*Daniel, 17, wanted graduation night to be special. So, he reached into his pocket and took out some Ecstasy pills. They looked harmless enough, but Daniel found out the hard way how dangerous Ecstasy can be. "My heart was racing so fast. I thought I was having a heart attack," he said. A friend helped him to the party because his legs wouldn't stop trembling. Daniel tingled from head to toe. "Then I hit a peak," he said. "I felt like a movie star."*

*Later at a friend's house, Daniel crashed into gloom and confusion. He swallowed two more "E" pills. Taking multiple doses within a relatively short time multiplies the toxic risks of any drug. With Ecstasy, doubling the dose, carries an especially high risk. The level of Ecstasy builds up and the user's body can't keep up with the amount of the drug in his or her blood. That's what*

happened to Daniel. "I lay down on the bed for a few minutes and couldn't lift my head," he said. "My legs were rocking back and forth."

The following weekend, Daniel took "E" at a party where some 200 kids were dancing. Before long Daniel was selling the drug. "I'd walk into a party and yell 'E' and people would crowd around. I felt a sense of power." With the profits, he bought more Ecstasy which he took often, always with other kids. "I did drugs so I didn't have to feel alone," he said.

Soon Daniel was taking up to five "E" pills a day. Desperate to feed his habit, he started selling cocaine and methamphetamine as well as Ecstasy. "I was skinny. My skin was the colour of paper. My teeth were rotting and falling out," Daniel said. "I would steal anything I could get my hands on. I stole money from my dad. I didn't see anything wrong with the way I was acting."

Once, a friend's mother wanted to buy drugs from Daniel. When he delivered the bag of speed to the house, Daniel watched his friend's face crumple in sadness. "I felt really bad. I saw lives being destroyed because of what I was doing," he said. "I'd see people get real bad with E. They'd sell the shirt off their backs. People tried to give me watches and stuff that I knew they had stolen from their families. Another guy wanted to give me some women's jewellery and a 40-speed bike for a couple pills of E."

On New Year's Eve, Daniel's girlfriend called him a "drug addict". He ran out of her house. "Staring at the city hotels and gas stations, I thought I'm going to be living alone in the streets, and that scared the daylights out of me," Daniel recalled. The next morning, he went to his father and said, "Dad, I need help."

Now living in a drug-treatment centre in California, Daniel has been clean for six months. He's gained weight, and he cares about himself again. But he worries about Ecstasy's long-term effects. "I feel like I've suffered brain damage," he said. "Sometimes I get stuck in conversations, because I can't find a word." Other times he walks along the street and stops in horror, forgetting where he's going.

Daniel is trying to understand his past and piece his life back together. "I got into drugs because I felt like no one liked me. I didn't care about anyone or anything. I just cared about doing my own thing, selling and partying. Then nobody wanted to be around me because of the drugs, and I ended up completely alone," he said. "I feel like a new person now. I tell other kids who are using drugs "Get out while you can. It starts out as all fun, games and parties but it leads to real nasty things. You become your own worst enemy."

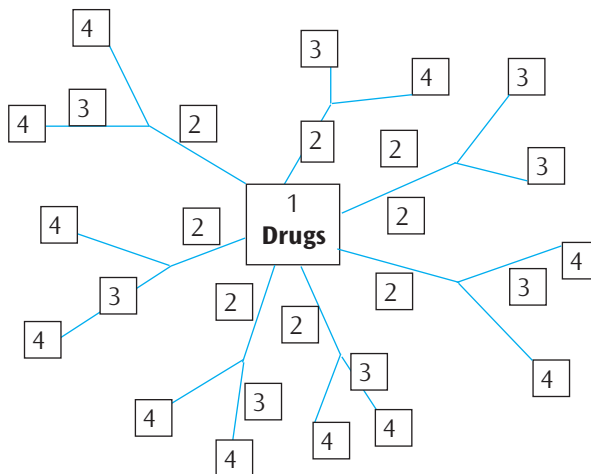
Adapted from *Heads Up: Real News About Drugs and Your Body*, published on Internet by NIDA for teens

**A6.4 Speaking**

Talking about drugs

SB page 96

To make notes on a subject using a mind map, draw it on the board in the following way:



Write the title of the subject DRUGS in the centre of the page, and draw a box or circle around it. This is shown by the box marked 1 in Figure 1, above.

- a As you come across major subdivisions or subheadings of the topic (or important facts that relate to the subject) draw lines out from this centre. Label these lines with subdivisions or subheadings. These are shown by the lines marked 2 in Figure 1. You do not need to worry about the structure produced, as this will evolve as you develop your mind map. They could be labelled for example *who, what, how, where, when, why*.
  - b As you "burrow" into the subject and uncover another level of information (further subheadings, or individual facts) belonging to the subheadings above, draw these as lines linked to the subheading lines. These are shown by the lines marked 3 in Figure 1.
  - c Finally, for individual facts or ideas, draw lines out from the appropriate heading line and label them. These are shown by the lines marked 4 in Figure 1.
  - d As you come across new information, link it in to the mind map appropriately.
- 1 Draw the mind map on the board. Ask students what they associate with the word Drugs and write the elicited words in the mind map. Students can then copy the completed mind map into their exercise books.
  - 2 Organise the student into groups. Different groups discuss and brainstorm the topics in the Students' Book. The groups are then re-formed in order to share information from the three topics. Students return to their original groups and report back.

**A6.5 Writing**

Saying 'No' to drugs

SB page 97

Students work in pairs or groups to suggest answers to the two questions, then each group writes a play about a conversation between a drug dealer and someone who does not want to take drugs. Students then act out their plays before the rest of the class.

**A6.6 Speaking**

The anti-drug club

SB page 97

Students individually prepare a short talk suitable for a school's anti-drug club or a broadcast by a school's media club on the dangers of drug taking. In groups, students read their talks to each other.

Optional – selected students present their talks at the next club meeting, or when they have the opportunity to broadcast.

**A6.7 Language focus**

Modal verbs

SB page 97

- 1 Read the panel aloud while students follow in their books. Pause frequently to check comprehension, and ask students to give more examples of sentences using *shouldn't / should / ought to / must*, for example *He should stop smoking. She must see a counsellor*. Students then complete the following exercise.
- 2 Students work in pairs to complete the sentences and write them in their exercises books. Ask selected individuals to suggest some possible answers.

**A6.8 Speaking**

Discussing problems

SB page 98

- 1 Write the various social expressions on the chalkboard and model some examples.
- 2 Divide the students into teams, and give them the listed problems. Team A chooses a topic and Team B has to say a related sentence using one of the expressions within a specified time limit (e.g. 15 seconds). If Team B makes a suitable sentence in the given time, they score a point. Teams swap roles and the team with the most points is the winner. Note that a team must not use an example already used by the opposing team.

**A6.9 Increase your word power**

Dictionary work

SB page 99

- 1 Write some words connected with the topic on the chalkboard, e.g. *re-habilitation, additives, habit, inject, cramp*. Ask students to look up the words in a dictionary, then write them in their vocabulary notebooks.
- 2 Student look up the words in the box, then work in pairs to match them with their definitions using the given patterns. Check with the whole class, then

students can write the words and definitions in their vocabulary notebooks.

**A6.10 Writing**

Drugs in Ethiopia

SB page 99

- 1 Students follow the seven stages of writing (*think, brainstorm, plan, draft, check, rewrite, proofread*, see **A1.9**) and write three paragraphs describing the drugs situation in Ethiopia and the dangers of taking drugs, persuading others not to get involved. Suggest some topic sentences, paragraph headings and recommend / revise useful language patterns. Suggested paragraph topics:
  - 1) Introduction
  - 2) Drugs situation in Ethiopia (using the words or phrases to give examples, etc.)
  - 3) Why young people should not take drugs.
- 2 Students re-read their first drafts and consider the questions, then revise their work if necessary.
- 3 Students work in pairs to compare their essays and improve their own if possible.

**A6.11 Reading**

Drug abuse advice leaflet

SB page 100

- 1 Students copy the words into their books and look them up in a dictionary.
- 2 They read the leaflet, and make notes of the main points. Help the students with any information they find confusing. Students then read the text again and tick off on their lists any off the vocabulary from Exercise 1 that they find in the passage.
- 3 Students read the text and answer the questions.
- 4 Students work in groups to discuss the questions, then share their replies with the rest of the class.

**PART B****Objectives**

By the end of this section students will be able to:

- Speaking** – use the zero conditional and modal verbs  
 – use expressions for cause and effect  
 – hold a debate on a topic  
 – use the language of graphs
- Reading** – read a passage on drugs in an international context  
 – read and interpret graphs
- Writing** – use the language of graphs  
 – write a report based on available data  
 – express cause and effect  
 – use conditional / modal verbs  
 – use the past simple passive

**B6.1 Speaking**

Role-play a conversation

SB page 102

Students make suggestions for a conversation between friends who are worried about the drug-taking habits of a classmate. Write their ideas on the board, then students use these suggestions to make brief notes for a role-play. They work in pairs or groups and try to decide whether they should ignore the behaviour, or talk to them and give advice, or report it to a teacher or parent. Ask various pairs or groups to demonstrate their role-plays to the rest of the class.

**B6.2 Reading**

Dealing with a drug dealer

SB page 102

- 1 Students read the first section of the text, then work in groups to decide what they would do in Joseph's position.
- 2/3 Students read the conclusion of the story – did anybody suggest this solution? Students work in groups to suggest what happened next and discuss if they think this is a good conclusion. Can they suggest other solutions? They share their suggestions with the class.

**B6.3 Language focus**

Cause and effect

SB page 104

Read the panel aloud while students follow in their books. Ask questions to test comprehension, and ask students to work in pairs to suggest a cause and an effect. Point out the linking words *leads to*, *results in*, *ends up*, *means*, etc. Students work in pairs to match the beginnings of the sentences with their endings. Ask individuals to supply the answers.

**B6.4 Speaking**

Debate

SB page 104

Students work in groups to choose one of the topics, then prepare arguments for and against their topic. They prepare speeches for a debate and present these to the other three groups so that everybody has the opportunity to listen to a debate on each of the topics.

**B6.5 Language focus**

The past simple passive

SB page 105

- 1 Read the text in the panel while students follow in their books. Write some examples of active verbs on the chalkboard and invite students to make them passive. Students then complete the exercise in their books and exchange books to mark their partner's work.
- 2 Students write the past participles of the verbs in their books. They can test each other and look up the answers in Appendix 1 of the Students' Book.
- 3 Students write sentences with these verbs in the passive form. Ask selected students to read out their sentences.

**B6.6 Speaking**

Talking about graphs

SB page 105

- 1–5 Students can complete these exercises in pairs. Check the answers afterwards (you can write some of them on the board). Make sure the students understand the new words *steady*, *dramatic*, *gradual*, *rise* (refer to the graphs to demonstrate their meanings).

**B6.7 Speaking**

More about graphs

SB page 107

- 1 This question is an information gap. In pairs, one student describes information on a graph about drugs, and the other draws it. Students then swap roles, and finally they compare their graphs.
- 2/3 Students do Exercises 2 and 3 and then swap books to check each other's answers. Ask selected students to give you the answers.

**B6.8 Writing**

Interpreting information

SB page 108

Students look at the information relating to the use of khat in Ethiopia and prepare a report for their school newspaper /magazine or for display in the anti-drug club room.

**B6.9 Language focus**

Zero conditional and modal verbs

SB page 108

Revise the use of the zero conditional (first taught in Grade 10) and modal verbs (see Unit 1 **B1.6**). Remind students that the zero conditional is used to talk about facts or situations that are always true, such as scientific facts and general truths, e.g. *If you drink alcohol, you may get a headache*. Read the introductory information aloud while students follow in their books. Ask students if they can give any more examples and write these on the board. Students then complete the sentences

**B6.10 Language focus**

Expressions of quantity

SB page 109

Revise the expressions of quantity *some*, *any*, *a few*, *a little*, *a lot*, *much* and *many*, and their use with countable and uncountable nouns. Students can write their answers in their exercise books. Check the answers together.

**B6.11 Reading**

Drug use worldwide

SB page 109

Students copy the table into their exercise books, then work in pairs or groups to read the information and complete the chart. **Note:** As this involves a lot of concentrated reading it is suggested that you complete the activity over more than one lesson.



Assessment

SB page 112

1 Speaking

Make sufficient copies of the following text. Students look at the graph in the Students' Book and work in pairs to complete the passage.

The graph in their books shows the changes in world population. Using the words in the box below, complete the passage describing the graph with the words from the box.

has grown	grew	rose	increased
rise	increase		
gradual	gradually	steady	steadily
dramatic	dramatically	sharp	sharply

In the last two thousand years, the population of the world (1) \_\_\_\_\_. In AD 1 there were about 250 million people and then in the next one thousand years there was a (2) \_\_\_\_\_ to 350 million. In the next seven hundred and fifty years there was a (3) \_\_\_\_\_ to 800 million. In the next hundred years to 1850, the number of people (4) \_\_\_\_\_ to 1 billion. The in the following hundred years, it (5) \_\_\_\_\_ to 2.5 billion. The (6) \_\_\_\_\_ since that time has been even more (7) \_\_\_\_\_ and in 2000 world population reached 6 billion.

2 Listening / Writing

Read the following true story while the students listen and take notes. Students then write up the story in their own words.

**My Life on Meth**

When I tried my first line of meth, I was only 15 at the time, and some kids offered it to me at a party. I was curious about drugs, so it was an easy sell. That one line of meth started me on a path of getting high at school and then eventually dropping out all together. Classes interfered with my drug life. What I thought was normal behaviour was not normal at all. All I wanted to do was hang out and get high – and I could never get high enough. Sometimes I would be up for days, smoking constantly. When I'd finally come down, I would barely get out of bed for weeks. I even tried to stay sober at one point. I got a job at a local gas station to support myself, but after a month I started using again. I couldn't keep my job because I was too sick and too high to function.

I tried to lead a regular life, but I found that on meth even the simplest things were impossible. My apartment looked like someone had taken everything I owned, shook it up and dropped it on the floor. I could barely walk through the piles of rubbish, dirty dishes, and unwashed clothes. I never ate or slept. I was severely thin because I wasn't taking care of myself at all. I was angry and irritable all the time, constantly aggravated, frustrated, yelling and screaming. I chased an ex-boyfriend with an axe and even tried to kill myself on the train tracks.

I went home to live with my mother and get clean. I also went to find mental health help and I went in for a drug and alcohol assessment. After going through this, the woman running the programme left it up to me to do some outpatient treatment, and it changed my life. I took recovery seriously and attended as many meetings as possible – sometimes five meetings a day – anything to get me through it without using. At first, I hated the daily chores and meeting curfew, but then I started to get it. In exchange for room and board and support, following the rules was a small price to pay for a chance at a new life.

I am now going back to school and working part-time. My case manager meets with me once a week to set and review my goals, and with her support I have achieved many of them. My dream is to complete school and I am so lucky to have a second chance. I have the direction to achieve great things—and I will!

In the beginning, meth gave me a feeling of euphoria. In the end, it just made me feel hollow and empty. Now I want to inspire hope in the families who know someone with an addiction like mine. People get stuck, and it's important to give them hope to get out of it. Don't give up – miracles happen every day.

Unit 6 Answers

A6.2

- 1 Accept students' answers to include acid, cocaine, crack, hash(ish), heroin, LSD, opium, speed, etc.
- 2 Because most drugs are addictive and once you start taking them, you cannot stop.
- 3 Students give their own answers.
- 4 Heroin.
- 5 By injection into the veins.
- 6 It is very addictive. It leads to crime to feed the drug taking habit.
- 7 No, they don't.
- 8 Cold sweats, hot chills, stomach cramps and jangling nerves.
- 9 You could become infected with the HIV virus.
- 10 Students give their own answers.

A6.7

- 1 must 2 shouldn't 3 have to 4 ought to 5 should 6 ought to

A6.9 (Sample answers)

- 1 Psychosis is a type of disorder of the mind.
- 2 Hazard is a place where there is a risk of danger.
- 3 A tranquillizer is used for making people calm.
- 4 Peer pressure is a part of the influence to make one conform to the rest of the group.
- 5 Overdose means taking too much of a drug.
- 6 Illicit means the same as unlawful.
- 7 Trafficking is connected with carrying on an illegal trade.
- 8 Addiction is a large physical or psychological dependency on something.
- 9 Immune means free from infection.
- 10 Abuse means when you make the wrong use of drugs.

**A6.11**

- 1 To treat illnesses and disease and to relieve pain.
- 2 The use of natural and or/synthetic chemicals substance for non-medical reasons.
- 3 It affects a person's physical and emotional health and social life.
- 4 They can become addictive.
- 5 Peer pressure, adult example, to feel grown up, to rebel against authority, for curiosity, for kicks, to escape emotional problems, because they are widely available.
- 6 They become part of daily life, they can affect your personality, they cause ill health, accidents, or injury, they increase poverty, debt and crime.
- 7 The supply, trafficking, possession or use of drugs are all against the law.
- 8 synthetic – made from chemical substances; hazards – dangers; illegal – banned by law; immune – safe from; peer pressure – not wanting to be different from others in their group; craving – need for; overdose – taking too much of a drug

**B6.3**

1 f 2 d 3 a 4 h 5 c 6 g 7 b 8 e

**B6.5**

1 are proved 2 do 3 are carried out 4 record  
5 filled 6 are made

**B6.6**

Exercise 1

a about 2.5 cm b August c 10 °C d 15 °C e December

Exercise 2

**Lagos**

Exercise 3

a rise b fall c sharply d steadily e unchanging

Exercise 4

1 b 2 c 3 a 4 e 5 d

Exercise 5

- 1 It increases steadily.
- 2 It rises dramatically.
- 3 It falls gradually.
- 4 It decreases sharply.
- 5 It drops slightly.

**B6.7**

Exercise 2

1 increases 2 heroin 3 decrease 4 men 5 quantity 6

Solvents, cannabis 7 rises, decrease 8 women

Exercise 3

- 2 Drugs are not taken by many people over 21.
- 3 Heroin is tried by many people at this age.
- 4 Alcohol is considered a drug by many people.
- 5 Drugs are taken by more men than women.
- 6 Cocaine is used as a recreational drug by many people.

**B6.9**

- 1 If I visit a friend after school, I do not usually get home till late.
- 2 If our radio is not working, we ask my brother to fix it.
- 3 I eat a banana if I am hungry.
- 4 If they feel thirsty, they drink a lot of water.
- 5 Athletes must train hard if they hope for a gold medal.
- 6 There is a drought if enough rain does not fall.

**B6.10**

- |             |             |            |
|-------------|-------------|------------|
| 1 a lot of  | 5 (correct) | 9 a little |
| 2 much      | 6 a few     |            |
| 3 any       | 7 some      |            |
| 4 (correct) | 8 (correct) |            |

**B6.11**

**Cocaine and crack:** Plants grown in Columbia, Peru, Ecuador, Venezuela and Bolivia; Value of trade: \$70 billion; trafficked by 'drug mules'  
**Cannabis:** Morocco or Southwest Asia; \$29b; smuggling and trafficking  
**Ecstasy:** Made in illegal laboratories; \$16b; worldwide manufacturing  
**Heroin:** Opium poppies grown in Afghanistan and Pakistan; (unknown); criminal groups linked to the Taliban

**Assessment**

**Speaking** (Suggested answers. Accept other possibilities that do not repeat the same words too much)

- 1 has grown dramatically
- 2 steady rise
- 3 sharp rise
- 4 increased steadily
- 5 rose dramatically
- 6 rise
- 7 dramatic

**Suggested further reading**

Much has been written on the subject of drugs and young people, and government leaflets are available for further reading. Encourage students to read articles, stories, books and newspaper articles about drug abuse. There are many personal stories available on the Internet. If reading materials are difficult to obtain, then students should re-read the texts in this unit. They can practise reading them aloud for homework.

## Units 4–6 Revision 2

See the note in the Introduction, page x, about how to get the students to complete these revision exercises.

### A Listening

SB page 113

#### 1 Dictation

Read the text through once in full before you start dictating, and then at least once at the end.

*A 12 year-old girl has become the new face of a campaign to improve the lives of children in Ethiopia. Leah Abebe, who is in Grade five at her primary school, told a conference in Addis Ababa last week that children are the future of the country. The campaign – called Say Yes for Children – is an international project launched by the United Nations Children’s Fund (UNICEF) in April 2001. “It is us, the children of today, who will become the teachers, doctors, engineers, judges, and national leaders of tomorrow,” Leah told the conference in Ethiopia. “We require care and support in order to become educated adults. Yet, in our surroundings, we witness children being insulted, beaten, and abused. There are also many orphans who spend their nights on the street.”*

#### 2 Listening comprehension

Tell the students to read the questions in the Students’ Book, then listen as you read them the passage about false advertising.

##### **False advertising**

*False or deceptive advertising is the use of false or misleading statements in advertising. As advertising has the potential to persuade people into commercial transactions that they might otherwise avoid, many governments around the world have regulations to control false, deceptive or misleading advertising. Truth in labelling products refers to essentially the same concept, that customers have the right to know what they are buying, and that all necessary information should be on the label. False advertising is illegal in most countries. However, advertisers still find ways to deceive consumers in ways that are not illegal.*

*Service providers often add on fees and surcharges that are not disclosed to the customer in the advertised price. One of the most common is for starting up services such as mobile phones, but is also common in gym memberships and air travel. In most cases, the fees are hidden in fine print, though in a few cases they are so confused by unclear wording that they are essentially undisclosed. Hidden fees are frequently used in airline and air travel advertising.*

*In many cases, when a store is closing down and going out of business, the liquidators actually raise the prices on items that were already marked-down in the clearance sale. For items already marked-down to 50% off, this means the liquidator doubles the price (quadrupling it for a 75%-off*

*price), and then “discounts” it from there. Also common is for the sale prices at a retail chain’s other stores to be lower than the liquidator’s prices at the closing stores. Additionally, liquidators refuse to accept goods that are returned, so if a customer does find he or she has been overcharged, there is no apparent recourse.*

*Sellers may manipulate standards to mean something different than their widely-understood meaning. One example is with personal computer hard drives. By stating the sizes of hard drives in ‘megabytes’ of one million bytes they overstate capacity by nearly 5%. With gigabytes, the error increases to over 7%, and nearly 10% for the newer terabyte.*

*Some products are sold with fillers, which increase the legal weight of the product with something that costs the producer very little compared to what the consumer thinks that he or she is buying. Food is an example of this, where chicken meat is injected with broth or even up to 15% of salty water, or TV dinners are filled with gravy or other sauce instead of meat. Malt and cocoa butter have been used as a colour filler in peanut butter.*

*Adapted from Wikipedia*

##### **Answers**

- 1 The use of false or misleading statements in advertisements.
- 2 It persuades people to buy things they might otherwise have avoided.
- 3 Customers have the right to know what they are buying and that all the necessary information is on the label.
- 4 They add on fees and surcharges that they don’t disclose to the customers.
- 5 Gyms, airlines and air travel companies.
- 6 They raise the price of good that have already been reduced in the clearance sale and then use discounts on this higher price.
- 7 No, they can’t.
- 8 They overstate the size of the hard drives.
- 9 They add fillers to increase the legal weight of the goods.
- 10 Malt and cocoa butter.

### B Vocabulary and spelling

SB page 113

##### **Answers:**

- 1 a bully
- 2 stealing, lying
- 3 an ‘agony aunt’
- 4 (Possible answer) No entry, Give way; No admittance, etc.
- 5 stupid / unwise; unhappy / sad; impolite / rude; unintelligent; stupid; dishonest
- 6 newspapers, Internet, billboards
- 7 promotion

- 8 keep it simple; use catchphrases; brand recognition; sex, violence and children
- 9 extreme adjectives
- 10 a slogan
- 11 a longing for something
- 12 addict
- 13 peer pressure
- 14 illicit
- 15 psychosis
- 16 hazard
- 17 trafficking
- 18 cannabis
- 19 Ecstasy
- 20 heroin

**C Speaking**

SB page 114

Students list why and how drugs can harm a young person, and tell you in their own words.

**D Language use**

SB page 114

**Answers:***Exercise 1*

1 all 2 all 3 neither 4 either 5 both 6 None  
7 All 8 Every

*Exercise 2*

1 a 2 b 3 b 4 d 5 c 6 a 7 c 8 c 9 b 10 a  
11 a 12 a 13 b 14 b 15 d

**E Reading**

SB page 116

**Answers:***Exercise 1*

- 1 For six months.
- 2 Because she was hoping to be offered some poppers again.
- 3 A boy gave her some pills.
- 4 At first she felt very strange and couldn't stop laughing and dancing. Then she felt sick and went home.
- 5 She remembered how she felt she could dance all night without getting tired.
- 6 They don't go out with her because she is taking the pills and they are not.
- 7 She can't keep awake at school.
- 8 She doesn't want to become a drug addict like her uncle who killed himself and lose all her friends.
- 9 Say 'no!' to drugs

**F Writing**

SB page 117

**Guide to marking:**

The content of the report should include the local drug scene and what the local authorities are doing about it. The punctuation, spelling and grammar should be correct too. (You may wish to allocate five marks for content and five marks for layout, punctuation, spelling and grammar.)

# Unit 7

## Natural disasters

### Learning outcomes

By the end of Unit 7 students will be able to talk about natural disasters.

### Learning competencies

**Reading:** Students read a newspaper article and relate what they have read to their own experience

**Writing:** Students write a short formal letter

### Language focus

**Grammar:** *would, so / such*, mixed tenses (active / passive), *somebody / everything*, prepositions of time

**Vocabulary:** disasters (natural and man-made)

**Social expressions:** showing uncertainty

### PART A

#### Objectives

By the end of this section students will be able to:

**Listening** – listen to a news broadcast relating to a disaster

**Speaking** – group disasters into man-made and natural  
– use *so / such* in sentences  
– use social expressions showing uncertainty

**Reading** – read a newspaper text describing a natural disaster and decide what is fact and what is opinion  
– use prepositions of time

**Writing** – make notes to form a summary of a natural disaster  
– read a news report, summarise the main information and turn notes into sentences  
– match words from a list with their natural collocations / word partners

### Background knowledge

This unit develops students' understanding of natural disasters, including floods, earthquakes, tsunamis, etc. Check with the geography or science teacher if they have already covered this topic or not. Elicit from the students what they already know about natural disasters and build new knowledge and skills on this. Help them to develop not only a factual understand of the topic, but also an imaginative one through poetry, stories and creative writing.

### Materials and resources

- Map of the world.
- If possible, try to find books, stories, articles, pictures or photographs relating to natural disasters. The internet is particularly useful in this regard. Use these for discussion, reading, research and display in the classroom.
- If possible, record the listening texts about natural disasters in advance of tackling this unit.
- Dictionaries.
- Four slips of paper for each student.

#### A7.1 Introduction

Natural disasters

SB page 118

- 1 Go through the list of natural disasters listed in the box and ask students if they can tell the class anything about them. Write their ideas on the chalkboard. Students then look up the words in their dictionaries.
- 2 Find on the map all the countries listed. Have students heard any reports of natural disasters occurring in these countries? List their suggestions on the board. Students work in their groups to discuss the cause of each disaster, then match the countries to a natural disaster.

#### A7.2 Listening

Floods in Bangladesh

SB page 118

- 1 Find Bangladesh on the map of the world. Point out the four large rivers that flow through the country and explain that the land is very low lying at their deltas. Ask students to look at the pictures and discuss them in groups. Write the following words on the board and ask students to look them up in their dictionaries and write them in their vocabulary books: *recedes, monsoon, devastation, deforestation, erosion, capacity, infrastructure, alert, deluge, rehabilitation, strategic*. Students read the headline and predict what the listening text will be about. Students then listen to the whole broadcast and check their predictions.

#### Listening text

*The South-Asian country of Bangladesh is prone to flooding. The South-Asian country of Bangladesh is prone to the natural disaster of flooding, situated as it is on the Ganges Delta and its many tributaries which flow into the Bay of Bengal. 75% of Bangladesh is less than 10m above sea level and 80% is flood plain. Coastal flooding and the bursting of Bangladesh's river banks are common and severely affect both the landscape and Bangladeshi society.*

*Flooding, when about 26,000 square kms (about 18%) of the country are inundated, normally occurs every year during the monsoon season from June to September.*



The heavy rainfall of the monsoon is added to by enormous amounts of water from four major rivers: the Padma (Ganges), the Brahmaputra, the Jamuna and the Meghna. All are filled up from the melting snows in the Himalayas. During severe floods, the affected area can exceed 60% of the country. In 1998, over two-thirds of the total area of the country was flooded.

Small scale flooding in Bangladesh is required to sustain the agricultural industry, as sediment deposited by floodwaters fertilises fields. The water is needed to grow rice, so natural flooding replaces the need for artificial irrigation.

Floods in Bangladesh can be divided into four categories:

- Monsoon floods: seasonal floods which increase and decrease slowly, inundate vast areas and cause huge losses to life and property.
- Flash floods: where water increases and decreases suddenly. They generally happen in the valleys of the upland areas.
- Tidal floods: short-lasting and reach heights of generally 3-6m. They commonly block inland flood drainage. Storm surges caused by cyclones can swamp the low-lying coastal strip.
- Rainwater floods: the build up of rainwater in heavy storms can cause localised flooding.

During the major floods of 1988 and 1998 the waters inundated about 82,000 km<sup>2</sup> of land. In 2005 rainfall, together with very high flows of all the major rivers of the country, flooded dozens of villages when, in only three days, rain pushed the rivers of northwestern Bangladesh over their banks. The flood lasted 15 to 20 days and many crops were destroyed or damaged. 40% of the capital, Dhaka, the capital of Bangladesh, was underwater and aid agencies warned about water-borne diseases once the water finally receded.

While the monsoon season always brings flooding in Bangladesh, devastation on the current scale has recently been happening on a 10-year cycle. Deforestation may be partly to blame, causing soil erosion which reduces the ability of the land to absorb water. Irrigation for farming is a factor, because this causes river channels to silt up, reducing their capacity to hold flood waters. According to some experts, irrigation interferes with river drainage into the sea. Climate experts also believe global warming is partly to blame, by increasing monsoon rainfall and speeding up the melting of Himalayan snows.

- 2 Read the text again and students answer the comprehension questions.

### A7.3 Speaking

Talking about a natural disaster SB page 119

Ask students to look at the list of disasters in the box and to group them into natural, man-made, and those with elements of both, e.g. *Flooding is caused by rain but exacerbated by deforestation*. Write their suggestions on the board. Students then work in small groups to select a disaster and brainstorm words related to the disaster. They report the results to the rest of the class; you can write the results against the disasters listed on the board.

### A7.4 Language focus

Adjectives with *so ...* and *such ...* SB page 119

- 1 If necessary, remind students that an adjective is a word that tells you more about a noun. Students as a whole class decide on the answers to the statement. Make sure students are clear about the function of an adjective and its position in a sentence.
- 2 Read aloud the explanation of *so* while students follow in their books and discuss the questions together. *Note:* Point out that *that* can be omitted after reason clauses containing *so* e.g. *Poems can be so long, they take up the whole book*. With stronger classes, point out that *so* can also be used before adverbs, e.g. *You walk so slowly!*
- 3 Students can write the sentences in their exercise books. Ask individuals to read their sentences aloud.
- 4 Read the note about *such* while students follow in their books. **Note:** Point out that *that* can be omitted after reason clauses containing *such* e.g. *It's such a long poem, it takes up the whole book*.
- 5 Complete this exercise orally with the whole class too. Ask individuals to make up sentences. Write these on the chalkboard.
- 6/7 Students can copy and complete these in their exercise books. Check the answers together by asking individuals to read aloud their sentences. You may also wish to collect their work for marking.

### A7.5 Reading

An earthquake report SB page 121

- 1 Students have one minute to skim through to find the main ideas of the text. They report them to their partner or the rest of the class.
- 2 Students read the text again and note down the main points, dividing them into two columns: *Fact or Opinion*.

### A7.6 Language focus

Prepositions of time SB page 123

- 1 Read the text in the panel aloud while students follow in their books. Ask them for further examples for each preposition. Students complete the sentences in their exercise books. They can swap their books with their partners to check the answers.
- 2 Review the use of prepositions and ask students to copy the table into their exercise books and to group the time phrases under the correct headings. Students should then add other examples of their own.
- 3 Hand out four slips of paper to each student. Students follow the instructions in the Students' Book. Call out time phrases similar to those in Exercise 2 and check that the students are holding up the correct bit of paper.

**A7.7 Writing**

Making notes

SB page 124

Discuss the following two questions with students before they open their books:

- 1 Why do we make notes?
- 2 How do we make notes? (prior knowledge)

Then read the panel aloud while the students follow in their books. Talk about the meanings of *headings* and *sub-headings*.

- 1 Students should read the text silently to themselves. Ask them to suggest a title and two sub-headings and write these as bullet points on the board.
- 2 Refer students back to the tips on how to make notes at the beginning of this section. Model part of the exercise on the board. Once students have written their notes under the bullet points, they can swap their work with their partner to check.

**A7.8 Writing**

Expanding notes into a summary

SB page 125

Explain that the text is a summary of what happened during an Indonesian earthquake. Students read the text and the information under each heading and interpret the data orally. Write the headings as bullet points on the board and ask student to supply the information from the passage. Guide student to turn these notes into sentences by demonstrating with examples on the board.

**A7.9 Writing**

Summarising a news report

SB page 126

- 1 Students read the report about the 2010 Haiti earthquake and summarise the main information in bullet points themselves.
- 2 They use this information to write a report for the BBC or a newspaper similar to the report in **A7.8** by turning their notes into sentences. They put the sentences into paragraphs using appropriate discourse markers from the Students' Book.

**A7.10 Increase your word power**

Collocations and word partners

SB page 127

- 1 Read the introductory paragraph aloud while students follow in their books. Ask students if they can suggest more collocations. Students then match the words with their natural collocations from the unit.
- 2 Students copy the vocabulary network into their exercise books and record these items under the correct headings, then add other words from the topic that they know collate. Students then complete Exercises 3 and 4.

**A7.11 Speaking**

General knowledge quiz

SB page 128

Students work in teams and follow the instructions to prepare a general knowledge quiz to ask each other.

Each team should think of ten questions. In each team, students take it in turns to ask the questions and keep the score. The quiz is scored as in the Students' Book.

**PART B****Objectives**

By the end of this section students will be able to:

- Speaking** – use mixed past tenses and *would*
- Reading** – revise social expressions for remembering and reminiscing
- Writing** – write a formal letter
- use *some/any/every – body/where/thing*
  - use mixed active and passive sentences
  - write a guided essay following the seven stages of writing
  - use their active / passive knowledge of lexical items
  - copy lexical chunks of formal letters
  - set a vocabulary target for the next unit

**B7.1 Speaking**

Natural disasters

SB page 129

- 1 Students work in groups to look at the photographs of different disasters (tsunami, drought, earthquake, mud slide) and each group creates an oral story about one photograph, using past tenses.
- 2 Students imagine they are at the scene of these disasters and discuss and record what photographs they would take for a newspaper or magazine. Model the use of *would*.

**B7.2 Reading**

Floods in Ethiopia

SB page 130

- 1 Revise the social expressions for remembering and reminiscing in **A2.12**. Students read the newspaper article about flooding in Ethiopia and relate any knowledge they have about disasters in Ethiopia, using the prompts in the Students' Book.
- 2 Students answer the questions.

**B7.3 Language focus**Revision *anywhere, something, no one, everybody*, etc.

SB page 131

- 1 Give students a minute or two to complete this revision exercise. Check the answers together (orally or on the board).
- 2 Refer the students to **B5.5**, then copy the table onto the board and ask individual students to come up and fill in the correct answers, while the other check. Then read aloud the note about compounds while students follow in their books. Give more example sentences with these words and ask students if they can think of any (prior knowledge). Write these on the board too.

- Students can copy and complete the sentences in their exercise books, then check them with a partner. As an optional extra activity they can write down more sentences with these compounds.

**B7.4 Language focus**

Active and passive verbs SB page 132

Revise the passive tense, first taught in Year 9. Students write the passage in their exercise books, using the correct forms of the verbs. They then underline all the verbs in the passive tense.

**B7.5 Study skills**

Thinking about words SB page 133

- Students copy the table into their exercise books, then divide the words into words they actively need to know, and words they may need to know passively. Ask them to discuss how to make the division.
- Help the students draw up a list of factors needed to actively “know” a word, e.g. meaning (single / multiple), spelling, collocations, register (formal / informal), part of speech, mother tongue translation, pronunciation, etc.

**B7.6 Writing**

A guided essay SB page 133

- Read the seven steps for writing an essay aloud while students follow in their books.
- Give the students a writing scaffold, i.e. topic sentences, paragraph headings and recommend / revise useful language patterns. Refer back to the reading texts for useful ideas / vocabulary. Students write a guided essay in five paragraphs on the topic of *The world is a dangerous place*, using the paragraph topics listed in the Students’ Book.

**B7.7 Writing**

A formal letter SB page 134

- Read the introductory paragraph aloud while students follow in their books. Ask questions to check comprehension and write on the board a model letter (without any main text) to illustrate the different points.  
  
Students should read the letter silently to themselves. They can then answer the questions in pairs or small groups. Discuss the answers with the whole class afterwards.
- Students match the formal with the informal phrases to highlight the differences in register.
- Students write a formal letter to the Red Cross explaining the urgent need for funding and resources in the aftermath of a disaster in their local area.

**B7.8 Study skills**

Analysing formal letters SB page 136

Students read the sample formal letters and copy chunks of language that would be useful in writing any formal letter. Help them decide how much should be copied and how to transform it in different contexts.

**B7.9 Reading**

A sudden storm SB page 137

For notes on teaching poetry, see the Introduction page x.

- Read the poem aloud to the students first, while they follow in their books. Try to capture the rhythm and rhyme of the poem as you read it aloud (as indicated by the punctuation and breaks between lines and verses). Read it aloud two or three times and also discuss the meanings of new words with the students before they answer the questions in pairs. Encourage them to work out the meanings of these words from context: *howl, sway, clatter, clang, bang, helter-skelter, skip, raging*.
- Students can answer the questions orally or write them in their exercise books. Ask individuals to share their answers with the rest of the class.  
As a follow-up, students can recite and dramatise the poem in pairs or small groups. They can add actions and sounds to convey the power of the storm. They can even bring simple household implements like a spoon, a pot or pan to make crashing, banging, clattering and clanging noises! Let them practise the poem in the playground or another area of the school where they can make a noise more freely. Each pair / group can perform the poem for another pair / group. Choose one or two to perform for everyone.

**B7.10 Study skills**

A vocabulary target SB page 138

Students set a vocabulary target for the next unit (e.g. make a vocabulary network for the unit topic; do some extensive reading and record new words; find collocations for words they have already recorded for this grade, or for new words in the next unit, etc.)

**B7.11 Fun with words**

Word square SB page 139

Students make as many words as they can from the letters in the word square. Each word must contain the letter ‘A’. Students write their answers in their exercise books.

**Assessment**

SB page 139

**1 Reading**

Make sufficient numbers of copies of the following newspaper article to hand out. Students read the article and say how it relates to something they have heard / seen / read about.

**Severe Droughts Now Hitting China: Food Production Plummets**

by David Gutierrez, staff writer, [NaturalNews.com](http://NaturalNews.com)  
Originally published March 25 2009

*A severe drought in northern China has left millions of people and animals without drinking water and dealt a major blow to the nation's grain crops. Since October, lack of rainfall has affected more than 229 million acres of land in China's top six grain-producing provinces in the dry northern part of the country. An estimated 43 percent of China's wheat product is estimated to be affected by the drought, and 1.85 million stock animals and 3.7 million people in the region are said to have been left without drinking water.*

*The Henan Daily has called the drought the worst since 1951, and estimates that 63 percent of Henan's wheat crop is affected. Farmers have already lost an estimated 1.6 billion yuan (\$230 million) from the crisis, according to that province's government.*

*Government responses have ranged from the local to the national, with the federal government designating 100 million yuan (\$15 million) for farmer relief and pushing forward with a massive plan to divert water from the Haihe, Huaihe, Yangtze and Yellow rivers to the country's north.*

*Environmentalists have warned that such a large-scale plan could have dangerous social and environmental consequences. According to Ma Jun, director of the Institute of Public and Environmental Affairs, the government is inaccurately blaming the water crisis solely on low rainfall, when in fact the problem stems more fundamentally from intensive agriculture, industry and coal mining in an arid region. Northern China has half the country's arable land, much of its coal reserves and more than 40 percent of its population, but only 20 percent of its water, Ma noted. "Water use in the region is not sustainable," he said. "We have seen rivers running dry because too much water has been diverted for farming and increasingly for urban and industrial use."*

**2 Writing**

Write a short formal letter to David Beckham to thank him for visiting your school.

**Unit 7 Answers****A7.1 (possible answers)**

- 1 tsunami wave – a giant wave – Pacific Ocean
- 2 volcanic eruption – when magma from the centre of the Earth pushes out of the top of a volcano and pours out ash and lava – Iceland
- 3 earthquake – when the Earth's crust shakes – Haiti
- 4 avalanche – a mass of snow and ice moving down a mountain – European Alps
- 5 cyclone – a violent wind rotating round a centre of low pressure – Indian Ocean
- 6 flood – when rivers break their banks and the water covers the land – Bangladesh
- 7 drought – when there is no rain for a long time – Ethiopia

- 8 tornado – a violent windstorm travelling at speed which causes a lot of damage – USA
- 9 mudslide – when a mass of mud flows down from high mountains – Indonesia
- 10 blizzard – very high wind and driving snow – Canada

**A7.2**

- 1 75% of Bangladesh is less than 10m above sea level and 80% is flood plain.
- 2 Flooding normally occurs every year during the monsoon season from June to September.
- 3 The Padma (Ganges), the Brahmaputra, the Jamuna and the Meghna.
- 4 The heavy rainfall of the monsoon and the melting snows in the Himalayas.
- 5 The sediment deposited by the floodwaters fertilises fields
- 6 Monsoon floods, Flash floods, Tidal floods, Rainwater floods.
- 7 Dhaka.
- 8 They may get ill from water-borne diseases.
- 9 Deforestation may be partly to blame; irrigation for farming causes river channels to silt up and interferes with river drainage into the sea; global warming increasing monsoon rainfall and speeds up the melting of Himalayan snows.

**A7.4**

Exercise 1

**a True b True c False d True**

Exercise 2

**1 a, b 2 c**

Possible answers

He seems so ill that ...

She appears so happy!

The question is so difficult that ...

The food smells so delicious!

The meal tastes so good!

The teacher looks so angry!

Exercise 4 (Possible answers)

She is such a good teacher.

He makes such delicious posho.

It is such a crowded bus.

She writes such beautiful poems.

It is such hot weather.

It is such an untidy room.

Exercise 6

**1 such 2 so 3 so 4 such 5 such 6 so 7 such**

**8 so**

**A7.6**

Exercise 1

**1 at 2 on 3 in 4 in 5 on 6 in 7 at**

**8 every 9 last 10 this**

Exercise 2

in – two weeks time; February

on – the following day; Monday morning

at – night; noon; midnight

Ø – next year; tomorrow afternoon; yesterday

**A7.7 (possible answers)****Camels****a Appearance and characteristics**

- 1 People think it's strange.







# Unit 8

## Education

### Learning outcomes

By the end of Unit 8 students will be able to discuss issues related to education.

### Learning competencies

**Speaking:** Students research and give a short presentation on a chosen topic

**Reading:** Students read a text and make notes of the main points

**Writing:** In small groups, students write and present a report of between 350 to 400 words including suggestions / recommendations

### Language focus

**Grammar:** 2nd conditional, *too (much / many) / enough*, mixed tenses, questions + preposition, *I wish* + past simple, articles, (including zero article)

**Vocabulary:** education

**Social expressions:** adding information

### PART A

#### Objectives

By the end of this section students will be able to:

- Listening** – listen to a lecture about the importance of education goals for Ethiopia
- Speaking** – identify issues from simple statistics related to education in Ethiopia
  - use the second conditional
  - use *I wish* (+ subject + past simple)
- Reading** – read a text about the history of modern education in Ethiopia
- Writing** – write a vocabulary network
  - write a report with proposals / recommendations
  - write a formal letter
  - record educational vocabulary

#### Background knowledge

This unit develops students' understanding of education, particularly its value and role in their lives. Help them to recognise and appreciate the importance of practical subjects and qualifications too, which often have as many (sometimes more) benefits than academic subjects and qualifications. Encourage each student to identify their strengths and interests at school and to start thinking about possible career paths in the future.

### Materials and resources

- Government education statistics.
- Books, articles about the history of education in Ethiopia.

#### A8.1 Introduction

Discussion on education

SB page 140

Students should discuss the questions in small groups first, then ask a few volunteers to share their ideas and opinions with everyone. Encourage them to give reasons for their responses.

#### A8.2 Listening

Education in Ethiopia – Where is it going?

SB page 141

Students listen to the following text in small groups. They individually record the main facts and collate all the information from the rest of the group. Share your information with the rest of the class.

*Education is the major agent for change leading to advanced and sustainable development in our country. It lays the foundation for a variety of positive initiatives, and helps create civilized and orderly citizens. In addition, education has the potential to empower women and make them a part of global economy.*

*The status of education in Ethiopia has been affected by various factors, such as historical events, economic activity, political unrest and social acceptance. In Ethiopia, education is a recent phenomenon. The last emperor, Haile Selassie, introduced modern education in the late 1960s, but its impact was insignificant, and as a result the rate of illiteracy increased. Currently, the distribution and quality of education at every level is improving, especially with regards to building schools which provide an excellent education with adequate facilities.*

*The cost of education in Ethiopia varies according to the type and standard of schooling available. About 80 per cent of the population live in rural areas and are unable to meet the high costs of schooling. These people lead lives which are mainly based on subsistence farming. The government therefore has introduced incentives aimed at helping the rural population of Ethiopia, which exempts them from paying tuition fees.*

*However, urban areas seem to enjoy a better quality of education, where schools benefit from experienced teachers and adequate educational materials. In 2006 primary education reached 89.41 per cent of children, and secondary level education reached 30.9 per cent. The technical and vocational education also showed an increase in students from 3000 to 110,000. About 100,000 university students are*

currently enrolled in government institutions and 91,000 students are learning in private institutions.

One point worth noting is that the gap in the distribution of education among boys and girls has narrowed by 10 per cent, although the statistics project further development.

### A8.3 Speaking

Discussing statistics SB page 141

- 1 Students look at the statistics and identify issues for Ethiopia, e.g. drop out figures/gender issues.
- 2 They use their notes from **A8.2** and the statistics to identify the main problems Ethiopia faces in achieving its educational goals and summarise these, e.g. *There are not enough teachers for all the children*. They present their work to each other in small groups.

### A8.4 Speaking

Education topics SB page 141

Divide the class into groups and write the list of topics on the board. The groups brainstorm their responses and one member of each group reports back to the class.

### A8.5 Language focus

School improvements SB page 142

- 1 Refer students to **A3.3** and ask them to read the panel again and revise the use of the second conditional. Students then complete the exercise.
- 2 Explain that quantifiers are words that are used to state quantity or amount of something without stating the actual number. They answer the questions “How many?” and “How much?” There are three main types of quantifiers. Quantifiers that are used with countable nouns, quantifiers that are used with uncountable nouns, and the third type are quantifiers that are used with either countable nouns or uncountable nouns.
  - a Tell students they have to rewrite the sentences using *too*, *too much*, *many* and *enough* in the correct place. If necessary do the first one with them as an example. Check answers with the class.
  - b This is a freestyle exercise where students create their own sentences giving them not only practice of *too*, *too much* etc, but also sentence building practice. Ask students to exchange their books to encourage peer correction. Get feedback from the various pairs.
- 3 Students work in groups to discuss how their own school could be improved, deciding what improvements they would like to make, as in the examples. Go round and monitor students as they work.

### A8.6 Reading

A history of modern education in Ethiopia SB page 142

- 1 Students read the text and make notes of the main points.
- 2 Students read the passage and work in pairs to infer meanings of unfamiliar vocabulary from the context. They write down the words, check them in a dictionary and copy them into their vocabulary notebooks. Students can then give each other a quiz on these new words.

### A8.7 Study skills

Vocabulary network SB page 144

- 1 Students work in pairs to brainstorm vocabulary on education, including phrasal verbs, then copy the vocabulary network into their exercise books and add any educational collocations they know. See also the vocabulary work done in **A7.10** and **B7.10**.
- 2/3 Students add the education collocations to the network and discuss their results with their group.

### A8.8 Writing

Health issues SB page 145

- 1 Students work in groups to choose and discuss one of the key education issues related to gender and health education listed in the Students' Book.
- 2 They brainstorm the issues then write and present to the class a set of proposals / recommendations.

### A8.9 Writing

A formal letter to the Ministry of Education SB page 145

Refer students to the notes on writing a formal letter in **B7.7**. Students work in groups to brainstorm the different points they would like to make to the Minister of Education. Each group writes a formal letter asking for more resources for their school, giving reasons why he should agree to their request.

### A8.10 Language focus

Making wishes SB page 145

Read the panel aloud while the students follow in their books. Point out the use of the past tenses. Ask students for more examples of using *wish* in sentences. They then work in pairs to make wishes using the given prompts, e.g. *bicycle / puncture I wish I had a new bicycle*

## PART B

## Objectives

By the end of this section students will be able to:

- Speaking** – use a range of expressions to add information
- use a question + preposition
  - use a falling intonation with *wh* questions
- Reading** – read and sort out two different stories
- use word stress for emphasis/contrast
- Writing** – use the article *a/an/the/no article*
- use *some/any/every – body/where/thing*
  - use mixed tenses with *too* and *enough*
  - use written prompts to make wishes

## B8.1 Language focus

Spot the differences

SB page 146

Students work in pairs, one looking at a picture of a classroom and describing it, using the list of expressions in the Students' Book. The other student identifies the differences between the two pictures and notes them down. Students then change roles and the first describes a classroom, using the list of expressions, while the other draws the description.

## B8.2 Language focus

Wishing

SB page 147

- 1 Students use the written prompts to make wishes, e.g. *can / speak Chinese I wish I could speak Chinese; my village / a cinema I wish my village had a cinema.*
- 2 Students work in pairs to make more wishes.

## B8.3 Language focus

Verb or adjective + preposition

SB page 148

Write *Question + preposition* on the chalkboard and elicit when questions have a preposition at the end (with verbs and dependent prepositions, e.g. *look at, talk to, go with*, etc.) Read aloud the note about verbs and adjectives that are followed by prepositions, while students follow in their books. Give more examples and ask students if they can think of any (prior knowledge). Then model one or two examples for each exercise (you can write them on the chalkboard). Students can then copy and complete exercises 1-3 in their exercise books. They can check their answers with a partner. For Exercise 4, they can discuss their answers in pairs then share some of their answers with another pair.

## B8.4 Speaking

Pronunciation practice

SB page 148

Read the information in the Students' Book and model the falling intonation of *who* or *what* questions. Combine some more question words and prepositions, write them on the chalkboard and model them. Students listen and repeat. Refer students to the picture of the classroom in

**B8.1** and ask and answer questions about it, e.g. *Who is the teacher talking to? What are the students looking at? List people in the school (teachers, students, caretaker, cleaner, etc.).* Students practise in pairs asking and answering questions about them.

## B8.5 Reading

Two Ethiopian children

SB page 149

- 1-2 Students look at the pictures and read the two stories which have been jumbled up. They use contextual and visual clues to re-form the stories, then identify the similarities and differences between the two accounts.
- 3 In pairs, students play a "boasting game" using the information from the reading passages. One student role-plays the boy and the other role-plays the girl. They make a dialogue in which one tries to outdo the other.
- 4 Model the stress on key words in the example dialogue and students repeat and practise. Select some pairs to role-play their dialogues to the rest of the class.

## B8.6 Language focus

Articles *a, an, the*

SB page 150

- 1 Read the panel aloud while the students follow in their books. Revise the terms *countable* and *uncountable* for referring to nouns. Ask for examples of each. Point out the use of *a, an, the*. Ask students for more examples of using *a, an, the* in sentences. Students read the passage, copy or highlight the examples and analyse their usage.
- 2 Students copy the passage into their exercise books and correct any wrong usage by adding / deleting / changing articles.

## B8.7 Writing

Complete the passage

SB page 151

Students read the cloze passage about education and write it in their exercise books, filling in the gaps by changing the given verbs into the appropriate tense.

## B8.8 Language focus

Using *too* and *enough*

SB page 151

Read the introduction aloud while students follow in their books. Students look at the pictures and complete the sentences in their exercise books.

## B8.9 Language focus

State verbs

SB page 152

Students can study the note about state verbs independently or with a partner. They can then copy and complete the exercises in their exercise books, and check their answers with a partner / another pair. As follow-up, you can write a list of state verbs on the board and ask students to make up their own sentences using these verbs to show they understand their meaning and use.

**B8.10 Fun with words**

Words in a square

SB page 153

Students can copy the word squares into their exercise books. They can check the answers with a partner. After that they can make up their own word squares for their partner to complete.

**Assessment**

SB page 153

**1 Speaking**

Students work in groups to research one of the given topics and to make notes of the results. Ask each student to give a short presentation of their chosen topic.

**2 Reading**

Make enough copies of the following text for the whole class. Students read the passage and make notes about the main points.

**Education in Ghana**

*On average it takes about 20 years for a child to complete their education in Ghana. The Republic of Ghana has 12,630 primary schools, 5,450 junior secondary schools, 503 senior secondary schools, 21 training colleges, 18 technical institutions, two diploma-awarding institutions and five universities serving a population of 18 million; this means that most Ghanaians have relatively easy access to good education. In contrast, at the time of independence in 1957, Ghana had only one university and a handful of secondary schools. Before, there were more boys enrolled in schools than girls, but now there are about the same number of boys and girls enrolled in schools in Ghana. School enrolment totals almost 2 million pupils: 1.3 million primary; 107,600 middle; 48,900 secondary; 21,280 technical; 11,300 teacher training; and 5,600 university. Teaching is mainly in English, Ghana's official language.*

*Children from wealthy families usually benefit from attending private schools, while children who are from poor families attend public schools. Most children in Ghana begin their education at the age of three or four. They first enter nursery school which is then followed by two years in kindergarten. Most pre-schools are privately owned. Children are taught school basics like rhymes, poems, alphabets, numbers and some even teach how to use some technological devices.*

*After kindergarten, the child then continues on to primary school. The 3-year Junior Secondary School starts right after Primary 6. Those wishing to continue with their education later move into the 3-year senior secondary school programme. Ghana has B.E.C.E that means "Basic Education Certificate Examination" and this exam has to be taken before a student is accepted into senior secondary school. It covers ten subjects ranging from Mathematics, English, Pre-technical education, Pre-vocational education, Social studies, Religious and moral education, any Ghanaian language, French, General science and Agricultural science.*

*Most of the senior secondary schools provide boarding*

*facilities, which most of the students use. Students select subjects leading them to courses they may be offered in the universities. At the end of three years in the senior secondary schools students must write an exam called West African Senior Secondary Certificate Exam (WASSCE). Entrance to universities is by examination following completion of senior secondary school.*

**3 Writing**

Students work in small groups to write and present a report on Education in Ethiopia, including any suggestions and recommendations they may have.

**Unit 8 Answers**

**A8.5**

Exercise 1

1 knew 2 would see 3 gets 4 would 5 would

Exercise 2

1 too many 2 enough 3 too many 4 too much 5 enough 6 too 7 too much 8 too

**A8.7 (possible answers)**

School – senior secondary, drop-out rate, private school  
Classroom – pupil-teacher ratio, discrimination against girls, non-attendance

General issues – homework, unified education, school enrolment

Exams – pass rate, exam paper, grading system

Subjects – textbook supply, subject timetable, writing materials

**A8.10 (possible answers)**

- 1 I wish my friend had finished his homework.
- 2 I wish my uncle had taken me to Addis Ababa.
- 3 I wish my employer would give me a better wage.
- 4 I wish my mother had more money.
- 5 I wish my father did not drink so much.
- 6 I wish my family had won the lottery.

**B8.2 (possible answers)**

- 1 I wish we had some tickets for the concert.
- 2 I wish I had some flowers for my sick friend.
- 3 I wish I had the number of his mobile phone.
- 4 She wishes she could go to the party.
- 5 We wish our school had smaller classes.
- 6 I wish my teacher gave me less homework.

**B8.3**

Exercise 1

1 depend on, covered over, proved by, hunted by, learn from, move to/from

Exercise 2

- 1 Please don't throw the ball at the other players when you are angry.
- 2 We can't rely on the weather. It may change.
- 3 We must clean the classroom. It is full of litter.
- 4 I want to learn about traditional ways of life.
- 5 Please throw the ball to me!
- 6 I am very angry with you.



## Exercise 3

1 to 2 about 3 on 4 at 5 about 6 to

## B8.5

1 Hadush is a thin, shy boy, 12 years old and lives with his father, stepmother and two brothers. His clothes are a bit ragged, and he doesn't attend school. His family lives in the rural area of Tigray. Their home is inside a walled compound. His home is a small room made of stones, with an earth floor and rough walls. His family has a radio, but no tables or chairs. The sleeping room has a traditional mattress on a bed made of mud. The third house in the compound is the cattle pen.

At the age of six or seven, Hadush fetched water for the family, and looked after the cattle in the field. Now aged 12, he works for about 10 hours a day, helping to cut grass, herd cattle, do the weeding and cutting straw. He gets up at 6 a.m. then goes to his sister's house for breakfast. Between 8.00 a.m. and 6.00 p.m. he herds the cattle in the field with his friends. He eats lunch in the field then cuts grass, but he does not enjoy that because it is back-breaking work. At 6.00 p.m. he returns home and is free to play with his friends. He eats his dinner about 8.30 p.m., then plays with his brother until he goes to bed. He also attends a *kes timirt* – a traditional church school, where the children learn the alphabet and numbers and receive basic religious education, but because the teacher spends time working on his own farm, they only have a limited amount of time for their teaching.

2 Seble is about 12 years old, and has four brothers and one sister. Three of her brothers are already married and live away from home. Her home is in the Oromiya State. The family has a small house with a large yard where they often gather with friends to drink coffee. Her family is poor, and her father is often drunk and abusive.

Seble started her education at the age of six and started formal school at eight, but she dropped out of school partly because she was ill and partly because her parents could not afford to buy her exercise books. However she joined again a year later and was promoted to Grade 2. Then her mother became ill, and she and her sister had to look after her, so instead of going into Grade 3 with her friends, she has remained in Grade 2. She is hoping to go to secondary school in the nearest town, where she will live with her aunt.

Seble helps her mother a lot in the house, making bread, coffee and injera. She also fetches firewood and water. At the age of 11 she started to earn some money by helping to plant vegetable seedlings. She worked two or three days a week after school, depending on when the work is available, mainly during the winter season. Seble also helps on the family farm, grinding corn for bread and weeding teff. Seble's mother does not want her daughter to marry young and says Seble should wait until she is in her twenties when she has completed her education. She says that "Education is the most important thing for a girl to change her life.

Seble will have chances that I never had because I was forced to marry young."

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## B8.6

Hawi loved going to the school every day. She did all the homework she had been given every evening and was always prepared for the lessons. She most enjoyed the English lessons and found stories in the English textbook very interesting. When the teacher asked the class any questions, Hawi was the first to put up her hand and give an answer. At end of the day, she put all the books she had been using in her school bag to take ~~the~~ home so she could do the homework in the evening before she ate a supper. Her teacher was very pleased with her and said that Hawi was a model student.

## B8.7

Ethiopia **faces** many historical, cultural, social and political obstacles that **have** restricted progress in education for many centuries. According to UNESCO reviews, most people in Ethiopia **feel** that work **is** more important than education, so they **start** at a very early age with little to no education. Children in rural areas **are** less likely to go to school than children in urban areas. Though gradually improving, most rural families **cannot** afford to send their children to school because parents **believe** that while their children are in school they cannot contribute to the household chores and income. There **is** a need to change the importance of education in the country's social structure, and children **should be** encouraged and required to attend school and **become** educated. Corporal punishment **is** also an issue that has affected progress for centuries. The society of Ethiopia **expects** teachers and parents to use corporal punishment to maintain order and discipline. Most **believe** that through punishing children for bad habits they in turn learn good ones.

## B8.8

## Exercise 1

1 enough 2 enough 3 too 4 too 5 too

## Exercise 2

- 1 Nigisti is too short to reach the mango.
- 2 Guyo is too weak to lift the bed.
- 3 Wasihun is too small to wear these trousers.
- 4 Gemechu's legs are not long enough to ride this bicycle.
- 5 Father can't reach the ball because the ladder is not long enough.

## B8.9

1 have 2 I don't remember 3 I'm seeing 4 weighs  
5 Do you know 6 we're having 7 smells, Does it taste  
8 I don't understand

## B8.10 (possible answers)

1 not, owe, ten 2 run, use net 3 sew, eye, wet

## Suggested further reading

If possible, students should read other books, stories, articles or poems relating to the topic of education. You may find suitable materials in the features section of newspapers. Students can also re-read the texts in this unit.



# Unit 9

## Seas and rivers

### Learning outcomes

By the end of Unit 9 students will be able to give information about issues related to seas and rivers.

### Learning competencies

**Speaking:** Students ask and respond accurately to a basic range of open, closed and follow-on questions

**Reading / Writing:** Students read a story and are able to express their view

### Language focus

**Grammar:** question forms, verb patterns, the / zero article, parts of speech

**Vocabulary:** names of seas / rivers / continents, vocabulary connected to seas and rivers (e.g. jobs, marine life)

**Social expressions:** guessing

## PART A

### Objectives

By the end of this section students will be able to:

- Listening** – listen to a lecture about the Rift Valley Lakes
- Speaking** – role-play an interview with a fisherman / minister
- Reading** – read a short story about the sea / rivers
  - use the verb followed by the infinitive with ‘to’
- Writing** – match the names of important seas / rivers / oceans and continents on a world map
  - use articles with proper nouns

### Background knowledge

This unit develops students’ understanding of oceans, seas and rivers, etc. Check with the geography or science teacher if they have already covered this topic or not. Elicit from the students what they already know about these subjects and build new knowledge and skills on this. Help them to develop not only a factual understand of the topic, but also an imaginative one through poetry, stories and creative writing.

### Materials and resources

- World map with important rivers, oceans, seas and lakes labelled.
- If possible, try to find books, stories, articles, pictures or photographs relating to seas, rivers and oceans, especially with regard to the people who work in these environments.

- Some unknown / unfamiliar objects, e.g. sea shell, a fish hook, etc.
- Newspaper report of the Somali pirates and their hostages.

### A9.1 Introduction

What do you know about seas and rivers?

SB page 154

Students work in teams of four to answer the quiz. The team with the most correct answers wins.

### A9.2 Listening

The Rift Valley Lakes

SB page 154

Discuss the meaning of new words, e.g. *astronauts, significant, terrain, spectacular, unique, alkaline, freshwater, soda, crystallised, fauna, unique, terrain*. Write them on the board and let the students look them up in their dictionaries, then write them in their vocabulary notebooks. Read the following lecture about the Rift Valley Lakes twice. Students listen and answer the questions that follow.

*The Great Rift Valley runs from north to south for around 6,400 kilometres, from northern Syria to central Mozambique in East Africa. Astronauts say it is the most significant physical detail on the planet that is visible from space. In Africa, the terrain ranges from salt flats more than 152 metres below sea level, to towering, snow-capped mountains. The Rift is known for its spectacular scenery and abundant, sometimes unique, wildlife. A series of some 30 lakes lies along its length. The African Rift Valley lakes include some of the oldest, largest, and deepest lakes in the world. Many are freshwater, while others are alkaline or soda lakes.*

*The Ethiopian Rift Valley forms the northernmost section of the African Rift Valley and splits the Ethiopian highlands into northern and southern halves. The Ethiopian Rift Valley lakes occupy the floor of the rift valley between the two highlands and most are alkaline. Most of the Ethiopian Rift Valley lakes do not have an outlet and as such form small pockets of water in the land which the local people have come to live off. Lake Abaya is the largest Ethiopian Rift Valley lake; Lake Shala is the deepest Ethiopian Rift Valley lake.*

*South of the Ethiopian highlands, the rift valley splits in two. The Eastern Rift is home to the Kenyan lakes, while most of the Central African Rift Valley lakes lie in the Western Rift. Lake Turkana is the largest of the Kenyan lakes, on the border of Kenya and Ethiopia. The Kenyan section is home to eight lakes, of which two are freshwater and the rest alkaline. Of the latter, the shallow soda lakes of the Eastern Rift Valley have crystallised salt turning the*

shores white, and are famous for the large flocks of flamingo that feed on shellfish.

The lakes of the Western or Albertine Rift, together with Lake Victoria, the second-largest freshwater lake in the world, include the largest, deepest, and oldest of the Rift Valley lakes. The Western Rift Valley Lakes are freshwater. They are also referred to as the Central African lakes. Lakes Albert, Victoria, and Edward are part of the Nile River basin.

The Southern Rift Valley lakes are like the Western Rift Valley lakes in that, with one exception, they are freshwater lakes.

A wide variety of fauna inhabit the Rift Valley. Those parts that are grasslands contain a greater concentration of wild animals than any other area of comparable size. Species unique to the Rift Valley include the mountain gorilla that is found on the forested slopes of the Virunga volcanoes and fish that dwell in the alkaline springs. The wide variety of terrains—from desert to mountain—results in adaptation of flora to altitude, temperature, and rainfall totals.

### A9.3 Speaking

Asking questions

SB page 155

Divide the students into two groups: interviewers and ministers / fishermen, etc. The 'interviewers' prepare questions to ask ministers / fishermen, who try to decide in advance what questions they will be asked. Students then carry out the role-play in their groups.

### A9.4 Speaking

Role-play

SB page 155

- 1 Students find out the work done by the different people, from books, encyclopaedias or the Internet. This could be done as homework or ask the librarian to supply suitable books.
- 2 Students work in pairs, choose one of these jobs they have researched and copy the table in Exercise 2 into their exercise books. Students have half the information each (information gap) and work in pairs to ask and answer questions about the chosen person to complete the fact file.

### A9.5 Speaking

A guessing game

SB page 156

- 1 Hold up an unknown object e.g. a sea shell (or something similar) and say *What is it? I'd say it's (a sea shell)*. Repeat with other unfamiliar object using the following phrases:  
I'd say ...  
Could it be ...  
Perhaps it's ...  
It looks like ...  
It's difficult to say but I'd guess ...
- 2 Students read the phrases in their books and look at the pictures. They work in pairs to take it in turns to guess what they are / what they can see, as in the examples.

- 3 In groups, students ask some challenging questions and guess the answers using the expressions listed.

### A9.6 Language focus

Using *the* with place names

SB page 157

- 1 Students look at the world map and write down the names of important seas, oceans, rivers and continents. They should guess if they don't know, using the phrases from **A9.5**.
- 2 Ask students to study the names of places and note which ones start with *the*. Can they think of any other examples? Write these on the board.  
**Note:** When we don't use the proper name of a hospital, station, university, etc in a town, we use *the*, e.g. *I'm going to the station now*.
- 3 Students can complete this exercise with a partner. They can do it orally or in writing. Check the answers together. Draw attention to any new vocabulary, e.g. *The Netherlands* (a country in Western Europe, also known as Holland).
- 4 Write other geographical proper names on the chalkboard and ask the students to group them according to article usage. They deduce the rules. For example: the Suez Canal, the Himalayas, the Middle East, the north of Ethiopia (zero article) China, Mount Kilimanjaro, North Africa, northern Ethiopia, Addis Ababa, Arat Kilo, Togo Street.
- 5 Students complete the gap-fill exercise using *the* or zero article.

### A9.7 Reading

Rivers of the world

SB page 158

Students skim through the text and find the places on the world map. Then they read the passage and answer the questions below it.

### A9.8 Language focus

Verb patterns

SB page 160

Refer students to the panel in **Unit 3 A3.7** and tell them to read it again. Read the information in the panel about verb patterns aloud while students follow in their book. Point out the verb followed by the infinitive with *-ing* and *to*. Ask students to give further examples. Students can then copy and complete the exercise in their exercise books, and check their answers with a partner / another pair.

### A9.9 Writing

The water cycle

SB page 161

Discuss the water cycle with the students and ask them to look at the illustration. Ask student to describe what is happening in the illustrations. Students read the words in the box and check any meanings in their dictionaries that they are uncertain of. They should write these words in their vocabulary notebooks. Students then complete the passage.

**A9.10 Writing**

The story of a river SB page 161

- 1 Ask students to suggest some descriptive adjectives relating to a river, e.g. *rapid, fast-flowing, still, deep, muddy, calm, shallow*, etc. Write these on the chalkboard. Students then write three paragraphs about a river. They should use the following writing frame:  
 Paragraph 1 – source and early stretches of river  
 Paragraph 2 – middle section of river  
 Paragraph 3 – last section to river mouth where it enters the ocean
- 2 Students swap their books and count up the number of adjectives used. They also check their partner’s spelling and punctuation. Ask selected students to read their stories aloud.

**PART B**

**Objectives**

By the end of this section students will be able to:

- Listening** – listen to a story about a tragedy at sea  
 – focus on listening strategies, assessment and set goals
- Speaking** – role-play an interview with a *Titanic* survivor
- Reading** – read a story and infer meanings of new words
- Writing** – use prefixes  
 – use affixes and parts of speech  
 – use correct word stress in pronunciation  
 – label pictures  
 – listen to sentences and take dictation  
 – read a narrative

**B9.1 Writing**

Sea pictures SB page 162

- 1 Students look at the pictures connected to the sea and write their labels in their exercise books.
- 2 Dictate the following passage about the sea twice. Students listen and write it down. Students can exchange books to correct the spelling. (Note that the Earth and the Moon both have capital letters.)
  - 1 *Why are the oceans salty? As water in the river flows over rocks, it picks up small amounts of mineral salts from the river bed. This very-slightly salty water flows into the oceans and seas. The sun evaporates the water in the oceans, but the salt remains dissolved in the ocean and does not evaporate. So the remaining water gets saltier and saltier as time passes.*
  - 2 *What causes waves? Waves are caused by winds blowing over the surface of the ocean (and on lakes). The stronger the winds are, the larger are the waves. The motion of the waves is always up and down, not from side to side.*

- 3 *What causes tides? Tides are periodic rises and falls of the oceans caused by the gravitational interaction between the Earth and the Moon. The gravitational attraction of the Moon causes the oceans to bulge out in the direction of the Moon. Another bulge occurs on the opposite side, of the Earth. Since the Earth is rotating while this is happening, two tides occur each day.*

**B9.2 Study skills**

Improve your listening skills SB page 163

- 1 Students work in groups to brainstorm way of improving listening skills, e.g. listen for content words, try and predict content before listening, extensive listening, awareness of body language / facial expressions, listen for gist before details (if listening is going to be repeated), etc.
- 2 In groups, students choose one of these strategies (not for extensive listening) – ensure each group has a different strategy prior to doing **B9.3**.
- 3 After completion of the listening task **B9.3** students discuss in their groups the advantages / disadvantages of the strategy employed and compare with other groups.
- 4 Students record their listening scores for this unit so they can compare with scores in future units.

**B9.3 Listening**

Lost at sea SB page 163

- 1 Students listen to the following story of the sinking of the *Titanic* and take notes of the key words.

*On April 10th 1912 RMS Titanic set from Southampton for New York with more than 2,200 passengers and crew. Four days into its journey the Titanic struck an iceberg and sank at 2:20am on April 15th. 1,517 people died in the tragedy, most of them due to the fact that the ship only had enough lifeboats for 1,178 people.*

*The night of Sunday, 14 April 1912, was calm and clear, but the moon was not visible. The temperature was close to freezing, making icebergs a real threat; Captain Smith had altered the ship’s course slightly to the south to allow for the warnings that had been issued. During the course of the day, two warnings, one from the steamer Amerika, told Titanic that large icebergs were in its path, but neither message was relayed to the captain on the bridge.*

*Around 23.40 the ship’s lookout sounded the alarm, and telephoned the bridge with the warning, “Iceberg, right ahead!”. The boat made a sharp turn to port (left), and the iceberg glanced along its starboard (right) side. There was damage to the hull in several places, including some below the waterline, and the ship began to take on water in its forward compartments. Titanic was designed to withstand some degree of leaking; it had watertight doors to seal the water into the compartments. However, the damage stretched over 90 metres along the length of*

the ship and the weight of the water was too great for the ship to withstand.

The passengers and crew were unaware of the ship's predicament for a long time after the collision, and although Captain Smith stopped the ship and readied the lifeboats, passengers were reluctant to leave the Titanic. The first lifeboat was launched at around 00.40 with 28 people on board, even though it could have taken 65. Part of the problem was that many of the Third Class passengers were unable to find their way to the lifeboat deck through unfamiliar parts of the ship. Another problem was the "Women and children first" rule for loading lifeboats; men could board only to serve as oarsmen.

As the weight of the water in the front of the boat increased, it began to list forward and by 02:05, the entire bow had been pulled under water, causing the stern to rise up out of the water. The remaining passengers onboard the ship panicked and many jumped into the freezing sea to escape the tilting boat. The stress the Titanic was under finally caused it to break apart; the bow sank first, followed by the stern a few moments later at 02:20.

Several ships responded to the distress call sent out by the Titanic, but even the closest ship was 93 km away, and would have taken roughly four hours to reach the Titanic — too late to rescue all the passengers. Strangely, the lights of a nearby ship could be seen off the port side of the Titanic but it did not respond to wireless, Morse lamp signals or distress rockets.

- Students listen again and take notes, then work in pairs or groups to re-tell the story by adding detail to the key words.
- Students discuss in pairs answers to the questions and write them in their exercise books.

### B9.4 Speaking

An interview

SB page 164

Read the text from **B9.4** again, then students use their notes and the text to role-play an interview with a survivor about their experience on the *Titanic*.

### B9.5 Writing

A survivor's story

SB page 164

The listening text talks about the night the *Titanic* hit an iceberg. Students imagine they were one of the survivors, and write a story in three paragraphs about the experience.

### B9.6 Reading

Shipwrecked!

SB page 164

- Students read the story in pairs or groups, then answer the following questions.
- Students work in pairs or groups to match the words and phrases. They check them in their dictionaries and can then write them in their vocabulary books.
- Students use these words in their own sentences. Ask individuals to give you some example sentences.

### B9.7 Increase your word power

Adding prefixes

SB page 166

- Refer students to the panel in Unit 2 **B2.10** and tell them to read it again. Explain that we can use other prefixes to change the meanings of words, as in the examples. Students read the sentences and work out their meanings of the words from their context.
- Help the students match appropriate prefixes to the words in the panel. They can check their meanings in a dictionary then complete the sentences.

### B9.8 Increase your word power

Word building

SB page 167

- Read the panel aloud while students follow in their books.
- Students copy the table into their exercise books, then complete it by adding affixes to the verbs to change the part of speech. Encourage them to add more words than in the table, e.g. pollute / *pollution* / *polluted*; environment / *environmental* / *environmentalist*; employ / *employment* / *employee* / *employer* / *unemployed* / *unemployment*. They can use their dictionaries to find more words. Check the answers with the whole class.
- Model the words and ask the students to mark the stress in the words in their lists by underlining the stressed syllables. Students then practise saying the words individually and in sentences.

### B9.9 Reading

A poem

SB page 168

For notes on teaching poetry, see the Introduction page x.

- Show students on the map where Ghana and the Volta region is. Explain the concept of erosion. Explain that the town of Keta is constantly under threat from coastal erosion, and the poem highlights the deep sense of insecurity felt by Keta's inhabitants. Read the poem aloud while students follow in their books. Ask students to look up any words they don't understand and write them in their vocabulary books.
- Students read the poem in pairs or groups then answer the questions in their exercise books. They can swap their books to check the answers. Ask individuals for their answers to the questions.



**B9.10 Study skills**

A vocabulary target

SB page 169

Check whether the students have met their vocabulary goal from Unit 7. Students then work in pairs to brainstorm words related to the topic. Write these on the board for the students to copy into their vocabulary book. You may wish to give them a spelling test with some of these words (see Students' Book vocabulary list, page 237).

**Assessment**

SB page 169

**1 Speaking**

Students respond to the following questions:

- 1 Describe the job of a shipbuilder.
- 2 What is the largest river in South America?
- 3 Where is the new dam in Ethiopia?
- 4 What does the word 'polluted' mean?
- 5 What reaction does the Sun have on water?
- 6 What is the name for where a river rises in the mountains?
- 7 What part of a fishing boat is the 'prow'?
- 8 What is the noun for 'organise'?
- 9 What is the name for when the sea eats into the coast?

**2 Reading / writing**

Make a sufficient number of copies of the following text. Students read it and express their views by writing two to three paragraphs.

**Coral reefs** are underwater structures made from calcium carbonate secreted by corals. Corals are colonies of tiny living animals found in marine waters containing few nutrients. Often called "rainforests of the sea", coral reefs occupy less than 1 per cent of the world ocean surface, yet they provide a home for 25 per cent of all marine species. Paradoxically, coral reefs flourish even though they are surrounded by ocean waters that provide few nutrients.

Coral reefs start out small and grow about half an inch a year, but if undisturbed by man they can grow to be quite large. The Great Barrier Reef off the north-east coast of Australia is 150 km wide and 2,000 km long! The tan parts of the reef are the shells of dead coral polyps and the colourful parts are the living parts of the reef.

Reefs grow best in sunny, shallow, clear water. The water must be clear and shallow so that the reef can get lots of sunlight. They rarely grow deeper than 40m and they prefer salt water, doing poorly in areas where there is a lot of river runoff due to the freshwater, as well as the silt which can cover a reef or muddy the water blocking the sunlight. The best temperature for coral reefs is between 25 and to 31° C. They are most commonly found at shallow depths in tropical waters, particularly in the Pacific Ocean, but deep water and cold water corals exist on a much smaller scale. The vast majority of these ocean coral islands are volcanic in origin.

Coral reefs are fragile structures, partly because they are very sensitive to water temperature. They are under threat from climate change, ocean acidification, blast fishing, cyanide fishing, overuse of reef resources, and harmful land-use practices. High nutrient levels such as those found in runoff from agricultural areas can harm reefs by encouraging excess algae growth.

**Unit 9 Answers****A9.1**

- 1 Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean
- 2 Nile (6,670 km)
- 3 Burundi, Central Africa
- 4 Lake Tana
- 5 Caspian Sea (370,886 km<sup>2</sup>)
- 6 Suez Canal
- 7 Between Jordan and Israel.
- 8 Estuary, mouth, or delta.

**A9.2**

- 1 6,400 kilometres
- 2 Syria.
- 3 Salt flats below sea level and snow-capped mountains.
- 4 Thirty.
- 5 Alkaline.
- 6 Lake Shala.
- 7 In the Western Rift.
- 8 Lake Turkana.
- 9 Eight.
- 10 Crystallized salt and large flocks of flamingo.
- 11 Lake Victoria.
- 12 Lakes Albert, Victoria and Edward.
- 13 The mountain gorilla and certain kinds of fish.

**A9.3**

- 1 There were insufficient lifeboats for all the passengers.
- 2 i) The warnings about icebergs was not passed on to the captain.  
ii) The hole in the side of the ship meant that the watertight doors could not keep out the water.
- 3 Because the passengers were unaware of the water that the ship was taking on below deck. So, they were reluctant to leave the apparent safety of the ship for small lifeboats.
- 4 93 kilometres
- 5 "Women and children first".
- 6 Two hours and 40 minutes after the collision with the iceberg.
- 7 a) Men were not allowed to board unless as oarsmen  
b) The Third Class passengers could not get to the lifeboats  
c) Passengers were initially reluctant to leave the *Titanic*.
- 8 The *Titanic* broke in half.

**A9.5**

- 1 a whale's tail    2 a fish's fin    3 a fishing lure on a fishing rod    4 a fish eye    5 a shark's mouth    6 a compass



**A9.6***Exercise 1*

- 1 Nile 2 Lake Victoria 3 Niger River  
 4 Congo River 5 Orange River 6 Mediterranean Sea,  
 7 Indian Ocean 8 Red Sea 9 Gulf of Aden  
 10 Gulf of Guinea 11 Gulf of Mexico  
 12 Pacific Ocean 13 Atlantic Ocean 14 Black Sea  
 15 Volga River 16 Missisipi River 17 Danube  
 18 Amazon River 19 Yangtse River  
 20 Ganges River

*Exercise 3*

Kenya, The United States, Great Britain, *The Netherlands*,  
*The Atlantic Ocean*, Ras Dashen, *The Congo River*, *The*  
*Bale Mountains*, *The University of London*, *The National*  
*Museum*, Central Station, *The Mediterranean Sea*

*Exercise 5*

- 1 a 2 no article 3 The 4 a 5 no article 6 the  
 7 no article 8 the 9 the 10 the 11 the 12 an  
 13 The 14 a

**A9.7**

- In the Nile river valley.
- That the people of Egypt depended heavily on the Nile.
- From the alluvial soil on the banks of rivers that have flooded.
- The Nile and the Amazon.
- They provide hydro-electric power and a source of fish.
- The water in the lake turns the turbines in the dam to produce hydro-electric power.
- They are full of cataracts and rapids.
- Mungo Park.
- Lumbering and farming.
- By using poison or dynamite to kill fish.

**A9.8**

- 1 to learn 2 trying 3 looking up 4 to work out  
 5 to write down 6 to see

**A9.9**

The heat from the sun evaporates water from the oceans and lakes, the soil, trees and plants. The water rises up into the air in the form of water vapour. The tiny droplets condense together and form clouds which rise higher into the atmosphere. The wind blows them over the mountains, where they condense into rain which freezes and falls as snow and ice. This is called precipitation. The water soaks into the ground where it is trapped between layers of rock or clay. This is called ground water. But most water flows downhill as surface runoff (above or underground) which eventually collects into springs and ivers, eventually returning to the seas.

**B9.6***Exercise 1*

- The storm.
- They clung to a life-raft.
- Thirst.
- Sharks and hunger.
- By splashing the surface of the water.
- By making a small patch of shade from a piece of canvas.
- Because it did not see them.
- They were no longer splashing the water.

- They waved their shirts in the air.
- Weak and tired.

*Exercise 2*

- 1 i 2 d 3 a 4 k 5 b 6 h 7 c 8 l 9 e  
 10 g 11 f 12 j

**B9.7***Exercise 1*

- a overcame – conquered  
 b dehydration – lack of water  
 c underwent – suffered  
 d unimaginable – beyond imagination  
 e inedible – not fit for eating  
 f immeasurable – beyond measurement

*Exercise 2*

- overenthusiastic
- underhand
- denominated
- unequal

**B9.8***Exercise 1*

- |                       |                         |
|-----------------------|-------------------------|
| inform – information  | similar – similarity    |
| improve – improvement | sad – sadness           |
| discuss – discussion  | punctual – punctuality  |
| govern – government   | dark – darkness         |
| hesitate – hesitation | weak – weakness         |
| arrange – arrangement | organise – organisation |

*Exercise 2*

- 1 Punctuality 2 information 3 similarity  
 4 enjoyment 5 improvement

**B9.9**

- The sea is eroding the land.
- Houses, cement walls, fowls, cooking pots, ladles, firewood.
- She was shivering with cold.
- On a Sunday morning.
- The lap-lapping of the water, sobs, cries and moans of the people of Keta, the hum of the sea's waves.
- Her trinkets (pieces of jewellery).

**Assessment****Speaking**

- 1 Open 2 The Amazon 3 The Tekeze dam 4 dirty, unclean 5 It evaporates it. 6 The source. 7 The front part. 8 Organisation 9 The mouth of the river, or the estuary.

**Suggested further reading**

Students should read other texts related to rivers, seas and oceans. Look for suitable reading materials in newspapers and magazines, poetry and short story anthologies. They can read again any of the texts in the unit as well.

## Units 7–9 Revision 3

See the note in the Introduction, page x, about how to get the students to complete these revision exercises.

### A Listening

SB page 170

#### 1 Dictation

Read the text through once in full before you start dictating, and then at least once at the end.

*Marine biologists research the sea, its life forms and surrounding coastal areas. They analyse the oceans and their interaction with the land, atmosphere and sea floors, and their areas of study could include anything from microscopic bacteria to the largest whales. Marine biologists might concentrate on a specific group of marine organisms or look more broadly at marine ecology and the interaction between groups of organisms. The work might include such things as monitoring fish stocks and developing sustainable methods of harvesting food from the sea, tagging sharks as part of a research project, or measuring the effects of dumping waste in the oceans.*

#### 2 Listening comprehension

Tell the students to read the questions in the Students' Book, then listen as you read them a passage about the pleasures of reading.

**BP's massive spill threatens Gulf's vast undersea life** By Renee Schoof, Fri May 28, 6:29 pm ET

*As the size of British Petroleum's oil spill in the Gulf of Mexico in May 2010 becomes clearer, scientists fear that the volume of oil, the depth of the leak and the chemical dispersants the company is using will combine to threaten a vast array of undersea life for years. At risk are such endangered species as sea turtles and the bluefin tuna, as well as the Gulf of Mexico's 8,300 other creatures, from plankton to birds. The contamination, some say, is likely to undo years of work that brought some wildlife, such as the brown pelican, back from the brink of extinction. "It's probably going to be one of the worst disasters we've ever seen," said Paul Montagna, a professor at the Harte Research Institute for Gulf of Mexico Studies. "Instead of creating a typical spill, where the oil goes to the surface and you can scoop it up, this stuff has been distributed throughout the water levels, and that means everything, absolutely everything, is being affected," he said.*

*Further complicating the toxic effects of the oil, the chemical dispersants — used as never before a mile below the surface — have changed the crude oil in ways that will keep it from breaking down. BP's use of the dispersants also is likely to keep the damage hidden. Many species that are killed by the oil in the water will die and sink out of sight.*

*Scientists said that at the seabed, where the gusher has*

*spewed as much as 37 million gallons of crude oil since April, the world is like a refrigerator with the door shut: about 40 degrees and dark. Bacteria that degrade oil don't work well in those conditions.*

*BP's response plan for a spill in the Gulf didn't anticipate oil staying underwater. It said that measurements would be made on the surface to calculate the size of the spill. Layers of oil reach out in all directions underwater, where they degrade slowly, and others move towards the surface. One layer is a few hundred feet down in the water and 300 feet thick.*

*The rock reefs are home to creatures such as corals, anemones and sea lilies, as well as colourful fish that are also found in the Caribbean. "Reefs are very, very vulnerable to any type of toxicity," says James Cowan, a professor of biological oceanography. "The habitat of colourful tropical fish here is very specific and limited, and it just so happens some of these habitats are in harm's way," he said. "The spill could eliminate some of these fish from the northern Gulf." Bluefin tuna and sea turtles are also affected and it could be along time before the Gulf is ready to support marine life again.*

#### Answers

- 1 In the Gulf of Mexico in May 2010.
- 2 Sea turtles and the bluefin tuna, plankton and birds.
- 3 Because the oil has been distributed throughout the water levels.
- 4 They have changed the crude oil in ways that will keep it from breaking down.
- 5 37 million gallons.
- 6 Coral, anemones and sea lilies and colourful tropical fish.
- 7 It could be a long time before the Gulf can support marine life again.

### B Vocabulary and spelling

SB page 170

#### Answers:

- 1 floods, tsunami waves
- 2 a volcano
- 3 hurricanes, tornadoes
- 4 a natural disaster
- 5 the epicentre
- 6 Haiti, Chile, Sumatra (Indonesia)
- 7 drought, floods
- 8 addressee
- 9 the farewell phrase
- 10 primary, secondary, tertiary (technical / vocational and university)
- 11 a) parents could not afford the fees b) families could not afford to buy books and uniforms
- 12 curriculum
- 13 illiterate

- 14 to assist in the development of Ethiopia's educational and social development  
 15 Syria, Ethiopia, Kenya  
 16 Lake Victoria  
 17 The Nile  
 18 erosion  
 19 for hydro-electric power  
 20 precipitation

**C Speaking**

SB page 170

Students discuss the statement in pairs. Monitor their discussions and arguments.

**D Language use**

SB page 171

**Answers:***Exercise 1*

**1** at **2** on **3** in **4** in **5** on **6** since **7** for / after / before **8** on **9** to **10** before

*Exercise 2*

**1** to hear **2** to know **3** to see **4** to join **5** to miss  
**6** to come **7** to leave **8** to see **9** to **10** no change  
**11** no change **12** to

*Exercise 3*

**1** c **2** a **3** c **4** b **5** b **6** a **7** d **8** a  
**9** b **10** a

**E Reading**

SB page 173

**Answers:**

- 1 It harms human health and the natural environment.
- 2 When substances have built up in the water they cause problems for animals and people.
- 3 Level or amount.
- 4 Oceans, lakes and rivers.
- 5 By sewage disposal, by factories and by the increased use of chemical fertilisers.
- 6 They get caught in the litter and die.
- 7 In aquifers.
- 8 By weedkillers draining into the ground.
- 9 By reducing the flow of sediment and nutrients into the sea.
- 10 It can block their gills so they can't breathe.

**F Writing**

SB page 174

**Guide to marking:**

The description should include the effects of the disaster on both the environment and the local population. The punctuation, spelling and grammar should be correct too. (You may wish to allocate 5 marks for content and 5 marks for layout, punctuation, spelling and grammar.)

# Unit 10

## Energy

### Learning outcomes

By the end of Unit 10 students will be able to give information about different types of energy and produce / present a report.

### Learning competencies

**Speaking:** Students ask for opinions, express their own opinion and support it

**Reading:** Students read a description and identify specific information

### Language focus

**Grammar:** relative clauses, comparatives / superlatives, *enough / too*, passives, *instead of + gerund*, modal verbs, zero/1st conditional, prepositions (with verbs / adjectives)

**Vocabulary:** energy, environment, science and technology

**Social expressions:** thinking ahead

## PART A

### Objectives

By the end of this section students will be able to:

- Listening** – listen to a lecture about different forms of energy  
– use relative clauses  
– use comparatives and superlatives
- Speaking** – use the present simple passive  
– use social expressions for thinking ahead
- Reading** – read a descriptive text about solar energy
- Writing** – a report  
– use *get, make, do*

### Background knowledge

This unit develops students' understanding of energy, particularly energy sources and supplies. Check with the science or geography teachers at your school to see how much students have covered this topic. Help them to understand that many sources of energy that we use are non-renewable (they cannot be replaced or used again) and therefore we all have a vital role in conserving energy and promoting renewable energy such as wind, water and solar power. Challenge your students to think about what they can do as individuals to contribute to solving the world's energy crisis.

### Materials and resources

- If possible, try to find books, stories, articles, pictures or photographs relating to energy sources. The internet is particularly useful in this regard. Use these for discussion, reading, research and display in the classroom.

### A10.1 Introduction

Energy sources

SB page 175

- 1 Let students identify the energy sources and name the activities which use energy from these sources in small groups first, before sharing their ideas with the whole class.
- 2 List the energy sources and activities on the board. Add any others that students can think of.

### A10.2 Listening

Different forms of energy

SB page 176

- 1 Read the following text twice, then students answer the questions in their exercise books. They can swap books to check their answers. Ask individual students to read out their answers.

#### What is energy?

*Energy is the power needed for any activity. Nothing moves without some kind of energy.*

#### What is energy used for?

*Human beings need energy to stay alive and to move around. Energy is used for all activities that are basic to human survival such as cooking and pumping water. We also need energy to improve the quality of our lives: for transport, light, communications, refrigeration and so on. As a country develops still more energy is needed for industry and business, for schools and hospitals.*

#### Where does energy come from?

*Energy for our bodies comes from food. For other activities we use various sources of energy. These are either renewable or non-renewable. Renewable energy can be replaced or used again. Non-renewable energy cannot be used again.*

***Non-renewable energy** includes oil, natural gas and coal. These are known as fossil fuels. They were formed in the Earth millions of years ago. Burning fossil fuels causes pollution. They are, however, the most common forms of energy. Oil accounts for 34.8 per cent of all the energy used in the world, coal makes up 23.5 per cent and natural gas 21.1 per cent.*

***Renewable energy** includes water power or hydro-electric power (created by large dams), nuclear power, wood, solar power (from the Sun) and wind power. These forms of energy will not run out. Some of them have disadvantages, however. For example, the building of dams to make hydro-electric power takes away people's homes and land and destroys the natural habitats of many plants and animals. Nuclear power creates radioactive waste and the problem of what to do with this waste has not been solved. Using wood can be bad if too many trees are cut down, but if new trees are planted as older trees are cut down, this reduces the problem.*

Renewable energy accounts for only a small amount of total world energy consumption. Nuclear energy makes up 6.8 per cent, hydro-electric power, 2.3 per cent, and wood 11.0 per cent. Other renewables, such as wind and solar power, which are clean and have little impact on the environment, account for only 0.5 per cent.

### What is the energy crisis?

This is the fact that the world depends on non-renewable fossil fuels which are running out. It is estimated that by 2050 known supplies of oil will have finished. If this happened tomorrow, the world would come to a stop because we are dependent on oil, particularly for transport. There is not enough renewable energy at the moment to meet the world's energy needs.

### What can be done about the energy crisis?

There are two things. Firstly, energy conservation, that is, to reduce the amount of fossil fuels that we use. This will mean that supplies will last longer. Conserving or saving energy is something we can all do in small ways. We can reduce the amount of electricity we use, by turning off lights and by making sure we close the door of the refrigerator and freezer quickly. People with cars can use them less and can use public transport, walk or cycle. This will reduce the amount of oil we use.

Secondly, we can use less fossil fuel by increasing the supply and use of renewable energy sources. This will be very expensive.

### What can developing countries do about the energy crisis?

The developed countries use very large amounts of fossil fuels every day. The United States uses far more oil than any other country. In comparison the developing world consumes a small fraction of world energy. In these countries people depend on traditional energy sources, principally wood. This is because electricity is either too expensive or not available. The more a country develops, the more it depends on oil and other fossil fuels to provide energy for transport and for making electricity. This means that developing countries will also be affected by the energy crisis. Therefore we should reduce the amount of fossil fuels we use.

- Students can copy and complete the pie graph in their exercise books. They can check the answers in pairs or small groups.

### A10.3 Speaking

What can we do to solve the energy crisis?

SB page 177

Students work in small groups to discuss the questions and list their suggestions which they share with the class.

### A10.4 Language focus

Using *which* and *that*

SB page 177

Read the information in the panel aloud while students follow in their books. Make sure that students understand the difference between *which* and *that* and ask them to

give you further pairs of sentences. Students can write the answers to the exercises in their exercise books. Choose individuals to read the answers aloud. Write them on the board.

### A10.5 Language focus

Comparing things

SB page 178

Refer students to **A5.9** to revise making comparisons with modifiers. Students work in pairs, using the complete pie graph from **A10.2** Exercise 2 to compare and contrast different forms of energy, e.g. *People use more energy from fossil fuels than from hydro-electric power. Coal is more popular than natural gas. Oil is the most popular form of energy.* Students then complete the exercise. Write the answers on the board.

### A10.6 Language focus

Using the present simple passive tense

SB page 178

Revise the use of the present simple passive tense, then ask students to list the machines / objects they use or come across in their daily lives that require power, and to state where the power comes from. Students then complete Exercise 2 in their exercise books.

### A10.7 Speaking

Game – Thinking ahead

SB page 179

Students read the list of expressions for thinking ahead, then work in groups to connect two ideas using these expressions and the instructions in the Students' Book.

### A10.8 Reading

Harnessing the power of the Sun

SB page 179

- Ask students to look at the illustrations and to predict what the text will be about (they may have done some work on solar energy in a science or geography lesson). They read the information in pairs or groups, pausing to relate the information to each illustration. Ask any necessary questions to ensure comprehension.
- Students copy the solar water heating diagram into their exercise books and add labels to it.

### A10.9 Writing

A report on energy

SB page 181

- Students read the outline model of a report and work in pairs to give each section a heading.
- Students work in small groups to write a report on energy and Ethiopia, giving suggestions and recommendations for the use and improvement of local energy supplies.

### A10.10 Language focus

Using *make* and *do*

SB page 181

- Read aloud the note about *make* and *do* while students follow in their books. Then model one or two examples



for each exercise. Students can then complete the exercises in their exercise books. Check the answers together afterwards. Ask individuals to read out some of their sentences.

2/3 Students write the sentences in their exercise books and then read them aloud in pairs or groups.

**PART B**

**Objectives**

By the end of this section students will be able to:

- Listening** – use *too* and *enough* in sentences
- Speaking** – use relative clauses
  - use *instead of* + gerund
  - use modal verbs for possibility
- Reading** – do jigsaw reading about different kinds of energy
  - read a factual article and infer meanings of new words.
- Writing** – create a vocabulary network
  - use prepositions with verbs / adjectives
  - write instructions
  - use the passive form of all tenses
  - use the 1st conditional tense
  - complete sentences with *get* + collocation

**B10.1 Speaking**

Different kinds of energy sources SB page 183

- 1 Students copy the chart into their exercise books, then brainstorm the kind and source of different forms of energy. They enter this information in their charts.
- 2 Using their charts, students make sentences about the information using relative clauses introduced by *which* or *that*.

**B10.2 Reading**

Potential and kinetic energy SB page 183

- 1 In groups, students read the Introduction **What is energy** and **Forms of energy**, then group A reads about **Potential Energy** and answers the following questions, while group B reads about **Kinetic Energy** and answers the following questions.
- 2 They share the information by asking and answering questions with other groups about their respective passages.

**B10.3 Writing**

Energy sources SB page 185

Students read both the passages in **B10.2** again and note down any difficult words. They infer their meanings from the text or look them up in their dictionaries. Ask questions about the vocabulary, e.g. *Find a word that*

*means visible light. (radiant) Find a word that means energy stored in the Earth. (geothermal) etc.*

Students then complete the passage with the words from the box.

**B10.4 Speaking**

Alternative sources of power SB page 185

- 1 Read the example sentence and point out the pattern *instead of* + *-ing*. Model the pronunciation. Write some more examples on the board: *Instead of going by boat, we could go by plane. Instead of having fish today, we could eat some chicken*, etc. Ask students to supply some more examples and write these on the board. Students practise saying these sentences in pairs.
- 2 Students work in groups to discuss alternative means of using power, using this pattern. Ask volunteers to give you examples.
- 3 Students discuss what kind of energy Ethiopia should invest in, e.g. wind, hydro-, nuclear, fossil fuels, etc, using the information from **A10.8** and **B10.2**.

**B10.5 Increase your word power**

A vocabulary network SB page 186

- 1 Students research the topic of energy, using the reading texts, articles you have provided, the library, Internet and newspapers, and take notes.
- 2 They copy the vocabulary network into their exercise books then complete it with appropriate words under each heading. The words should be from this unit and /or from their researches. Invite individuals to read out their words under each heading to share them with the rest of the class, who may then suggest further words.

**B10.6 Language focus**

Prepositions with verbs/adjectives SB page 186

Read the information in the box aloud, while students follow in their books. Pause after each of the first bullet point and ask the students for examples of prepositions of place, e.g. *in, on, under, behind*, etc. Write these examples on the board.

Pause after reading the text following the second bullet point and ask the students for examples of prepositional verbs, e.g. *tired of, look after, talk about, wait for*, etc. Write these examples on the board.

Finally pause after the informational about phrasal-prepositional verbs and ask the students for further examples of these verbs, e.g. *look forward to, make sure of, break up with, drop in on*, etc.

Read the final section of the panel and check that the students understand the meaning of direct object and ask for sentences containing a direct object, e.g. *I read the book*.

Students then decide if the sentences are correct or incorrect. Ask them give the correct form where the sentences are incorrect.

### B10.7 Language focus

Using *too* and *enough*

SB page 187

Read the panel aloud while the students follow in their books. Ask students to make further sentences with *too* and *enough* and write them on the board. Students then complete the exercise.

### B10.8 Speaking

How to do something

SB page 188

- 1 Students discuss the illustrations in pairs, then each takes a topic and makes notes of what instructions they would give for their selected illustration.
- 2 They then write detailed instructions using sequencing words, numbering, bullet points, imperatives, as appropriate.

### B10.9 Language focus

Using the passive tense

SB page 189

Revise the use of the passive tense in all forms then read the general rule. Students complete the sentences with the appropriate passive forms.

### B10.10 Language focus

Conditional tense with *will*

SB page 189

Read the panel aloud while students follow in their books. Ask students to give you more examples, and write these on the board. Students then complete the exercises in their books. They can swap their books to mark their partner's work. Ask selected students to tell the class their answers.

### B10.11 Increase your word power

Collocations of *get*

SB page 190

Ask the students read through the different collocations of *get*, then test them on some of the collocations. Students then complete the exercises.

### B10.12 Fun with words

Word search

SB page 191

Students find the words associated with energy in the word search and write them in their exercise books.

### Assessment

SB page 191

## 1 Speaking

Ask students to discuss the following topic in pairs. *The world is running out of fossil fuels.* They should give their own opinions and try to support their ideas with facts. Walk round and monitor their discussions.

## 2 Reading

Make enough copies of the following text. Students read it then answer the following questions.

*Construction has begun on a huge hydro-electric dam at the Omo river site in southern Ethiopia. At the foot of a towering gorge slicing through southern Ethiopia, the Omo river suddenly disappears into a tunnel bored into the rockface. Excavators claw at the soil and stone in the exposed riverbed beyond, where a giant concrete wall will soon appear in the ravine.*

*At 243 metres the new dam will be the highest on the continent, a centrepiece of Ethiopia's extraordinary multibillion-pound hydroelectric boom. The country that prides itself as "The Water Tower of Africa" plans to end an energy shortage by building a network of enormous dams on the web of rivers that tumble down from its highlands. By 2020, with the help of Italian and Chinese construction firms, Ethiopia will, it hopes, have increased its power generation capacity 15-fold and become a significant exporter of electricity to the region. "For a developing country like ours the dams are a must," said Abdulhakim Mohammed, head of generation construction at the Ethiopia Electric Power Corporation (Eepco). "Power is everything."*

*Nobody disputes the urgent need for additional electrical power in Ethiopia. In rural areas, where the bulk of the 80 million Ethiopians live, only two per cent of households get access to electricity and the capital, Addis Ababa, has been hit by blackouts. Meanwhile, a fast-growing economy and high population growth has caused the demand for electricity to rise by 25 per cent each year, according to Eepco.*

*The country's topography makes hydropower an obvious solution. Lake Tana is the source of, and provides 85 per cent of the water for, the Blue Nile, one of the two main tributaries of the Nile. The country also has another dozen large river basins. By some estimates, due to the volume of water cascading to the lowlands, the country has got the potential to generate 45,000 megawatts of hydropower, putting it second in Africa only to the Democratic Republic of Congo.*

*While Ethiopia has approved plans for several new hydro schemes in the coming years, including a giant project on the Blue Nile, which will also serve Sudan and Egypt, a number of dams have already been built, or are almost complete. The dam-building frenzy is about much more than simply lighting up Ethiopian's homes. For some, it is about viewing the country's rivers in the same way as other nations view their oil or mineral wealth: a valuable source of foreign currency. In the next few years Ethiopia plans to start transmitting power to its neighbours. The construction of transmission lines to Djibouti and Sudan has begun, and a supply agreement has been reached with Kenya. If all goes well, electricity could become Ethiopia's most valuable export.*

**Answer the following questions**

- 1 Where is the latest dam being built?
- 2 How high will the dam be?
- 3 Why do you think Ethiopia calls itself “The Water Tower of Africa”?
- 4 By how much does Ethiopia plan to increase power generation in the country?
- 5 Why is there such an urgent need for power in Ethiopia?
- 6 Why has Ethiopia such a great potential for generating hydro-electricity?
- 7 Why is the generation of hydro-electricity so important for Ethiopia’s economy?
- 8 Which countries are already planning to use electricity generated in Ethiopia?

**Unit 10 Answers**

**A10.1**

*Exercise 1*

**a** wind, **b** sun, **c** water, **d** coal, **e** oil, **f** wood

*Exercise 2 (possible answers)*

oil – *fuel (engines)*; coal – *fuel (heating)*; wood – *fuel (cooking)*; wind – *pumping water*; sun – *heating, electricity*; water – *hydro-electric power*

**A10.2**

*Exercise 1*

- 1 Cars, bicycles, humans, animals, etc.
- 2 Heat, light, technology, electricity, etc.
- 3 **a** Renewable energy can be replaced or used again.  
**b** Non-renewable energy cannot be replaced or used again.
- 4 Fossil fuels cannot be used again and burning fossil fuels causes pollution.
- 5 **a** Hydro-electric power, nuclear power and wood are forms of renewable energy that can harm the environment.  
**b** Wind and solar power are forms of renewable energy that do not harm the environment.
- 6 It is partly true that we are running out of known energy and there will be none left if we don’t develop or find more sources of energy.
- 7 We can reduce the amount of fossil fuels that we use. We can also increase the supply and use of renewable energy sources.
- 8 We can reduce the amount of electricity that we use, e.g. by turning off lights and making sure that we close the door of the refrigerator and freezer as quickly as possible. We can also use public transport, walk or cycle instead of using cars
- 9 Developed countries use very large amounts of fossil fuels every day.
- 10 The energy crisis affects developing countries as the more a country develops, the more it depends on oil and other fossil fuels to provide energy for transport and for making electricity.

*Exercise 2*

**a** oil **b** coal **c** natural gas **d** wood **e** nuclear power  
**f** hydro-electric power **g** wind and solar power

**A10.4**

- 1 *that* 2 *which* 3 *that* 4 *that* 5 *which*  
6 *that*

**A10.5**

- 1 more dangerous
- 2 more intelligent, the most intelligent
- 3 better, the best
- 4 easier, the easiest
- 5 worse, the worst
- 6 bigger, the biggest

**A10.10**

*Exercise 1*

make – *a journey, a complaint, your bed, progress, a profit, a decision, a suggestion, an excuse, a phone call, arrangements, an effort, a noise*

do – *an exam, the shopping, your hair, an exercise, your best, the housework*

*Exercise 2*

- 1 *do* 2 *make a noise* 3 *makes a profit* 4 *make a complaint* 5 *do the housework* 6 *make progress*  
7 *do your hair* 8 *make arrangements*

**B10.2**

*Section 1*

- 1 Potential energy is stored energy.
- 2 Biomass is material derived from living, or recently living organisms, such as plants.
- 3 Coiled springs or rubber bands.
- 4 In the nucleus of an atom.
- 5 Because gravitational energy is energy stored in the height of an object from the ground.
- 6 Electrical energy is stored in a battery.

*Section 2*

- 1 Kinetic is the energy of motion or movement.
- 2 It travels in waves. Sunshine provides fuel and warmth that makes life on Earth possible.
- 3 Heat.
- 4 Geothermal energy.
- 5 In the movement of objects. wind, a moving car.
- 6 Longitudinal waves or waves that travel in lines.

**B10.3**

When we use electricity in our homes, the electrical **power** was probably generated by burning coal, by a nuclear **reaction**, or by a hydroelectric plant at a **dam**. Therefore, coal, nuclear and hydro are called energy sources. Energy sources are divided into two groups — **renewable** (an energy source that can be easily replenished) and **non-renewable** (an energy source that we are using up and cannot recreate). Renewable and non-renewable energy sources can be used to produce secondary energy sources including electricity and hydrogen.

Renewable energy sources include:

- **Solar** energy from the sun, which can be turned into electricity and heat
- Wind
- Geothermal **energy** from heat inside the **Earth**
- **Biomass** from plants, which includes firewood from trees, ethanol from corn, and biodiesel from vegetable oil

- Hydropower from hydro-turbines at a **dam**

We get most of our energy from non-renewable sources, which include the fossil fuels — oil, natural **gas**, and **coal**. They're called fossil fuels because they were formed over millions of years by the action of heat from the Earth's core and pressure from rock and soil on the remains (or "fossils") of dead plants and creatures. Another non-renewable energy source is the element uranium, whose **atoms** we split (through a process called nuclear **fission**) to create heat and ultimately electricity.

We use renewable and non-renewable energy sources to generate the **electricity** we need for our homes, businesses, schools, and factories. Electricity "energises" our computers, lights, refrigerators, washing machines, and air conditioners, to name only a few uses.

**B10.6**

- Incorrect (Why do we always **talk about** the weather?)
- Incorrect (My mother **switched off** the radio this morning.)
- Incorrect (I will **look forward to** your letter.)
- Incorrect (He was nice but we **turned him down**.)
- Correct
- Incorrect (We will have to **wait for** the bus at the corner.)
- Incorrect (Why don't you **switch off** the music while you read?)
- Incorrect (Can you go to the store before we **run out of** milk?)

**B10.7**

- 1 b 2 b 3 b 4 b 5 c 6 c 7 b 8 c  
9 b 10 c

**B10.9**

- has just been chosen
- were caught
- have been cut down
- will be slaughtered.
- is removed
- has been turned
- were marked
- can be seen

**B10.10**

- I will be very angry if you do not come to my party.
- If you feel nervous about walking to the bus stop, I will go with you.
- Our teacher will punish you if you do that again.
- Unless I come to school tomorrow, I'll miss the test.
- Unless you study, you won't pass your exam.
- I'll bring you some mangoes from our tree tomorrow, unless I forget.
- Unless we work together, we'll never get the job done.

**B10.11**

- 1 get 2 got 3 get 4 got 5 get

**B10.11**

Across: *energy, sun, light, atom, solar, nuclear, coal*

Down: *electricity, gas, geothermal, sound, hydropower, generator*

**Assessment – Reading**

- On the Omo River.
- 243 metres.
- Because it has so many rivers and lakes in its high mountains.
- 15-fold
- Because in rural areas, only 3 per cent of the population has access to electricity.
- Because of Lake Tana and another dozen large river basins.
- It is a valuable source of foreign currency.
- Djibouti, Sudan and Kenya

**Suggested further reading**

If possible, students should read non-fiction books, reference materials or media articles about energy. If reading texts are difficult to obtain, they can re-read the texts in this unit. They can practise reading them aloud once they have understood each text well.



# Unit 11

## Applications for jobs or college

### Learning outcomes

By the end of Unit 11 students will be able to answer interview questions and write a letter of application.

### Learning competencies

**Writing:** Students can put notes into sentences and order sentences into logical paragraphs

**Listening:** Students listen to interview questions and respond accurately

### Language focus

**Grammar:** present perfect simple / continuous (contrasted with past simple), *for / since / ago, would*, comparatives / superlatives, adjectives + preposition / infinitive, adjectives with *-ed / -ing*, discourse markers

**Vocabulary:** jobs and employment, adjectives of personality

**Social expressions:** clarifying and correcting oneself, restating

## PART A

### Objectives

By the end of this section students will be able to:

- Listening**
  - listen to instructions on how to fill out a form
  - listen to advice on how to act and behave in an interview
- Speaking**
  - talk about the future using a range of structures
  - use the present perfect simple / continuous with *for / since*
  - give advice based on records of achievement
- Reading**
  - read a selection of job adverts
  - read three letters of application
  - use *would* in sentences
  - use comparatives / superlatives
- Writing**
  - write a formal letter of application
  - write a record of achievement
  - use the present simple / present perfect in sentences
  - revise jobs vocabulary
  - use the present perfect simple / continuous in sentences

### Background knowledge

This unit introduces students to the procedures and skills necessary to apply for a job successfully. Their knowledge of these may be non-existent or vague. If possible and you have time, it would be helpful if you could contact

a personnel or human resources manager in a local company, or a former student of the school who is now launched on a successful career, and ask them to come to the school to talk about how school leavers can prepare themselves for the world of work.

### Materials and resources

- Newspaper advertisements of job vacancies.
- Newspaper or magazine articles giving advice about applying for a job.
- Two pieces of paper for each student.

### A11.1 Introduction

How to apply for a job

SB page 192

The aim here is simply for students to start talking about the topic. They can discuss their ideas in groups and then representatives can report back to the whole class. It should serve as a warm-up to the listening and should not go on for too long.

### A11.2 Listening

What do employers expect?

SB page 192

- 1 Begin by looking at the different words which are made from 'apply': *applicant, application*. There may be other words in the text that you want to pre-teach, but limit these so the students can listen to the text without knowing all the new words. Read the following passage through twice. Students copy the statements into their exercise book and put a tick (meaning you should) or a cross (meaning you shouldn't) against each one. Check their answers together as a whole class.

*What do employers expect from a school leaver? The answer to this question is not easy, but in general employers seem to look for a number of qualities in job applicants.*

*In the first place, employers like would-be employees to know their own minds. They like applicants to be decisive – to have a clear idea of what they want to do in life, as well as realistic notions of what is involved in achieving their goals. Thus, applicants who are career-conscious definitely stand a better chance than those who are indecisive and speak very hesitantly about their future ambitions,*

*Clearly, applicants can only show this quality if they have done some homework before the interview, to find out something about the organisation they are applying to join, and to understand the kinds of opportunity that might open up. They should also find out if possible about the history, aims and problems of the organisation; its products, if any; its training programmes; and the long-term job prospects. Showing*

evidence of your interest in the organisation will impress the interviewer. However, this does not mean that the applicant should try to appear a 'know-all' at the interview. Far from it! While employers expect certain minimum academic achievements in their would-be employees, they are far more interested in whether the applicant is ready, willing and able to learn, often from fellow-workers who may, on paper, be far less well-qualified.

This last point is crucial. A new employee must have respect for those already employed in the organisation, even if the latter are less qualified. There are plenty of older employees around who, when young, did not have the same educational opportunities as the present generation. There can be no future for those new employees who look down on any of their colleagues or senior officers on these grounds. On the other hand, employers do like their young workers to be reasonably ambitious. Organisations depend a great deal for their growth and prosperity on the willingness of their younger employees to improve themselves, and a spirit of friendly competition is usually highly desirable, provided it is carried on in a reasonable way

However, ambition is not the same thing as greed. Many young people, when they first get a job, think that the world is at their feet. In their desire to impress their friends and relatives, they often bite off more than they can chew in terms of financial obligations. It is easier to apply for a car or motor-cycle loan than to make sure you have enough money left to pay off your debt. Employers lay great stress on new employees having a realistic judgement of their income, so that they can budget properly in their personal affairs.

One last point is worth mentioning: it pays to dress conventionally and smartly. It would be foolish to throw away your chance of a job, or of promotion once on the job, merely because of your clothes.

- 2 Read the passage again, and students choose the best answer and write it in their exercise books.
- 3/4 Students can do Exercises 3 and 4 with pairs discussing the questions and working out exactly how to phrase their written answers. Allow them to use dictionaries after they have first tried to work out the meanings of words and expressions. Check the answers by choosing individuals to read out their answers or write them on the board.
- 5 Read the passage again, and give students time to discuss these questions in small groups before asking group representatives to report their answers to the whole class.

### A11.3 Speaking

Talk about the future

SB page 194

Revise the use of the present continuous tense to express the future, e.g. *I am staying on at school*; the future using *would like*, e.g. *I'd like to go to college* and the *going to* future, e.g. *I am going to go to college*. Ask students to

make other sentences with these ways of expressing the planned future, and write them on the board. Students then work in pairs to ask and answer questions, using the questions words and different forms of the future as in the examples.

### A11.4 Speaking

Records of achievement

SB page 194

Students work in pairs or small groups. They list their own personal achievements, then advise each other on possible career choices.

### A11.5 Listening

Drawing up a CV

SB page 194

Begin by referring back to the answers students gave to question 3 in the Introduction about the kinds of information that should be given in a CV. Ask the class if the same kinds of information as they suggested are given in this CV or if it is different. Students copy the form in the Students' Book into their exercise books and listen as you read the interview questions twice. Ask students to answer them and complete the CV.

*What is your name and date of birth? Give your age and the day, month and year in which you were born.*

*Where do you live? Give your address.*

*Where do you go to school? Give the name and address of the school.*

*What subjects do you study? List them.*

*What exams have you taken and what were the results?*

*Have you ever had a part-time job? If so, what was it?*

*Do you play any sport? What other interests or hobbies do you have?*

*Do you speak any foreign languages?*

*Do you have any computer skills?*

*What would you like to be doing in five years' time?*

*Name two people with their addresses and phone numbers who would be willing to give you a reference. These should preferably be the name of your Principal and that of some other respected member of the community who knows you well.*

When you have checked the answers, ask the class what else, apart from the information, is important in a CV.

Try to elicit from the class: the way the information is written – briefly but clearly, the order in which it is given, the layout and general appearance. Emphasise that a CV is 'selling' an individual: along with a letter of application for a job, it has to give the best possible impression of the person who is looking for a job. Elicit their thoughts on the CV given here.

### A11.6 Reading

Job advertisements

SB page 195

- 1 Students read the job adverts and note the skills and attributes required in each. Students list adjectives of personality mentioned in the advertisements.

Students complete the sentences with the adjectives of personality from the box.

**A11.7 Reading**

Letters of application

SB page 196

- 1 Students read the letters of application and discuss with a partner the strengths and weaknesses of each, then decide who they would like to ask for interview. Write the example sentence on the board and point out the use of *would*. Ask them to make similar sentences using *would* and giving reasons for their views.
- 2 Students use comparative and superlative adjectives to discuss and compare the letters of application.
- 3 Students discuss in their groups the writers of the three letters and draw up descriptions of each using adjectives of personality, as in the example.

**A11.8 Writing**

A record of achievement (CV)

SB page 197

- 1 Refer students to letter 3 in **A11.7** and ask students to read the introductory paragraph and Mohammed's CV. Point out that although this CV is similar to the draft CV in **A11.5**, it is a personal document relating to Mohammed, so details vary slightly.
- 2 Students start a portfolio outlining their personal details, qualifications, skills etc. In groups they help each other to record their achievements in note form, e.g.  
Exam results / qualifications  
Hobbies  
Languages  
Team membership  
Positions of responsibility,  
Part-time work experience.
- 3 Students turn these notes from records of achievement into written sentences using *for* / *since* and make paragraphs on some of the areas, e.g. *I have been studying English for 11 years.*

**A11.9 Writing**

A letter of application

SB page 198

Students refer to letter 3 in **A11.7** and write a similar letter of application for one of the jobs advertised in **A11.6**. Students can then exchange their letters and correct errors of punctuation, spelling and layout. Ask selected students to read out their letters.

**A11.10 Language focus**

Using *for* and *since*

SB page 198

- 1 Read the introductory information aloud while students follow in their books. Ask students to make sentences with *for* and *since* and write these on the board. Read these sentences aloud and model the pronunciation for the students to repeat, in groups, and singly.

- 2 Hand out two pieces of paper to each student who write *for* on one and *since* on the other. Read aloud the following sentences, omitting *for* and *since*, e.g.

- 1 *He has waited to see her \_\_\_\_\_ two hours.*
- 2 *Pelé has been playing football \_\_\_\_\_ many years.*
- 3 *He has lived in Jimma \_\_\_\_\_ 2003.*
- 4 *I have been at this school \_\_\_\_\_ September last year.*
- 5 *I've been playing football \_\_\_\_\_ five years.*
- 6 *I lived in Addis \_\_\_\_\_ three years, but then my parents moved to Dire Dawa.*
- 7 *I have been waiting for the bus \_\_\_\_\_ two o'clock.*
- 8 *My friend has spoken English \_\_\_\_\_ he was a child.*

Students hold up the appropriate word to fill the gap.

- 3 Students write the paragraph in their exercise books, using *for*, *since* and the correct form of the verb in brackets. Ask selected students to read out their passages.

**A11.11 Increase your word power**

A vocabulary network

SB page 199

Revise the vocabulary connected with jobs, then copy the network in the Students' Book onto the board, while students copy it into their exercise books. Ask students to extend it with collocations and linked lexical items as in the examples in the Students' Book, e.g. *secretary – office – telephones – typing – minutes*

**A11.12 Writing**

Description of a job

SB page 200

Ask students for homework to interview someone at home and find out the information listed in the Students' Book. Students then write a description of the job, based on these facts. Optional extra: Students could write a CV for the person who supplied the information.

**PART B**

**Objectives**

By the end of this section students will be able to:

- Listening** – listen to typical interview questions
- Speaking** – role-play a job interview
  - use social expressions for clarifying and correcting oneself
  - use social expressions for re-stating
- Reading** – use adjectives + preposition/infinitive
  - use adjectives with *-ed* / *-ing*
- Writing** – use discourse markers
  - write a guided essay
  - focus on speaking and writing

**B11.1 Listening**

Interview questions

SB page 200

- 1/2 Ask students each to select one of the jobs advertised in **A11.6**. Tell them that you are going to interview them for the job. Ask relevant interview questions or read out the ones below. Ask one question, students listen and then in groups take turns to give their answer. Students check each other's answers before you read out the next question.

*What subjects do you study?*

*Why do you think this job / course is right for you?*

*What do you know about this job / course?*

*Do you play any sport?*

*What other interests or hobbies do you have?*

*Have you any previous experience of this kind of work?*

*Do you speak any foreign languages?*

*What would you like to be doing in five years' time?*

*Do you have any computer skills?*

*What sort of salary are you looking for?*

- 3 Students work in groups to suggest 'do's' and 'don'ts' for an interview candidate. Write these suggestions on the board.

**B11.2 Speaking**

Role-play an interview

SB page 201

- 1/2 Read the list of structures aloud and highlight the pronunciation of each in sentences. Students copy you in pronouncing these phrases.
- 3 Students read the list of extreme statements and work in pairs to moderate them using a correcting / clarifying phrase, as in the example.
- 4 Students read the list of phrases for re-stating something, then work in pairs and conduct an interview, using these phrases.

**B11.3 Language focus**

Sentence patterns with adjectives

SB page 202

- 1 Read the panel about adjectives followed by prepositions aloud while students follow in their books. Students then complete Exercise 1 in their exercise books.
- 2 Read the panel about adjectives followed by the infinitive form of the verb aloud while students follow in their books. Students then complete Exercise 2. They can check the answers to these exercises in pairs or groups. Ask individuals to read aloud their answers.

**B11.4 Speaking**

Job interviews

SB page 203

Students decide on the job they would like to apply for, then role-play a job interview according to the instructions in the Students' Book.

**B11.5 Language focus**

More about adjectives

SB page 203

- 1 Write some contrasting adjectives on the board, e.g. *tired / tiring* and mime or explain the difference. Write some example sentences and ask students to choose the correct form (*-ed* or *-ing*). Students then read Exercise 1. Ask students to make sentences with the pairs of adjectives and write them on the board.
- 2 Students read the sentences and write the correct form of the adjective in their exercise books.
- 3 Students look at the job advertisements in **A11.6** and make sentences using *-ed* or *-ing* adjectives, as in the example.

**B11.6 Writing**

A guided essay

SB page 204

- 1 Refer students to the seven steps to write an essay in Unit 7, **B7.6**. Tell them to work in groups to identify topic sentences, paragraph headings and useful language patterns for the guided essay *Who you know is more important than what you know*.
- 2 Collate all the different ideas from the groups on the board. The class selects the best and students use this scaffold to support them in their task.
- 3 Students exchange the first drafts of their essays and peer-correct, looking at spelling, punctuation, grammar, content, layout, etc., using a personal marking scheme. Students make the suggested corrections and submit their final draft. Ask individual students to read out their essays.

**B11.7 Study skills**

Improve your skills

SB page 204

- 1 Check whether the students have met their listening goal from Unit 9.
- 2/3 Divide the students into two groups: one group brainstorms ways of improving speaking and the other ways of improving writing. Students then form pairs and share their information. They highlight with smiley faces the strategies they personally use / find useful.
- 4 Students set themselves writing and speaking goals for the last unit and decide on the strategies they are going to use.

**B11.8 Speaking**

Discussion

SB page 204

Students look back over their vocabulary and social expressions lists and choose a topic to discuss in pairs. With their lists at hand, students should take it in turns to build mini-conversations, as in the example. Put some sample turn-taking prompts on the board for the students to use.



**B11.9 Writing**

Complete the story SB page 205

Students choose from the list of discourse markers in the box and complete the cloze passage.

**B11.10 Reading**

A poem SB page 206

For notes on teaching poetry, see the Introduction page x.

Read the poem aloud with feeling, while students follow in their books. Then ask the students to read the poem aloud in groups or individually. Students discuss in their groups the answer to the questions and report their conclusions to the rest of the class.

**B11.11 Fun with words**

A guessing game SB page 206

It's a good idea to play this with the whole class to start with. Begin by brainstorming the names of different jobs and putting them on the board – aim to get about 25 jobs. Ask for a volunteer to come to the front to guess their job. Send the volunteer out of the room while the class decide which job to choose. When the guesser has come back in, they can sit or stand with their backs to the board. It is a good idea to nominate one student to keep a check of how many questions have been asked. Point out that asking direct questions such as 'Am I a nurse?' at the beginning of the game is not a good idea; it's better to find out something about the place of work and the nature of the work first. (Note that this game can be played any time when you have a few minutes to spare in class!)

**Assessment**

SB page 207

**1 Writing**

Make sufficient copies of the following to hand out to the students.

**Mohammed Mussa**

**Age:** 18

**Job applied for:** Clerical Officer

**Notes**

*Candidate presents himself well. Neat appearance and smartly dressed.*

*Self-motivated – doing evening classes in typing and book-keeping.*

*Ambitious and keen to succeed.*

*Volunteer worker with the blind at Lady Fatima's School.*

*Very talkative; did not know much about the company, so asked many unnecessary questions.*

*Did well in typing test, but limited experience of computers.*

*Speaks Amharic and English fluently*

**Training requirements:**

Computer course

**References**

*Manager of Plaza Supermarket report – reliable and efficient. Good at time-keeping and always punctual. Polite to customers and got on well with senior staff.*

*Headteacher report – good team leader; takes work seriously and hands in homework on time. Gets on well with other students and staff.*

**Conclusion:** Shows much promise. Eager and motivated. Recommend for post of junior clerical officer, with promotion after one year.

Students turn these notes into sentences and descriptive paragraphs using suitable discourse markers.

**2 Listening**

Ask the students individually the following interview questions:

- 1 What is your full name?
- 2 What is your full address?
- 3 How old are you?
- 4 What schools have you attended?
- 5 What is your favourite subject?
- 6 What exams have you passed and what grades did you achieve?
- 7 What do you want to do in the future when you leave school?
- 8 Are you interested in further education, either going to university or a vocational college?
- 9 What are your main interests outside school?
- 10 Have you had any work experience?
- 11 Have you ever done any voluntary work?
- 12 Are you a member of any local team or club?

**Unit 11 Answers**

**A11.1**

- 1 The newspaper (Situations vacant column); if it is a large organisation, on the website; from someone you know who works for the organisation. Alternatively, you can 'cold' call; write a letter introducing yourself to the company, with your CV attached, even though it is not advertising for new staff.
- 2 Find out how the organisation wants people to apply: you could be asked to fill in a special application form, or write a letter and send your CV.
- 3 Your qualifications and exams still to be taken; your interests and free time activities, e.g. membership of any clubs, any work experience you may have from working at weekends or in school holidays.
- 4 Open at this stage.

**A11.2**

*Exercise 1*

- 1 tick 2 cross 3 tick 4 cross 5 tick 6 cross  
7 tick 8 cross 9 tick 10 cross 11 tick 12 tick  
13 tick 14 tick 15 cross

*Exercise 2*

- 1 b 2 c 3 d 4 c 5 d

*Exercise 3*

- a You should not try to impress the interviewer with how much you know.

- b** It is easy for a young person who has got their first job to think that they will be able to do anything and get any job they want.
- c** Earning regular money for the first time may tempt young people to borrow money so they can buy, for example, a car without thinking how much of their monthly salary the repayments are going to take.
- d** It is a very good idea to take the trouble to dress in the kind of clothes most employers would expect you to wear at an interview. If you don't, you may give a bad impression of yourself.

*Exercise 4*

- a** Ideas, beliefs or opinions about something.
- b** Chances of future promotions within the organisation.
- c** Very important.
- d** Think that you are better than someone else.
- e** Try to do something that they are not able to do.

**A11.6**

- 1** ability **2** self-motivated **3** salary **4** recruiting  
**5** punctuality **6** experience

**A11.10***Exercise 2*

- 1** for **2** for **3** since **4** since **5** for **6** for **7** since  
**8** since

*Exercise 3*

My father is a farmer. He **has been farming** in the Tigray region **for** 20 years. He first **moved** there with his parents many years **ago** when he **was** a child. His father **has since died**, so he **has been working** to grow food **for** the rest of the family. We children **walk** to school **for** two hours every morning. The school **was opened** in 2003 and my brother **has been** at school there for four years. He **was** the first in our family to go there **since** it opened, and now my two sisters **attend** the same school as well.

**B11.3***Exercise 1*

- 1** about **2** for **3** by **4** about **5** at **6** from  
**7** by **8** for

*Exercise 2*

- 1** pleased **2** happy **3** sad **4** surprised **5** angry  
**6** annoyed

**B11.5***Exercise 2*

- 1** satisfying **2** tiring **3** pleases **4** thrilled  
**5** boring **6** annoying **7** surprised **8** confused

**B11.9**

One day a crow felt very thirsty. **Although** he looked everywhere for some water, he couldn't find any. **Then** he saw a water pot, which made him very happy. He flew down to the pot, hoping to have a long cool drink, **although** he found there was only a little water inside the pot. **Despite** this, that he stretched out his neck as far as it would go, **but** he found he could not reach the water **however** hard he tried.

**Then** he tried pushing the pot with his head, **since** he knew that the water would run out if he could turn the pot over. He and pushed at the pot, **but** it was too heavy to move. **Finally** he realised that since he could not reach the water by pushing it over, he must try another method.

He looked round and saw some pebbles lying nearby. He discovered that if he dropped the pebbles one by one into the pot, **then** the water rose slowly up inside it. **Finally** the thirsty crow could drink the water **since** he could now reach it. **So** he sipped the water until he had drunk enough to quench his thirst.

**Suggested further reading**

Bring in some real CVs if you can get hold of them and also other examples of letters of application for a job. Students should read each other's CVs and letters and comment on their content, layout and appearance.

# Unit 12

## Births, weddings and funerals

### Learning outcomes

By the end of Unit 12 students will be able to give information about births, weddings and funerals in Ethiopia and elsewhere.

### Learning competencies

**Writing:** Students write 2–3 paragraphs to describe the life of their grandmother or grandfather.

**Listening:** Students listen to a dialogue and identify specific information through filling in a table.

### Language focus

**Grammar:** present perfect, past simple, passive, *even*

**Vocabulary:** relationships, birth / wedding / funeral, revision of *get*

**Social expressions:** generalising and making exceptions

### PART A

### Objectives

By the end of this section students will be able to:

- Speaking** – describe pictures and people  
– discuss the secrets of a good marriage
- Reading** – read descriptions of ceremonies from around the world
- Writing** – write descriptive paragraphs about a ceremony  
– revise *get*  
– use the present perfect tense

### Background knowledge

This unit develops students' understanding of celebrations, particularly births, weddings and funeral traditions in different countries. Elicit from students what they understand and have experienced with regard to this topic, and aim to build new knowledge and skills on what they already know. Also, give students the opportunity to learn and practise ways of expressing and responding to congratulations, invitations and expressions of sympathy appropriately.

### Materials and resources

- Try to find pictures and photographs from books, newspapers, magazines or the Internet relating to celebrations (ask students to help you). Use these for discussion and display.
- Large sheet of paper, card or newsprint.
- Recording of dialogues in **B12.1** and **Assessment 2**.

### A12.1 Introduction

Ups and downs

SB page 208

Before students discuss the questions, talk about the meaning of *ups* and *downs*. Give examples of what may be *ups* and what may be *downs*. Elicit examples from students too. They can then discuss the questions in small groups. Ask a few volunteers to share their responses with the rest of the class afterwards. Try to create an atmosphere of openness, trust and sharing when you discuss the questions as a whole class. Help students to recognise that both small things and big things can make us happy or sad. Also, people respond to things differently and so what makes one person happy or sad may not affect another person (question 1). Help them to realise, too, that talking to a friend or trusted relative can be very helpful when you are sad. Talking it through may help you to see a way of coping with the situation or solving a problem. Sometimes it is good to express your emotion by crying and when you are really miserable you may just want to be alone. Giving yourself a treat and focusing on positive aspects of your life can also help (question 2). Your friend who is sad may not ask for help, but you should recognise their situation and offer support – but don't force your friend to accept your offer – he or she may not be ready for it (question 3).

### A12.2 Listening

Weddings

SB page 208

Before students start the exercises, read aloud the introduction while they follow in their books.

- 1 Pre-teach the following key vocabulary from the listening script (write each word on the board and talk about its meaning; students can record these words later in their vocabulary books): *bride, groom, reception, dowry, bride price, monogamy, polygamy, polyandry*. Also, ask students to copy the two headings 'Gikuyu' and 'San Bushmen' into their exercise books and to write the numbers 1-12 in the margin, in preparation for recording the answers for the listening exercise. Then read aloud the listening script below. You may read it once while students listen for a general understanding, and then again while they write down the answers. Read it aloud a third time while they check their answers.

#### The Gikuyu

*When a Gikuyu man wants to marry a certain woman, he tells the elders of his village and they then go to meet the elders of the woman's village, taking small gifts with them. Eventually they begin negotiations over the bride price. The amount nowadays depends on the girl's education and social status. Once the bride price has been paid, the marriage can take place. On the wedding*

day, the groom goes to the bride's house in a group of cars. Their way is blocked by the women of the bride's village. They negotiate by song for gifts such as blankets, tea and sugar. The groom is then let in. The couple are usually married in a church, then there will be a large reception for the whole community in a nearby hall or field. Large amounts of food are served and gifts are given to the couple by the community. These may include furniture. Speeches are then made. In the evening there is a party which is usually held in a hotel. The couple open the party with a dance and then leave. They go and start their life together in their house. The guests stay on at the party, celebrating all night.

### **The San Bushmen of the Kalahari**

A San marriage is arranged by the parents of the boy and the girl. It may be arranged before the girl is even born. Traditionally, girls marry at the age of 12 or 13 while men are between 20 and 30. When the parents meet to arrange the marriage, there is an exchange of gifts, but no bride price or dowry is paid. The future bride's parents want a boy who is a good hunter. A hut is built for the couple and the girl lives in it before the wedding while the man sits outside. The wedding itself takes place when coals from the fires of both families are brought to the couple's hut and a fire is made. There are celebrations but the couple cannot take part in them. They are left in the hut. The couple live with the bride's family after the wedding and the groom hunts for them. They stay there until the young girl has matured and maybe has had two or three children. The couple then move to live with the groom's family. In San culture monogamy is usual but polygamy – when a man has more than one wife, and polyandry – where a woman has more than one husband, both exist.

- Students can discuss the questions in pairs, small groups or as a whole class. Encourage them to describe, compare and contrast marriage traditions in as much detail as possible.

### **A12.3 Speaking**

Describing pictures

SB page 210

Students look at the pictures from around the world of ceremonies and special events. They describe and guess what is happening and then write 'thought bubbles' in their exercise books to describe what the people in each picture are saying/thinking.

### **A12.4 Language focus**

Using the passive tense

SB page 211

Refer students to Unit 10 **B10.8**. Read the panel aloud while students follow in their books. Ask students for more examples of the passive tense and write these on the chalkboard. Students then complete the exercise in their exercise books. Ask volunteers to supply the answers for the class to check.

### **A12.5 Increase your word power**

Relationships

SB page 211

Students read the list of phrases that are related to relationships and order them in the sequence they see as appropriate, deleting some phrases if they do not appear in their culture and adding others. Students discuss their order. They can re-order them as they imagine, for a different culture e.g. the UK, and discuss these cultural differences.

### **A12.6 Reading**

Ceremonies around the world

SB page 212

- Give the students one minute to skim the three texts, then students work in groups to read one of the texts and complete the sentences in Exercise 2 to show they have understood the main points. Students then change their groups and read the other two texts and answer the following questions.
- Students find and infer the meanings of the words listed in the Students' Book using contextual clues. They check their answers in a dictionary and write these words in their vocabulary notebooks.

### **A12.7 Writing**

A description of a ceremony

SB page 213

Students write paragraphs about a ceremony they have observed. They exchange with a partner who suggests extra adverbs or adjectives and proof reads their work.

### **A12.8 Language focus**

Using *to get*

SB page 214

Read the panel aloud, pausing between each form of *get* for students to supply more examples. Write these on the board. Students look at the collocations and phrases in the box and complete a cloze passage using these phrases in the correct tense.

### **A12.9 Language focus**

Congratulating, inviting, expressing sympathy and responding

SB page 215

- Students can complete these exercises individually, then check their answers with a partner, or they can complete them in pairs and check them with another pair. You may also wish to go through the answers with the whole class afterwards. Make sure they understand new words such as *graduation*, *sincere* and *condolences*.

As follow-up, ask students if they can think of more formal and informal expressions and responses for congratulating, inviting and expressing sympathy. Also, copy the expressions and responses from these exercises under the headings 'Formal' and 'Informal' onto a large sheet of paper, card or newsprint. Display it in the classroom and encourage students to add some of their own expressions and responses, as they learn them.



**A12.10 Speaking**

Role-plays SB page 215

- 1 You may wish to model how to read aloud the dialogue with expression, fluency and the correct stress and intonation (ask a student who reads well to help you). Students can then practise reading aloud the dialogue in pairs. While they are doing this, move around and monitor their reading expression, fluency and pronunciation.
- 2 Students should use expressions and responses from **A12.9**. While they are making up and practising their dialogues in pairs, move around and monitor their communication and language skills. Let each pair have a chance to present one of their dialogues to another pair or small group. Ask students to choose a few of the best pairs to present one of their dialogues to the whole class.

**PART B**

**Objectives**

By the end of this section students will be able to:

- Listening** – listen to a dialogue between two grandmothers
- Speaking** – use social expressions for generalising and making exceptions
  - use the present perfect tense and the past simple tense
- Reading** – read a selection of poems relating to birth, marriage and death
- Writing** – write an informal letter
  - use sentences with *even*
  - give feedback and make recommendations

**B12.1 Listening**

Two grandmothers remember SB page 216

Students copy the table into their books, then listen to the following conversation and complete the table. (**Note** – ask a very able student or another teacher to read one of the parts in the dialogue, if you have not been able to record it with two voices in advance of the lesson.)

**Louam:** Hello, my friend. It's a long time since we last met. How are you and your family?

**Jalene:** We have just celebrated the wedding of our third grandson. I remember when he was born – it seems such a long time ago.

**Louam:** Yes, time seems to pass by so quickly. I remember when my only grandchild, a girl, finished secondary school and went on to become a teacher. We are all so proud of her.

**Jalene:** How time flies! I remember when I was married forty years ago. In those days girls were formerly contracted

in marriage as young as seven or eight, however, they had no sexual relations until they were at least 15 and strong enough to bear children.

**Louam:** Now, parents cannot afford to marry off their children at a young age; on the other hand, sexual relationships are beginning much earlier and young people are making their own choice of marital or sexual partner.

**Jalene:** Yes, I disapprove of this trend, as several say that young people no longer listen to or obey their parents and children today lack of respect for their elders.

**Louam:** I remember when I was married in 1970. I was 12 and my future husband Getahun was 24.

**Jalene:** I was married at the age of 10. Until I was married I helped my mother with the household chores. Then after marriage I lived in the house of my husband's parents and soon became pregnant.

**Louam:** Yes, it was important to have children in those days to help support the family. I had three, all very quickly after the wedding.

**Jalene:** Like you, I didn't go to school, but helped my husband in the field and went home earlier to prepare is food. Now my five children are all grown up and my grandchildren go to the new school built by the government.

**Louam:** How times have changed! But how is your husband?

**Jalene:** Sadly, he died last year. Relatives from the village announced his death to the community and summoned the villagers to the funeral.

**Louam:** Oh! I am sorry to hear your sad news. Fortunately my husband is well, though he suffers from pains in his back after the long years spent in the fields.

**B12.2 Speaking**

Talking about ceremonies SB page 217

- 1 Introduce the topic – births, wedding and funerals – and ask which students have witnessed any of these ceremonies.
- 2 Ask students to copy the table into their exercise books. Divide them into groups according to the ceremonies they have information about. Each group is assigned one of the three topics. In their groups, students ask and answer questions and complete the chart. The groups then re-form to share information about the three topics.
- 3 Students ask and answer questions about their charts using the present perfect and the past simple tenses, as in the example. The groups then re-form to share information about the three topics.

**B12.3 Speaking**

Making generalisations SB page 217

- 1–3 Introduce and practise the target language. Students then work in pairs to draw up a list of (humorous) irritating habits they have and use these to explain why they are not suitable for married life or for sharing accommodation. Students should use the generalising phrases from the list when describing their irritating habits.

- 4 Students discuss in groups what the secret of a good marriage is, which habits they find annoying in other people and which of their own habits they would try to stop if they got married.

### B12.4 Speaking

Making exceptions

SB page 218

Introduce the expressions for making exceptions, and model them in sentences. Students then work in small groups to think of as many generalisations as they can for the topics listed in the box, and write them in their exercise books. Ask selected students from each group to read them out to the class.

### B12.5 Reading

Three poems

SB page 218

For notes on teaching poetry, see the Introduction page x.

- 1 Ask students to look at the pictures related to the poems and to predict their contents. They share their suggestions with other groups.
- 2–4 Divide the students into three groups and ask each group to read one of the poems. After reading their poem, each group answers the questions about it. Groups then swap poems until they have read and discussed all three poems.
- 5 Students check the meanings of the words in the box and if necessary look them up in their dictionaries. Ask them to find them in the poems. They then complete the sentences with the words from the box.
- 6 Students explain to their partners which poem they like best and why. Ask selected students to share their views with the rest of the class.

### B12.6 Language focus

Using *even*

SB page 221

- 1 Write the word *even* on the board and some example sentences to explain how it is used. Model sentence stress and students repeat the sentences after you.
- 2 Students complete the sentences and practise saying them in pairs, focusing on the appropriate stress patterns.

### B12.7 Language focus

Present perfect and past simple tenses

SB page 222

Refer students to **A11.10** and remind them that we often use the present perfect to denote a period of time, and the past simple to denote a particular time in the past. Ask them to read the examples, and ask if they can suggest any other examples of these two tenses. Write them on the board. Students work in pairs to make conversations with these two tenses.

### B12.8 Language focus

Past verb forms

SB page 222

Revise the past verb forms: the past simple, the past continuous and the past perfect and write examples on the board. Read the panel aloud while students follow in their books. Ask them to provide more examples of each verb form (this could be done in the form of a quiz). Students then copy the passage into their exercise books and complete it with the correct form of the verbs. They can check their answers with a partner. You may wish to collect their work for marking to check that they can use different verb forms correctly.

### B12.9 Writing

A letter to a friend

SB page 223

Students write an informal letter to a friend about their experiences in Grade 10. They include information about their studies, learning strategies and goals during the year. They express their hopes and fears for the next year.

### B12.10 Study skills

Feedback and recommendations

SB page 223

- 1 Students give feedback on learning strategies in a whole class discussion, and talk about what hasn't worked for them.
- 2 In groups, students choose one skill area, e.g. writing, vocabulary, grammar, etc. and write a list of successful strategies on a poster to share with future Grade 10 students.

### B12.11 Fun with words

Number puzzle

SB page 224

Students can copy the number puzzle individually or in pairs. They can check the answers with a partner or another pair. After doing the puzzle, they can create their own number puzzles for others to do.

### Assessment

SB page 224

#### 1 Writing

Students write 2-3 paragraphs describing the life of their grandmothers or grandfathers.

#### 2 Listening

Ask students to copy the table into their exercise books. Read aloud the following dialogue. (**Note** – ask a very able student or another teacher to read one of the parts in the dialogue, if you have not been able to record it with two voices in advance of the lesson.)

*Sarah has just attended a wedding in Ethiopia and is telling her friend Jane about it.*

**Jane:** Hello Sarah, I've not seen you for some time.

**Sarah:** Well I've just come back from Ethiopia where I was attending my friend's wedding.

**Jane:** That sounds interesting; do tell me about it.

**Sarah:** Well, traditionally, a wedding in Ethiopia takes place over 3 days.

**Jane:** Really? What happened on the first day?

**Sarah:** On the first day the groom went to the bride's family home where her family officially 'gave' her to the groom. Then there was a lunch at the bride's house before everyone went to a park to take photographs. The wedding party then travelled in convoy around the town, beeping horns, singing and clapping.

**Jane:** How interesting! We often do the same sort of thing too. What happened next?

**Sarah:** We then went to the groom's family home, where dinner was provided. There was a side of raw meat at the meal, from which the guests were expected to cut off a slice – apparently raw meat or 'kort' is a standard dish in Ethiopia!

**Jane:** That sounds fascinating. What happened after the meal?

**Sarah:** After the meal, there was music and dancing till late. The bride and groom stayed in the groom's house that night.

**Jane:** You mean they did not go off on their own, then?

**Sarah:** No. The next morning, the best man took the 'evidence' of the consummation of the marriage to the bride's family! The bride's family, were very happy to hear this and gave the bearer of the good news a reward.

**Jane:** What kind of reward did he get?

**Sarah:** It was money to buy a sheep, which was slaughtered by the best man. Then there was a big feast for the bride and groom and their 'best friends' (which means the best man, the groom's men and the bridesmaids).

**Jane:** Is that the end of the proceedings?

**Sarah:** Around 4pm on that afternoon, the groom took the bride and the 'best friends' and his family, to her family home. There they had another feast, with eating, drinking and dancing. The couple stayed that night in the bride's family house.

**Jane:** What a lot of feasting!

**Sarah:** Yes, but that's not the end of it, because the next day, they returned with the bride's family to the groom's family house, where yet another feast was had. And finally that was it! Traditionally, the married couple will continue to live at the groom's family compound until they have their own home.

- |    |   |   |
|----|---|---|
| 10 | X | ✓ |
| 11 | X | ✓ |
| 12 | ✓ | X |

**A12.4**

- The married couple were given gifts and money.
- Chocolates were distributed by the host.
- A dowry is paid by the woman.
- Invitations to the wedding were sent out by the family.
- Traditional wedding songs were played by the band.
- Many wedding gifts were received by the happy couple.

**A12.6**

- wedding breakfast – a feast held after the wedding ceremony
- mourning – the period of grief after a death
- deceased – dead person
- wake – a feast held after a funeral
- incense – a mixture of gums and spices which give off a sweet-smelling smoke
- crescendo – a gradual increase in loudness
- ritual – a ceremony
- nicks – small cuts
- traits – features or habits

**A12.8**

When I **got married**, I had to **get a job** because we hadn't really **got enough money** to live on. I found a job as a night watchman, but in the early hours of the morning, just before it was **getting light** I usually **got very cold** and could hardly feel my toes in my boots. My new wife always **got annoyed** with me when I came home in the morning as I also **get hungry** after my night's work and want her to **get a meal**. Things eventually **got** to such a pitch that I eventually realised that I would have to **get a divorce**.

**A12.9**

- Congratulations: a, c, e, g, i, j, k
  - Invitations: b, d, f, m
  - Expressing sympathy: h, l
- Responding to congratulations and expressions of sympathy: 3, 6, 8
  - Responding to invitations: 1, 2, 4, 5, 6, 7, 9
- Formal: a, b, c, e, g, h, i, j, l, m are formal expressions; 1, 3, 5, 6, 8, 9 are formal responses.
  - Informal: d, f, k are informal expressions; 2, 4, 7 are informal responses.

**B12.1**

	Jalene	Louam
Year of marriage?	40 years ago	In 1970
Age when married?	7 or 8	10
Activities after marriage?	Helped her husband in the fields and prepared his food	Lived in the house of husband's family and became pregnant
Number of children?	5	3

**Unit 12 Answers**

**A12.2**

	Gikuyu	San Bushmen
1	✓	X
2	X	✓
3	X	✓
4	X	✓
5	✓	X
6	✓	X
7	X	✓
8	✓	X
9	✓	X

Number of grandchildren?	3	1
Death of husband?	Yes	No

**B12.5**

- 1 hoarse 2 bellies 3 moaned 4 deputation  
 5 ashen 6 entangled 7 abounded 8 divine  
 9 terrain 10 fulfilled 11 relief 12 scolding  
 13 bondage 14 intrigue 15 flattery

**B12.6**

- 1 Even my uncle can say thank you in English.  
 2 We even had chicken for lunch.  
 3 India is even hotter than Australia  
 4 Even Seble bought her a gift, although he never usually buys presents.  
 5 The film was even more interesting than I expected.  
 6 All my family enjoyed the party, even the youngest children.

**B12.8**

- 1 went 2 left 3 were bumping 4 saw 5 took  
 6 walked 7 arrived 8 was harvesting 9 welcomed  
 10 were sitting 11 told 12 were listening  
 13 didn't notice 14 was making 15 screamed  
 16 jumped 17 got 18 started 19 disappeared  
 20 ran

**B12.11**

**Across:** a = 2 c = 4 e = 9 f = 7

**Down:** a = 3 b = 5 d = 1 e = 6 f = 8

**Assessment – Listening**

**First day:** *The groom went to the bride's family home where her family officially 'gave' her to the groom. After lunch at the bride's house everyone went to a park to take photographs. The wedding party then travelled in cars around the town before they went to the groom's family home, where dinner was provided. After the meal, there was music and dancing till late. The bride and groom stayed in the groom's house that night.*

**Second day:** *The next morning, the best man took the 'evidence' of the consummation of the marriage to the bride's family who gave him a reward. Then there was a big feast for the bride and groom and their 'best friends'. Around 4pm on that afternoon, the groom took the bride and the 'best friends' and his family, to her family home. There they had another feast, with eating, drinking and dancing. The couple stayed that night in the bride's family house.*

**Third day:** *They returned with the bride's family to the groom's family house, where yet another feast was had.*

**Suggested further reading**

If possible, students should read books, stories, poems or articles about births, marriages or death and mourning and the different customs associated with them. (You may find something useful on the Internet.) Ask them to tell a partner or the whole class what they have read. You may find wedding scenes in some of the classics such as *Little Women*, *Pride and Prejudice*, *Great Expectations*, *Far from the Madding Crowd*, *Anne of Green Gables* and *Tales from Shakespeare*. They can also re-read the texts in this unit, practising reading them aloud with fluency, expression and the correct pronunciation.



See the note in the Introduction, page x, about how to get the students to complete these revision exercises.

### A Listening

SB page 225

#### 1 Dictation

Read the text through once in full before you start dictating, and then at least once at the end.

*I remember the hairdresser arrived to braid my hair, then following tradition, I was wrapped in white clothing that hid my face and uncovered my face on the day of my wedding only long enough to sign the marriage contract that listed the number of cattle provided by each family and other gifts, both cash and in kind. Meanwhile, family and friends gathered in the village of my parents for an afternoon feast and celebration. During the feast, I remained completely wrapped in the woven, white cotton wedding fabric and head covering and sat silently next to my new husband while family members danced in celebration. After the celebration, Getahun took me to his home where only he and his family waited to see me uncovered.*

#### 2 Listening comprehension

Tell the students to read the questions in the Students' Book, then listen as you read them a passage about a Somali wedding.

*For Somali communities, weddings are important communal occasions. Traditionally, Somali wedding festivities last for three entire nights, during which there is plenty of singing, dancing and celebrating on the part of the bride, the groom and their guests. On some of these nights, women and men do not mingle or celebrate together; the men celebrate in one location while the women celebrate in a different site.*

*It is customary for the bride, groom and their families to arrange for a lavish feast for their guests at the reception. Different traditional as well as modern types of foods are usually served for the guests to enjoy during the festivities. Another important tradition in Somali marriage is the exchanging of gifts in the form of jewellery, money or other contributions between the bride's family and groom's family, and between the invited guests and the wedding couple.*

*Somali wedding clothes vary depending on family traditions and personal preferences. Traditionally, the Somali wedding attire for women includes an exquisite dress, a covering for the head as well as a slip that is worn under the dress. Men wear their traditional attire for weddings*

*During the wedding ceremony, the bride arrives first at the reception hall. She walks in slowly with her bridal party that includes her sisters, friends, mother and other females. The bridal party and the marriage ceremony guests only sit down after the bride has taken her seat facing the guests. The groom usually follows a few hours later with his own groom's men in tow amid song and dance from the wedding guests. The couple then sit together facing their guests. It is customary for the bride and groom to give verbal acceptance of the marriage contract and to exchange rings which they are supposed to keep for the rest of their lives as a symbol of their unity.*

#### Answers

- 1 For three entire nights.
- 2 There is singing, dancing and celebrating.
- 3 Both traditional and modern types of food.
- 4 From the bride's family, the groom's family and the invited guests.
- 5 Traditional clothes
- 6 The bride.
- 7 They sit facing their guests.
- 8 They exchange rings.

### B Vocabulary and spelling

SB page 225

#### Answers:

- 1 Oil, natural gas, coal.
- 2 Fuels formed over millions of years from dead plants and animals.
- 3 A huge array of mirrors to concentrate the Sun's rays.
- 4 It is renewable; it produces no waste or pollution.
- 5 From the food we eat.
- 6 The energy of motion.
- 7 The energy stored in an object's height.
- 8 Biological material from living things, e.g. plants.
- 9 In batteries.
- 10 By the water turning huge turbines which convert the movement into energy.
- 11 Curriculum vitae.
- 12 Salary or wage.
- 13 Punctual.

### C Speaking

SB page 225

Students role-play the interview in pairs. Monitor their discussions and arguments.

### D Language use

SB page 226

#### Answers:

##### Exercise 1

1 d 2 b 3 d 4 d 5 a 6 c 7 b 8 c

##### Exercise 2 (possible answers)

- 1 The headmistress said that Speech Day would be in June.



- 2 She asked if I was ready for a lot of hard work.
- 3 She told us to be ready to play our part.
- 4 She asked if I would stay after school to help with the preparations.
- 5 She told me not to wait for others to do all the hard work.

*Exercise 3*

**1 d 2 a 3 b 4 a 5 c 6 a 7 a 8 d 9 c**  
**10 b 11 d 12 a 13 c 14 c 15 d**

**E Reading**

SB page 229

**Answers:**

**1 d 2 e 3 a 4 b 5 c**

**F Writing**

SB page 230

**Guide to marking:**

The instructions should include the necessary materials and be correctly sequenced. The punctuation, spelling and grammar should be correct too. (You may wish to allocate 5 marks for content and 5 marks for layout, punctuation, spelling and grammar.)



## End of year examination

### Note to the teacher

The end of year examination consists of two papers: Paper 1 examines students' writing and consists of two sections, A and B. Students must answer either Section A or Section B. The total mark for Paper 1 is 40 and students have one hour to complete it. Paper 2 examines students' reading comprehension, language use, pronunciation, vocabulary and spelling. There are three sections (A, B and C) and students should answer all sections. The total mark for Paper 2 is 60 and students have an hour and a half to complete it.

You should make a copy of each paper for each student. Make sure that the students understand the instructions for each paper. They should complete it in the time allocated (you may wish to adjust the times to suit your school's examination timetable) and they should complete it individually. As preparation for the end of year examination, students should revise all the units in the Students' Book. Instruct them to re-read the texts, study the grammar notes, learn new vocabulary and go over the writing exercises in each unit, as revision. They should revise the four Revision Units they have completed in the course as well.

Guidelines for marking Paper 1 and an Answer key for marking Paper 2 are provided at the end of the examination (make sure that the students don't see these!) The total mark for both papers is 100. You should keep a record of each student's score and use it as part of the final year mark. (You may wish to combine it with the marks they have scored for the Revision Units in the course to create a more valid and reliable final year mark.)

### Paper 1 (Writing)

1 hour (40 marks)

#### Instructions to students

There are *two* alternative sections: Section A and Section B. You must answer *either* Section A *or* Section B. Write Section A or Section B at the top of your answer sheet.

For Section A, you are advised to spend about *10 minutes* planning, *40 minutes* writing and *10 minutes* checking your work.

For Section B, you are advised to spend *5 minutes* planning, *20 minutes* writing and *5 minutes* checking, for each answer.

#### Section A (40 marks)

**Choose ONE of the following topics and write a composition of 400 to 500 words.**

- Write an essay on the pros and cons of sport. Your essay should have an introduction, a paragraph about the advantages of sport, a paragraph about the disadvantages sport and a conclusion.
- Write an essay on a topic relating to the advantages of advertising. Give your essay a title and write it in paragraphs. Each paragraph should have a topic sentence and supporting sentences. Include an introduction and a conclusion as well.
- Write a brochure about your city, town, village or area. Use its name as the main heading and include information under each of the following headings:  
**a** History **b** Places of interest **c** People **d** Celebrations and holidays **e** Other interesting information.
- Write a composition about an event in your life that you will never forget, e.g. a celebration, an achievement, a disappointment or a loss. Describe what happened and how it made you feel.
- Write a report on an animal or a plant of your choice. Use its name as the main heading and include information under each of the following headings:

**a** Appearance **b** Habitat **c** Food (animal) / Water consumption (plant) **d** Life cycle (animal) / Age (plant) **e** Relationship with humans (animal) / Uses (plant).

- Write a scene from a play in which a mystery, crime or romance occurs, e.g. a robbery, murder or wedding. Include the names of different characters, dialogue and stage directions.

#### Section B (40 marks: 20 marks per question)

**Choose two of the following topics to write about. Each of your compositions should be 200 to 250 words.**

- Write a summary about safety in the home. Explain different safety rules and give reasons why it is important to follow them. You may number each rule.
- Write a description of how to make, do or build something, e.g. a craft, game or building. Describe the process in the correct order and write each stage as a paragraph. You may number the stages.
- Write a newspaper report on an athlete who wins an event at a national or international sports competition. Include a heading for your report and a quotation by the athlete at the end.
- Write an informal letter to a friend about a holiday or trip you have been on (real or imaginary). Include information about how you travelled there, who you went with, what you did and saw, and what you enjoyed the most. Use the correct layout for an informal letter.
- Write a formal letter to the principal of your school suggesting an improvement for a particular facility or area in your school, e.g. playground, toilets, sports field. Give reasons for the improvement and make suggestions on how to improve it. Use the correct layout and language for a formal letter.

## Paper 2 (Reading comprehension, Language use, Pronunciation, Vocabulary and spelling)

1 hour 30 minutes (60 marks)

### Instructions to students

There are *three* sections: Section A, Section B and Section C.

You must answer *all* sections.

Write Section A, Section B and Section C clearly on your answer sheet and number each answer correctly.

For each section, you are advised to spend about *25 minutes* reading and answering the questions and *5 minutes* checking.

### Section A: Reading comprehension (20 marks)

#### 1 Read the passage below and answer the questions that follow.

##### The Death of Nyoma

- 1 The people of Chiolu felt they were living in one large grave. They thought that if they lay down they would die.
- 2 One night, Nyoma went to Olumba's room. 'Olumba, my husband,' she said. 'Your daughter is very ill.' Olumba jumped out of bed and went into Nyoma's room. Olumba's daughter was lying on the bed. Her little body was wet and cold. Olumba picked her up in his arms. He looked at his wife. She understood what his look meant. His little daughter was dead. Nyoma began to cry loudly. Olumba held her in his arms. 'Crying will not bring her back to life,' he said kindly. 'People are dying everywhere. I'll go and tell Eze Diali.'
- 3 Olumba arrived at Diali's compound and met Chituru's eldest son. 'What's the matter?' Olumba asked. 'My father is dead,' answered the boy. He stood there with tears in his eyes. 'And how are you?' the boy asked Olumba. 'My daughter is dead.'
- 4 They both woke up the Chief. He knew why they had come before they told him. 'Who is it this time?' Diali asked. 'My daughter.' 'And Chituru, my father.' Suddenly Diali felt very lonely. Chituru, his most important elder, was dead. 'Wash their bodies and get them ready to be buried,' he said. 'I'll send gravediggers to make their graves.'
- 5 Chituru was buried later that day. As he had been a very important elder, the ikoro sounded to call people to the funeral. Only a few people went. Those who did not go were either too ill or too sad.
- 6 Olumba went back to his compound. Nyoma was trying to cook a meal for the children. She was very thin and she was shivering. 'Nyoma, what is wrong?' Olumba asked. 'Nothing,' she replied. Suddenly she sat down and began to cry. Heavy tears ran down her cheeks. 'Crying cannot bring back our daughter,' Olumba said. He got up silently to leave Nyoma and then he saw a small body in wrappers lying behind her. It was his son, Nchelem. Olumba knew why Nyoma was crying.

Nchelem had the sickness, wonjo. Olumba was now afraid again. A few days before, he had felt happier. He had thought that Ogbunabali was punishing the people in both villages. But his son was ill now. Olumba knew that Ogbunabali still thought him a special person.

- 7 That night, Olumba did not sleep. He got up before dawn and went outside. He looked at the sky. In a few days' time there would be a new moon and the six months would be over. 'I won't die before the six months are over,' Olumba said happily to himself. 'Yes, you will,' It was the voice again. He had not heard it for a long time. 'I don't care if I do die,' Olumba heard himself say quietly. 'Your son, Nchelem, will die too,' said the voice. 'Many people have lost their sons,' replied Olumba. 'But you have only one son,' answered the voice. Olumba bit his lips together and went back to bed, but he felt he was not alone. He rushed out and woke up his wives. 'I want to see Nchelem,' he said. 'He is here,' said Nyoma. Olumba sat down beside his son until daylight came. Then he went to see Eze Diali.
- 8 The Chief was a little better. He still coughed, but he felt stronger. 'My son is ill,' said Olumba. Diali did not answer. He just looked at Olumba. 'My son is sick,' Olumba said again. Diali stood up and asked Olumba to follow him. They went into a room with four children in it. All the children were sick. Diali quickly shut the door and they both returned to the reception hall. 'It is different for you, my lord,' said Olumba. 'You have many sons but I have only one.' 'I have nothing to say,' answered Diali. 'What kind of a world is this?' asked Olumba sadly. 'It is a world of the dead and the dying,' Diali replied. He bit his teeth together in anger and sadness.

Olumba walked home like a man walking in a dream.  
(From *The Great Ponds* by Elechi Amadi)

- a Why did the people of Chiolu think that if they lay down they would die?
- b How did Nyoma understand that her little daughter was dead?
- c What did the Chief know, before Olumba and the boy told him?
- d Why did Eze Diali feel lonely when he heard about Chituru's death?
- e What did Diali tell Olumba and Chituru's son to do with the bodies of the little girl and Chituru?
- f Why did so few people go to Chituru's funeral?
- g What made Olumba think that he wouldn't die?
- h Why was Olumba afraid that his son, Nchelem, would die?
- i How do we know that the Chief, Eze Diali, had been sick?
- j Why did Diali show Olumba a room with four sick children in it?



**2 Explain the meaning of each sentence, as it is used in the text.**

- a The people of Chiolu felt they were living in one large grave. (Paragraph 1)
- b She understood what his look meant. (Paragraph 2)
- c 'Crying cannot bring back our daughter, ...' (Paragraph 6)
- d 'It is a world of the dead and the dying, ...' (Paragraph 8)
- e Olumba walked home like a man walking in a dream. (Paragraph 9)

**3 Choose the best meaning for each word, as it is used in the text.**

- a *graves* (paragraph 4, line 7)
  - 1 Places where dead bodies are washed.
  - 2 Places where dead bodies are buried.
  - 3 Places where dead bodies are prepared for burial.
- b *shivering* (paragraph 6, line 3)
  - 1 Shaking slightly from fear and cold.
  - 2 Shaking slightly from hunger and physical labour.
  - 3 Shaking slightly from sickness and pain.
- c *wrappers* (paragraph 6, line 8)
  - 1 Pieces of cloth.
  - 2 Baby clothing.
  - 3 Papers.
- d *punishing* (paragraph 6, line 12)
  - 1 Making someone sick, tired or sad about something.
  - 2 Making someone feel happier and better about something.
  - 3 Doing something unpleasant to someone, because they have done something wrong.
- e *reception hall* (paragraph 8, line 7)
  - 1 An area in a house where people sleep and relax.
  - 2 An area in a house where people arrive or leave from.
  - 3 An area in a house where people eat.

**Section B: Language use (20 marks)**

**4 Choose the best option to complete each sentence.**

- a We \_\_\_\_\_ go swimming if the weather is warm.  
1 *must* 2 *can't* 3 *may*
- b I \_\_\_\_\_ my homework before my friends came to visit.  
1 *was finishing* 2 *had finished* 3 *finish*
- c He is really hot and tired, because he \_\_\_\_\_ football.  
1 *has been playing* 2 *had been playing* 3 *playing*
- d She is \_\_\_\_\_ hardworking that she is certain to pass all her exams.  
1 *such* 2 *so* 3 *such a*

- e Kassa felt very bad about the argument with his girlfriend, so he tried to \_\_\_\_\_ with her the following day.  
1 *make up* 2 *make for* 3 *make to*
- f We have been waiting for the bus \_\_\_\_\_ seven o'clock.  
1 *until* 2 *for* 3 *since*
- g It is one of the school rules that sports clothes \_\_\_\_\_ be worn in the classroom.  
1 *must not* 2 *will not* 3 *may not*
- h By the end of term we \_\_\_\_\_ studying this book.  
1 *have finished* 2 *will have finished* 3 *finished*
- i The more you work, \_\_\_\_\_ you feel.  
1 *tired* 2 *the tired* 3 *the more tired*
- j If I could be a bird, I \_\_\_\_\_ an eagle.  
1 *will be* 2 *would be* 3 *can be*

**5 Rewrite each sentence in the way indicated.**

- a The museum is an important building in the town. It was built in 1938.  
(Join with *which*)
- b There were political problems in the country. He couldn't participate in the Olympics.  
(Start with *Due to...*)
- c Their East African ancestors traded gold, cowrie shells and beads.  
(Start with *Gold, cowrie shells and beads ...*)
- d Trees prevent soil erosion. They provide shade for humans, animals and plants.  
(Join with *Not only ... but also*)
- e The sun is bright today. I am wearing a sunhat and sunglasses.  
(Join with *so ... that*)
- f He said, 'Our tribe has lived in this area a very long time.'  
(Start with *He said that...*)
- g 'You should revise all the chapters for your examination,' said our teacher.  
(Start with *Our teacher advised ...*)
- h Mary is my best friend. Her house is not far from mine.  
(Join with *whose*)
- i These are delicious coconut cakes. I must eat another one!  
(Join with *such ... that*)
- j 'Don't play near the flower beds!' their uncle shouted.  
(Start with *Their uncle warned ...*)

**Section C: Pronunciation, Vocabulary and Spelling** (20 marks)

**6 Mark the stress in each word**

- a a tradition
- b dramatically
- c economic
- d pronunciation
- e control

**7 Match each pair of words with the same vowel sound.**

law  
gone  
head  
from  
rough  
nought  
supper  
purse  
tent  
heard

- a \_\_\_\_\_ and \_\_\_\_\_
- b \_\_\_\_\_ and \_\_\_\_\_
- c \_\_\_\_\_ and \_\_\_\_\_
- d \_\_\_\_\_ and \_\_\_\_\_
- e \_\_\_\_\_ and \_\_\_\_\_

**8 Choose the correct word to complete each sentence.**

baton  
stanza  
ancestors  
steady  
ballot

- a Our \_\_\_\_\_ used to live in Tigray.
- b There has been a \_\_\_\_\_ increase in temperature since March.
- c When you vote, you must put your paper into the \_\_\_\_\_ box.
- d In the first \_\_\_\_\_ of the poem, the second and fourth lines rhyme.
- e The athlete dropped the \_\_\_\_\_ in the relay race.

**9 Give the correct spelling.**

- a colleages (people who work with you)
- b antea (part of an insect)
- c rhythm (the beat in a song or poem)
- d humourous (amusing or funny)
- e verandah (a part of a house which is outside)

## Guide to marking and answer key

### Paper 1 (Writing) (40 marks)

#### Section A (40 marks)

- 1 The essay should clearly state the pros and cons of sport. It should have an introduction, a paragraph about the advantages of sport, a paragraph about the disadvantages, and a conclusion. Linking words and expressions should be used to join ideas together. It should be written in formal language, third person, present tense.
- 2 The essay should be about a topic relating to advertising. It should have a title and it should be written in paragraphs with an introduction and a conclusion. Each paragraph should have a clear topic sentence and supporting sentences. It should be written in formal language, third person, past tense.
- 3 The brochure should be about a city, town, village or area. It should have a heading and sub-headings. It should include information about the history, places of interest, people, celebrations and holidays and any other interesting information. It should be written in formal language, third person, past and present tense.
- 4 The composition should be about a memorable event such as a celebration, achievement, disappointment or loss. Descriptive vocabulary should be used to convey what happened and the writer's feelings. It should be written in narrative style, first person, past tense.
- 5 The report should be about an animal or plant. It should have headings and sub-headings. Information should be included about appearance, habitat, food / water consumption, life cycle / age, relationship with humans / uses. It should be written in formal language, third person, present tense.
- 6 The scene from the play should be about a mystery, crime or romance. It should be written in dialogue form with the characters' names and stage directions clearly indicated. Speech forms such as contractions, hesitations and fillers should be used.

**Note:** For Section A, you may wish to award a general mark out of 40 for the essay or you may wish to award different marks for categories such as content, structure, style and language to make up a total mark (e.g. 10 marks per category).

#### Section B (40 marks – 20 marks per question)

- 1 The summary should clearly state the different rules for safety in the home and give a reason for each one. Rules may be numbered and there should be at least 10. It should be written in fairly formal language, using the imperative form or second person, present tense. Modal verbs such as *should / should not* and *must / must not* may also be used.
- 2 The description should clearly explain the process of how to make, do or build something such as a craft, game or building. Each stage should be written in the correct order and may be numbered. It should be written in fairly formal language, using the imperative form or second person, present tense.
- 3 The newspaper report should be about an athlete who wins an event at a national or international competition. It should have a heading and the most important information should be included in the first paragraph. It should end with a quotation by the athlete. It should be written in report style, third person, past tense.
- 4 The letter should be written to a friend about a holiday (real or imaginary). It should include details about how the writer travelled there, who they went with, what they did and saw and what they enjoyed the most. It should be written as an informal letter, using the correct layout (e.g. date, appropriate greeting and ending). It should include descriptive vocabulary and be written in the first person, past or present tense.
- 5 The weather forecast should predict extreme weather for an area in Ethiopia. It should include information about rainfall, temperatures, wind speeds and weather patterns. It should be written in report style, third person, future tense.
- 6 The letter should be written to a school principal, concerning a facility or area in a school which the writer would like to be improved. Reasons for the improvement should be included, as well as suggestions for how to improve it. The letter should be formal, using the correct layout (addresses, date, title etc.). It should be written in the first person, present tense.

**Note:** For Section B, you may wish to award a general mark out of 20 for each piece of writing or you may wish to award different marks for categories such as content, structure, style and language to make up a total mark for each (e.g. 5 marks per category).

**Paper 2** (Reading comprehension, Language use, Pronunciation, Vocabulary and spelling)

**Section A** (40 marks)

- 1 a** The people of Chiolu thought that ‘if they lay down they would die’, because so many people were sick and dying.
- b** Nyoma understood that her little daughter was dead by the way that Olumba looked at her.
- c** The Chief knew that they had come to tell him about death, before Olumba and the boy told him.
- d** Eze Diali felt lonely when he heard about Chituru’s death, because Chituru was his most important elder.
- e** Diali told Olumba and Chituru’s son to wash the bodies of the little girl and Chituru and get them ready to be buried.
- f** So few people went to Chituru’s funeral, because they were either too ill or too sad.
- g** Olumba thought that he wouldn’t die, because he believed that Ogbunabali thought that he was a special person.
- h** Olumba was afraid that his son, Nchelem, would die, because he was his only son.
- i** We know that the Chief, Eze Diali, had been sick, because it states in paragraph 8 that he was feeling a little better and stronger, although he still coughed.
- j** Diali showed Olumba a room with four sick children in it, because he wanted Olumba to realise that his children were sick too.
- 2 a** It means that the people of Chiolu felt that so many people were dying. It was as if they were already in the grave.
- b** It means that she understood what had happened by the way he looked at her. He didn’t have to say anything.

- c** It means that no amount of grief or crying can bring back their daughter. She was already dead and nothing could be done about it.
- d** It means that the world is filled with people who are either already dead or who are dying. There is little life, joy and happiness.
- e** It means that he is bewildered and confused. Nothing seems real any more.
- 3 a 2 b 7 c 7 d 3 e 2**
- 4 a 3 b 2 c 7 d 2 e 7 f 3 g 7 h 2 i 3 j 2**
- 5 a** The museum, which was built in 1938, is an important building in the town.
- b** Due to political problems in the country, he couldn’t participate in the Olympics.
- c** Gold, cowrie shells and beads were traded by their East African ancestors.
- d** Trees not only prevent soil erosion, but they also provide shade for humans, animals and plants.
- e** The sun is so bright today that I am wearing a sunhat and sunglasses.
- f** He said that their tribe had lived in that area a very long time.
- g** Our teacher advised us to revise all the chapters for our examination.
- h** Mary, whose house is not far from mine, is my best friend.
- i** These are such delicious coconut cakes that I must eat another one!
- j** Their uncle warned them not to play near the flower beds.
- 6 a** *tra’dition* **b** *dra’matically* **c** *eco’nomiC*  
**d** *pronunci’ation* **e** *con’trol*
- 7 a** *law, nought* **b** *gone, from* **c** *head, tent* **d** *rough, supper* **e** *heard, purse*
- 8 a** *ancestors* **b** *steady* **c** *ballot* **d** *stanza* **e** *baton*
- 9 a** *colleagues* **b** *antenna* **c** *rhythm* **d** *humorous*  
**e** *veranda*



Area of competency	Grade 10
<b>Listening</b>	<p>Listen to a variety of text types (such instructions, dialogues, lectures, stories, descriptions, advertisements, news broadcasts) and a variety of speakers and be able to:</p> <ul style="list-style-type: none"> <li>• predict the content using a variety of contextual clues (such as the first line, the situation)</li> <li>• identify gist</li> <li>• identify main ideas</li> <li>• identify key content words</li> <li>• identify specific information</li> <li>• identify detailed information</li> <li>• follow the structure, logic and sequence of a text through identifying discourse markers (including sequencing words and cohesive devices) and tenses</li> <li>• relate what they have heard to their own lives</li> <li>• retell what they have heard in some detail</li> </ul> <p>Task types should include taking notes, filling in tables, charts or gaps in sentences, ticking items, answering questions (open and true/false), ordering/matching pictures/sentences, sequencing events, speaking and writing exercises.</p> <p>If possible texts should include the use of both native and non-native speakers</p> <p>Grade 10 listening texts should be longer, on more challenging topics and with more difficult tasks compared to grade 9. There should also be more authentic/semi-authentic texts (e.g. radio/TV recorded or scripted) so that students begin to deal with 'real' English.</p>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• use previous knowledge to pronounce new words and structures</li> <li>• use a range of structures to:             <ul style="list-style-type: none"> <li>– identify problems</li> <li>– think ahead</li> <li>– clarify and correct oneself</li> <li>– generalise and make exceptions</li> <li>– show uncertainty</li> <li>– apologise</li> <li>– restate</li> <li>– add information</li> <li>– guess</li> <li>– make plans and suggestions</li> <li>– remember and reminisce</li> </ul> </li> <li>• ask for opinions, express their own opinion and support it (including through illustrating a point)</li> <li>• agree, disagree and express simple counter arguments</li> <li>• express cause and effect</li> <li>• recount stories and experiences in the past using a range of structures</li> <li>• talk about the future using a range of structures</li> <li>• explain how to operate a piece of equipment</li> <li>• talk about themselves, others and their daily lives</li> <li>• ask and respond accurately to a basic range of open, closed and follow-on questions (including in an interview)</li> <li>• report what they have heard</li> <li>• describe/compare pictures, people, graphs, objects etc. using appropriate language</li> <li>• contribute to and develop conversations around the unit topic</li> <li>• research and give a short presentation on a chosen topic</li> </ul> <p>in pair, group or plenary activities using language that is comprehensible (if inaccurate, limited or hesitant) and which communicates the intended message)</p>

Area of competency	Grade 10
<b>Reading</b>	<p>Read a variety of text types, (factual articles, instructions, labels, warnings, stories, descriptions, advertisements, poems, newspaper articles, letters etc.) on familiar and unfamiliar topics including some authentic materials and be able to:</p> <ul style="list-style-type: none"> <li>• predict the content of a text from pre-reading activities</li> <li>• infer meanings of new words using contextual clues and/or knowledge of word formation</li> <li>• scan to obtain specific information</li> <li>• skim to get the general idea</li> <li>• identify the main arguments and give their own opinions</li> <li>• express their view (including in writing) and give reasons</li> <li>• retell it in chronological order (mainly stories)</li> <li>• make notes of the main/specific points</li> <li>• relate what they have read to their own experience</li> <li>• distinguish between fact and opinion</li> <li>• follow instructions and directions</li> <li>• interpret statistical data</li> </ul> <p>Task types should include transferring information to tables, charts or maps, ticking items, answering questions (open and true/false), ordering / ranking information, ordering/matching pictures, physical response, writing/speaking exercises etc.</p> <p>Grade 10 reading texts will be on different topics from grade 9. On top of this texts should be longer and tasks more challenging. There should be more use of authentic texts.</p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• identify and follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</li> <li>• use known spelling strategies to spell familiar and new words</li> <li>• write guided or supported essays in 5 paragraphs including an introduction and conclusion (building on work done in grade 9)</li> <li>• write a short report based on available data</li> <li>• in small groups, write and present a report of 350 to 400 words including suggestions/ recommendations</li> <li>• write a piece of publicity or design a brochure/poster individually or in a group</li> <li>• make notes from a printed source</li> <li>• put notes into sentences and order sentences into logical paragraphs</li> <li>• write a short informal letter (including a reply)</li> <li>• write a short formal letter</li> <li>• write instructions/warnings and support them with a pictures</li> <li>• write 2-3 paragraphs to narrate, describe or persuade (building on work from grade 9) using language that is comprehensible (if inaccurate or repetitive) and which communicates the intended message</li> </ul>
<b>Language items</b>	<p>Past simple, past continuous and past perfect  Present perfect simple and continuous (with for, since, still, yet and already)  I wish + past simple  Verb patterns (verbs that take the gerund, verbs that take the infinitive, verbs that need an object then infinitive)  Adverbs (of manner, place, frequency and degree)  Articles  So and such  Advanced questions forms (e.g. who as subject and object, questions and prepositions)  Direct and indirect objects</p>
<b>Vocabulary</b>	<p>Perform with and understand a total number of 1500 words in different contexts such as sport and fitness, health, fiction, moral education and personal responsibility, advertising, drugs, natural disasters, education, energy etc. Students make a note of useful vocabulary for themselves related to their subjects and their interests.</p>

**Unit 1: Sport and Fitness** (11 periods)

**Learning Outcomes:** By the end of Unit 1 students will be able to describe different types of sporting activities

**Language focus**

**Grammar:** relative clauses (who/whose), present perfect (still/yet/already), both/neither, one/the other, the former/the latter, going to/will, modal verbs, adverbs of frequency/time,

**Vocabulary:** sport, fitness

**Social Expressions:** making plans/suggestions

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to descriptions identify specific information</li> <li>listen to a lecture and identify main ideas</li> </ul>	<p><b>A. Listening</b></p> <p>Two listening texts describing famous sports personalities</p> <p>Relative clauses</p> <p>E.g. Derartu Tulu, who was born in Ethiopia, is a famous runner.</p> <p>Present perfect (with still/yet/already)</p> <p>E.g. Derartu Tulu has already won three gold medals.</p> <p>Short lecture about the importance of health and fitness (if possible, from a visiting speaker).</p>	<p>The teacher reads a short text about a famous Ethiopian female athlete (E.g. Derartu Tulu). Students answer questions:</p> <p>E.g. When/where she was born</p> <p>Her main achievements (E.g. in Olympics or World Cross Country etc.)</p> <p>The teacher reads a similar short text about a famous football player (E.g. Pele). Students answer questions:</p> <p>E.g. When/where he was born</p> <p>His main achievements (World Cup, the number of goals he scored etc.)</p> <p>After the 2 listening texts, students make sentences about the sports personalities using relative clauses and present perfect.</p> <p>Students listen to a short lecture about keeping fit and take notes.</p>
<ul style="list-style-type: none"> <li>talk about themselves, others and their daily lives</li> <li>research and give a short presentation on a chosen topic</li> <li>compare people using appropriate language</li> <li>use a range of structures to make plans and suggestions</li> </ul>	<p><b>B. Speaking</b></p> <p>Modal verbs</p> <p>E.g. You must exercise to keep fit</p> <p>Adverbs of frequency and time</p> <p>E.g. You should exercise daily/regularly</p> <p>both/neither</p> <p>E.g. both have won gold medals</p> <p>one/ the other</p> <p>E.g. One is a runner; the other was a footballer.</p> <p>the former/the latter</p> <p>E.g. Derartu Tulu is a runner. Pele was a footballer. The former is from Ethiopia; the latter is from South America.</p> <p>Social expressions: making plans and suggestions</p> <p>E.g. Why don't you...?</p> <p>If I were you, I'd...</p> <p>What/how about ...-ing?</p> <p>Let's....</p> <p>Perhaps you could...</p>	<p>In groups, students talk about themselves using a prompt sheet: E.g. the sports they play, how they keep fit, individual athletes or teams they admire etc.</p> <p>In groups students use information from the lecture, available reference sources and their own discussions, to prepare a presentation on different topics:</p> <p>E.g. health, diet, fitness, hygiene</p> <p>They present to the class.</p> <p>Teacher gives example sentences using both/neither, one/the other and the former/the latter on the board. Students compare the two sports people (from the Listening section), using information from comprehension questions.</p> <p>Teacher writes phrases for making plans/suggestions on the board and models pronunciation. Students repeat.</p> <p>Students write down 10 health/fitness problems and 10 ways of keeping fit/healthy. In pairs, one student chooses a problem and the other suggests a way of solving it.</p> <p>E.g. Student A: Exercise is boring.</p> <p>Student B: Let's go swimming together. We can have fun.</p> <p>Teacher revises "going to" for future plans and "will" for spontaneous decisions by giving examples on board. Teacher models pronunciation of short forms of going to/will</p>

Competencies	Contents	Learning activities and resources
<i>Students will be able to:</i>	<p>You could always...</p> <p>Going to/will</p> <p>E.g. I'm going to visit my friend this weekend.</p> <p>It's hot in here. I'll open a window.</p> <p>Pronunciation: going to / will (short forms)</p>	<p>E.g. I'm /gəʊɪŋ/ go shopping</p> <p>/all/ open a window</p> <p>Students repeat as whole class, in pairs and finally individually.</p> <p>Students are given different scenarios/prompts and asked to make dialogues practising "going to/will"</p> <p>E.g. shopping this afternoon</p> <p>Student A: I'm going to go shopping this afternoon.</p> <p>Student B: I'll come with you.</p> <p>Students act out their dialogues in front of the class.</p>
<ul style="list-style-type: none"> <li>read a newspaper article and identify the main arguments and give their own opinions</li> <li>read a factual article and scan to obtain specific information</li> <li>read a factual article and infer meanings of new words using contextual clues and/or knowledge of word formation</li> </ul>	<p><b>C. Reading</b></p> <p>An extract from a newspaper about sport E.g. women's football match</p> <p>Text on an unfamiliar sport e.g. skiing/ mountaineering</p>	<p>Students read the text and teacher asks them to note the 5/6 main ideas. Students discuss their selected points with a partner and give their own opinion. Students report back ideas to class.</p> <p>Students read the passage and answer comprehension questions.</p> <p>Students infer the meaning of key/unfamiliar words in the passage by matching them with definitions from a list supplied.</p>
<ul style="list-style-type: none"> <li>write a short report based on available data</li> <li>identify and follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</li> <li>write 2-3 paragraphs to describe and persuade</li> </ul>	<p><b>D. Writing</b></p> <p>A data table listing countries which have participated in the African Cup of Nations and facts about them (E.g. the winners, the host country, year, etc.)</p> <p>Relative clauses who/whose</p> <p>E.g. Derartu Tulu, whose nationality is Ethiopian, is a famous runner.</p> <p>Present perfect (with still/yet/already)</p> <p>E.g. She still hasn't done her homework.</p> <p>Descriptive and persuasive paragraphs</p>	<p>In groups students analyse the data and write sentences.</p> <p>E.g. Ethiopia participated four times in the African Cup of Nations and won the 19... Cup.</p> <p>Students write a short report, combining the sentences about each country into a paragraph and adding a brief introduction and conclusion. Students can be given writing outline:</p> <p>paragraph 1: introduction</p> <p>paragraph 2: country A</p> <p>paragraph 3: country B</p> <p>paragraph 4: country C etc</p> <p>last paragraph: conclusion (country with most/fewest wins; predictions for future)</p> <p>Students join two sentences together using relative pronouns</p> <p>E.g. Derartu Tulu is a famous runner. She is Ethiopian.</p> <p>Students look at pictures and make sentences using present perfect + still. not/not...yet/already</p> <p>Students follow the seven stages of writing and write paragraphs describing their favourite sports. They give reasons why young people should do exercise and try to persuade them.</p> <p>Teacher gives students a writing scaffold: i.e. topic sentences, paragraph headings and recommends/ revises useful language patterns. Teacher also refers back to reading text as model.</p> <p>Suggested paragraph topics:</p> <ol style="list-style-type: none"> <li>introduction</li> <li>favourite sports</li> <li>why exercise is important</li> </ol>

Competencies	Contents	Learning activities and resources
Students will be able to:	<p><b>E. Additional Learning Strategies</b></p> <p>Ground rules for learning environment</p> <p>Revision of some learning strategies from Grade 9</p> <ul style="list-style-type: none"> <li>English skills/strategies</li> <li>time management</li> <li>vocabulary notebook</li> </ul>	<p>Teacher and students draw up ground rules together for English classroom.</p> <p>E.g. Students must take responsibility for their own learning.</p> <p>Students and teacher must respect each other.</p> <p>Students should participate in all activities.</p> <p>It is okay to make mistakes.</p> <p>Rules should be written on a poster and displayed on wall.</p> <p>Teacher and students discuss use of English in other subjects</p> <ul style="list-style-type: none"> <li>What English skills do students need?</li> <li>What strategies are useful in other subjects? etc</li> </ul> <p>Teacher reviews the importance of time management/ daily routines. Students draw up a schedule for homework.</p> <p>Teacher encourages students to record vocabulary in a notebook or on paper. As a whole class activity, students and teacher record sports/fitness vocabulary from Unit 1 using different approaches covered in Grade 9</p> <p>E.g. pictures, collocations, sentences, translation of words etc</p>

**Assessment:**

Skill	Minimum learning competency	Task
Listening	Listen to descriptions and identify specific information through answering questions	Students listen to a passage read by the teacher and answer multiple choice questions.
Speaking	Compare people using appropriate language	Students are given photographs of two famous people and they orally compare them.



**Unit 2: Health – First Aid** (11 periods)

**Learning Outcomes:** By the end of Unit 2 students will be able to give and respond to instructions on first aid

**Language focus**

**Grammar:** first conditional, modal verbs, past simple/past continuous, sequencing words, present perfect simple/continuous, imperatives/present simple, question forms (which/what/how), going to (for prediction), sense verbs, somebody/anything etc

**Vocabulary:** health, accidents and emergencies

**Social expressions:** remembering/reminiscing

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to instructions and identify key content words by filling in a table</li> <li>listen to a story and follow the structure, logic and sequence through identifying discourse markers and tenses</li> <li>listen to a story and be able to retell what they have heard in some detail</li> </ul>	<p><b>A. Listening</b></p> <p>First aid instructions First conditional / modal verbs</p> <p>E.g. If you cut your hand, you should clean the wound and cover it with a bandage.</p> <p>A story about an accident</p> <p>Past simple/past continuous</p> <p>Sequencing words: first, next, then, finally, after, before, while</p> <p>E.g. While the boy was standing on the chair, a cat rushed past and knocked the chair over.</p>	<p>Teacher gives first aid instructions. Students listen to the instructions and fill in a table.</p> <p>E.g. cut hand – clean wound, cover with bandage</p> <p>Students listen to a story about an accident. They put pictures of the story in the correct order.</p> <p>Students retell the story using sequencing words.</p>
<ul style="list-style-type: none"> <li>contribute to and develop conversations around the unit topic</li> <li>ask and respond accurately to a basic range of open, closed and follow-on questions</li> <li>talk about the future using a range of structures</li> <li>recount stories and experiences in the past using a range of structures</li> <li>use a range of structures to remember and reminisce</li> </ul>	<p><b>B. Speaking</b></p> <p>Present perfect</p> <p>E.g. I've cut my hand.</p> <p>Imperatives/present simple for instructions</p> <p>E.g. Don't waste time. Rush the person to the hospital as soon as possible.</p> <p>First, you put the person in a sitting position.</p> <p>Question formation (which/what/how)</p> <p>E.g. What do you do if a snake bites you?</p> <p>Going to – for prediction</p> <p>E.g. He is going to fall.</p> <p>Revision of present perfect (contrasted with past simple)</p> <p>E.g. He's cut himself.</p> <p>How did it happen?</p> <p>Going to – for prediction</p> <p>E.g. He's going to burn himself.</p> <p>Sense verbs</p>	<p>Using the information from the first aid instructions table (see Listening section), students conduct a 3-way role-play between a sick/injured person, a first aid practitioner and a trainee first aid practitioner</p> <p>E.g. Student A: I've cut my hand</p> <p>Student B: Relax. First, you clean the wound and then put a bandage on it.</p> <p>Student C: I see but what do you do if ....</p> <p>Optional: First Aid worker is invited to class to ask/answer questions in English. Students prepare questions in small groups beforehand, choosing different question words. Teacher checks question formation before students ask questions.</p> <p>Students look at pictures of actions that are about to happen and describe them using "going to". In pairs, one student mimes an action and the other says what is going to happen.</p> <p>E.g. Student A: Aah aah aatch.....</p> <p>Student B: He's going to sneeze!</p> <p>Teacher gives pictures of potentially dangerous situations. Students work in small groups and interpret pictures and discuss what advice and warning they can give.</p> <p>Teacher elicits sense verbs and mimes actions/emotions</p> <p>E.g. The teacher looks sad/happy</p> <p>The food smells good/bad.</p>

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p>	<p>E.g. It sounds/feels/looks/ tastes/smells + adjective E.g. It smells good + as if E.g. It looks as if it's broken. + like E.g. It sounds like thunder. Social expressions: remembering and reminiscing E.g. It reminds me of... I remember + ing It sounds like... When I was [a child] I used to...</p>	<p>Teacher writes patterns that come after these verbs on the board and explains grammar. Students read prompts and make sentences using sense verbs. E.g. chicken – delicious: "It tastes delicious" In pairs, one student mimes and the other guesses by making phrases with "sense" verbs E.g. He looks angry, he looks as if he's going to shout Teacher writes expressions on board, checks grammar patterns and models pronunciation. Teacher gives students prompts and in small groups, students make as many phrases as they can using the prompt E.g. rain The smell of wet grass reminds me of the rain. I remember watching the rain on the window. It sounds like rain. When I was a child, I used to love the rain.</p>
<ul style="list-style-type: none"> <li>• predict the content of a story from pre-reading activities</li> <li>• read a story and retell it in chronological order</li> </ul>	<p><b>C. Reading</b> First aid vocabulary Story of an emergency/ accident</p>	<p>Teacher pre-teaches vocabulary for first aid using pictures and mime. Students match pictures with words. Teacher gives list of content words from the reading passage. Students use these to predict the subject/ content of the text. Students retell the story.</p>
<ul style="list-style-type: none"> <li>• write instructions and support them with pictures</li> </ul>	<p><b>D. Writing</b> Instructions Present perfect simple/ continuous E.g. He's written 3 letters. He's been writing all day. Some/any/every/no – body/ one/where/thing</p>	<p>Using the first aid instructions manual and gap-fill sentences (see Reading section) as a model, students write instructions on how to help a sick/injured person. Teacher gives scenario and prompts. Students support their instructions with simple pictures that indicate the sequence of actions. Teacher writes examples of present perfect simple and present perfect continuous on the board and explains/ mimes difference. Students look at pictures and choose correct verb: present perfect or present perfect continuous E.g. "I've cut my hand" or "I've been cutting my hand" Students make sentences from a substitution table using Some/any/every/no – body/one/where /thing E.g. The surgeon prepares everything before the operation. Everybody should give blood.</p>

Competencies	Contents	Learning activities and resources
<i>Students will be able to:</i>	<p><b>E. Additional Learning Strategies</b></p> <p>Vocabulary recording – affixes</p> <p>Revision of Grade 9 strategies</p> <ul style="list-style-type: none"> <li>• English environment</li> <li>• learner styles</li> <li>• prioritising skills</li> </ul>	<p>Students record affixes (prefixes and suffixes) used in the unit e.g. breathless. Students try to deduce meaning of certain affixes. E.g. –less can mean “without”</p> <p>Students add affixes to a root word and put in gaps to complete sentences.</p> <p>E.g. –less (homeless, penniless)</p> <p>He could not afford the rent for his house, so now he is homeless.</p> <p>Teacher reviews with students the ways of maximising the English environment and draws up a list of ideas</p> <p>E.g. English club, watching English movies etc</p> <p>Teacher asks students to complete sentences about themselves (with regard to learning) beginning “I like...” and “I don’t like”. In pairs, students compare answers and discuss what this means about their own learning styles.</p> <p>Based on their sentences, students prioritise the skills and areas they need to focus on in Grade 10. They rank which skill is their strongest and why; and which skill they need to work on more and why.</p>

**Assessment:**

Skill	Minimum learning competency	Task
Reading	Read a story and retell it in chronological order	Students are given different short stories to read. They retell the story to the teacher.
Writing	Write instructions and support them with pictures	Students are given pictures of a machine/ process and they write instructions/ sentences for each picture.

**Unit 3: Fiction** (11 periods)

**Learning Outcomes:** By the end of Unit 3 students will be able to read a variety of fiction texts and express their views

**Language focus**

**Grammar:** past tenses (past simple/continuous/perfect), verb patterns (+infinitive with 'to', + object + infinitive with 'to' or + gerund), 2nd conditional, reported speech

**Vocabulary:** stories and story-telling (e.g. genres, people, adjectives)

**Social expressions:** telling a story

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to descriptions and dialogues and identify gist</li> <li>predict the content of a story using a variety of contextual clues</li> <li>listen to a story and retell what they have heard in some detail</li> </ul>	<p><b>A. Listening</b></p> <p>Phrases/short dialogues for genre identification</p> <p>Story</p> <p>Past simple/continuous/perfect</p> <p>E.g. The man went into the room.</p> <p>The woman was screaming.</p> <p>They hadn't seen the body.</p>	<p>Teacher lists various fiction genres on the blackboard. E.g. poem, romance, detective story, adventure. Teacher reads out a phrase/short dialogue and students match by ticking genre</p> <p>E.g. I will always love you.... - Romance</p> <p>The teacher asks the students to listen to a story – after the first section of the story, students choose an appropriate sentence from a given list to complete the section. The exercise is continued with the following 2 sections of the story.</p> <p>The students relate what they can remember of the story and retell it.</p>
<ul style="list-style-type: none"> <li>recount stories in the past using a range of structures</li> <li>contribute to and develop conversations around the unit topic</li> <li>report what they have heard</li> <li>recount stories in the past using a range of structures</li> </ul>	<p><b>B. Speaking</b></p> <p>Verb patterns</p> <ul style="list-style-type: none"> <li>verb followed by infinitive (with 'to')</li> <li>verb followed by "gerund"</li> <li>verbs followed by object + infinitive</li> </ul> <p>E.g. decided to go</p> <p>E.g. like cooking</p> <p>E.g. warn her to wait, teach you to speak</p> <p>2nd conditional</p> <p>E.g. If I were the stranger, I would try to talk with everyone.</p> <p>Dialogue to reported speech</p> <p>E.g. Don't move!</p> <p>The detective told them not to move.</p> <p>Social expressions: telling a story:</p> <p>First of all ...</p> <p>To begin with...</p> <p>Then...</p> <p>After that...</p> <p>Finally...</p> <p>To cut a long story short...</p> <p>So in the end...</p> <p>All in all /...</p> <p>Pronunciation (short forms: 'd)</p> <ul style="list-style-type: none"> <li>2nd conditional</li> <li>Past perfect</li> </ul>	<p>Teacher asks students to recall verb patterns in the story (from listening). Different categories are collected on the blackboard. Students choose some examples and create a story using these verb patterns.</p> <p>Vocabulary extension: students are given a list of characters which they match to different genres</p> <p>E.g. detective, body, stranger – murder mystery</p> <p>Students add more examples of their own.</p> <p>Students imagine they are characters in one of the stories and orally make sentences about what they would do</p> <p>E.g. If I were the detective, I would listen as much as possible</p> <p>Students read a short play script and act out the parts in small groups. They decide which genre it belongs to e.g. comedy, thriller etc. Teacher gives groups of students different genres which they must keep secret from the class. They write a short play script/dialogue of their own and act it out. Other groups guess the genre and express their opinions, saying what they liked about the play.</p> <p>Groups exchange scripts and put a section of dialogue into reported speech.</p> <p>Teacher writes a list of story-telling phrases on the board. Students look at pictures from a story. In groups, students make up a story where each student introduces one step of the story using a suitable phrase from the list. Students could read their story to the class as if it were a radio drama.</p> <p>Teacher writes examples of sentences on board and highlights contracted forms when speaking</p> <p>E.g. He'd = he would / he had</p> <p>Teacher models pronunciation of 2nd conditional and past perfect phrases. Students repeat and practise in pairs.</p>

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• read stories and skim to get the general idea</li> <li>• read stories and express their views and give reasons</li> </ul>	<p><b>C. Reading</b> Reading for enjoyment</p>	<p>If possible students have access to a range of short fiction texts including simple poetry. The majority of the texts should be written by African writers and based in Africa. In pairs, they skim texts to choose what they want to read and the teacher moves around the class supporting individuals.</p> <p>When they have read texts, in groups, the students complete a chart and design a cover for the story, or an illustration for a poem.</p> <p>E.g. Title: Author: What the story/poem is about Characters Why I think you should read this</p> <p>Optional: if graded readers are available, students should be encouraged to read them over a number of weeks and write a short book report or keep a reading log to share with the class.</p>
<ul style="list-style-type: none"> <li>• write a short informal letter</li> </ul>	<p><b>D. Writing</b> Formal/informal letters Punctuation – auction game Verb patterns E.g. decide to go Past perfect E.g. The murderer had left the room before we arrived. Past tenses – mixed Revision of reported speech Revision of 2nd conditional E.g. If I were rich, I would buy a car. Narration</p>	<p>Teacher gives students examples of appropriate openings and closings for formal/informal letters. These are mixed up on the board. Students match possible openings with appropriate closings.</p> <p>Teacher elicits characteristics of an informal letter and notes on the board.</p> <p>Students are asked to write a 3 paragraph letter to the main character of one of the stories, giving their own opinion on the situation and giving advice.</p> <p>When they have completed the first draft of their letter, they exchange it with a partner and check each other's for accuracy paying particular attention to punctuation and capitalisation.</p> <p>Teacher plays "Punctuation Auction Game" with class. Students in groups are given an imaginary sum of money. The teacher puts sentences on the board, some correctly punctuated, some not. Groups 'bid' for sentences that they think are correct. If they are wrong they lose their money. The group with the most money at the end wins the game.</p> <p>Students copy examples of verb patterns from Reading 2. They note different verb pattern groups.</p> <p>Students put given verbs in a sentence into the correct form (+infinitive with 'to', + object + infinitive with 'to' or + gerund). Teacher checks answers. Students write on 3 separate papers (+infinitive with 'to', + object + infinitive with 'to' or + gerund). Teacher calls out verb and students hold up card with appropriate matching verb pattern e.g. decide = + infinitive with 'to'</p> <p>Teacher pulls examples of past perfect from listening and reading texts and puts on board. Teacher elicits form and use. Students complete gap-fill sentences with past perfect verbs.</p> <p>Students read a cloze text and put the verbs given into the appropriate past tense (past simple/ continuous / perfect).</p>



Competencies	Contents	Learning activities and resources
Students will be able to:		<p>Teacher puts different examples of direct speech on the board and elicits the rules for reported speech and, with the help of students, completes transformations. E.g. Stop! – He told them to stop</p> <p>Why are you here? – He asked them why they were here.</p> <p>Do you speak Amharic? – He asked them if they spoke Amharic.</p> <p>He loves cooking – He said he loved cooking.</p> <p>Teacher underlines reporting verbs on board and students match with statements/orders/questions</p> <p>E.g. say – statement tell – command ask – question etc</p> <p>Teacher elicits more examples of reporting verbs</p> <p>E.g. reply, order etc</p> <p>Students complete 2nd conditional sentence halves</p> <p>E.g. If I had a car.....(I would drive to school). (If I saw a crime)....I would go to the police.</p> <p>Students are given the first line of a story. They continue writing the story using their imagination. In groups, they read out their stories.</p>
	<p><b>E. Additional Learning Strategies</b></p> <p>Focus on grammar, assessment and goal setting</p>	<p>With the help of the teacher, students list the types of ways they can learn grammar</p> <p>E.g. rules from the teacher; working out rules themselves from writing/listening models; using a grammar book; reading and recognising grammar patterns etc.</p> <p>Students use smiley faces to evaluate each and highlight the ones they use themselves.</p> <p>They decide to focus on one strategy they haven't used before/regularly and practise in the following lessons.</p> <p>Students discuss with the teacher whether it is okay to make grammatical errors. If yes, when is it okay and what kinds of errors are okay?</p> <p>Students discuss with teacher ways of collating grammar rules and record some examples as a model:</p> <p>E.g. past continuous: recording form of verb (was/were + -ing), spelling rules (for -ing), example sentences, pictures, contrasting with another verb form (e.g. past simple).</p> <p>Teacher pulls examples of past perfect and verb patterns from listening and reading texts to highlight forms, context and use of these grammatical items. Students use Reading 2 to locate a grammar item of their choice and record examples/rules using previous model</p> <p>Students record their marks for grammar exercises (E.g. cloze, sentence completion) in this Unit and set themselves a grammar goal for the next Unit (E.g. get higher marks; record examples of a challenging grammar item etc)</p>

**Assessment:**

Skill	Minimum learning competency	Task
Speaking and Listening	Report what they have heard	Teacher says some statements/commands/questions and students transform them into reported speech
Writing	Write a short informal letter	Teacher assesses in-class writing

**Unit 4: Moral Education and Personal Responsibility** (11 periods)

**Learning Outcomes:** By the end of Unit 4 students will be able to show awareness of moral issues and personal responsibility

**Language focus**

**Grammar:** modal verbs (mixed), gerunds, cause/effect, verb patterns, adverbs of manner, direct/indirect objects

**Vocabulary:** morals and ethics, adjectives for describing character/personality

**Social expressions:** apologising, agreeing/disagreeing (so do I/neither do I)

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to a description and identify main ideas</li> </ul>	<p><b>A. Listening</b></p> <p>A descriptive text involving a young person experiencing a conflict about the right course of action</p> <p>Modal verbs (should, ought to, might, could, must, may, have to, will)</p>	<p>Teacher reads a passage. Students are asked to note down the main difficulties and in their groups decide what the character should do to resolve them</p> <p>E.g. She should talk to her teacher</p> <p>The teacher asks a representative from each group to come to the front of the classroom and give their group's opinion. Other students are encouraged to ask questions after each person speaks.</p>
<ul style="list-style-type: none"> <li>use a range of structures to express agreement/disagreement</li> <li>express cause and effect</li> <li>agree, disagree and express simple counter arguments</li> <li>use a range of structures to apologise</li> <li>ask for opinions, express their own opinion and support it</li> <li>use previous knowledge to pronounce new words and structures</li> </ul>	<p><b>B. Speaking</b></p> <p>Agreeing/disagreeing: so do I/ neither do I</p> <p>Pronunciation: word stress for emphasis</p> <p>Gerunds</p> <p>E.g. Caring for others is right</p> <p>Cause and effect</p> <p>E.g. If you steal, you will go to jail.</p> <p>Caring for others leads to a happier society.</p> <p>You should act responsibly so that others follow your example.</p> <p>Social expressions: apologising:</p> <p>E.g. Sorry, I didn't mean to .....</p> <p>I am sorry but.....</p> <p>I apologise for .....</p> <p>I hope you will forgive me but .....</p> <p>I seem to have made a mistake. I'm really sorry.</p> <p>I am very sorry for the misunderstanding .....</p> <p>I hope you will understand .....</p>	<p>Teacher writes statements on the board and builds up a list of phrases for expressing same/different feelings using so/neither</p> <p>E.g. I am from Ethiopia – So am I / I'm not!</p> <p>I like injera – So do I / I don't!</p> <p>I'm not happy – Neither am I / I am!</p> <p>I don't like coffee – Neither do I / I do!</p> <p>Teacher explains rules and students copy examples. Teacher models word stress and students repeat.</p> <p>E.g. Speaker 1: I'm from Tigray.</p> <p>Speaker 2: I'm not!</p> <p>Students practise in pairs: one student makes a statement and the other agrees or disagrees.</p> <p>Introduction to Right and Wrong</p> <p>Students are asked to write down 3 things which are examples of 'wrong' behaviour and 3 examples of 'right' behaviour</p> <p>E.g. Stealing is wrong</p> <p>Teacher collects examples and displays on the board.</p> <p>With the teacher's help, students look at the cause and effect of such behaviour. Teacher models language patterns, providing examples.</p> <p>Students are encouraged to agree and disagree with the suggestions with reasons.</p> <p>The teacher collects from the class different ways of saying sorry and puts these on the board, checking pronunciation and understanding.</p> <p>Teacher organises students into groups and gives each group a situation card. E.g. Your football team are playing an important game and you want to see it with your friends. Your parents say you have to go with them to visit your grandmother who is ill.</p> <p>The students prepare a short role play based on the situation using appropriate expressions of apology.</p>

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p>		<p>The class watch the groups' role plays and discuss the issues involved.</p> <p>The teacher presents the class with a moral/ethical problem. E.g. There is only enough medicine to treat 3 of the villagers who are suffering from AIDS. Who should be given the medicine?</p> <ul style="list-style-type: none"> <li>• A young mother of two children whose husband has already died from the disease.</li> <li>• A five-year-old child</li> <li>• A young university graduate who wants to become a doctor</li> <li>• The father of a family of 6 children</li> <li>• The Head teacher of a local school</li> <li>• A religious leader</li> <li>• A hearing impaired 18-year-old.</li> </ul> <p>Students are asked to work in groups to make the decision. Ideas and reasons are shared in whole class discussion.</p> <p>(see reading section – labels and warnings)</p>
<ul style="list-style-type: none"> <li>• read a story and relate what they have read to their own experience</li> <li>• read labels and warnings and scan to obtain specific information</li> <li>• read a story and skim to get the general idea</li> </ul>	<p><b>C. Reading</b></p> <p>Short story related to a central character who is facing a difficult situation.</p> <p>Verb patterns E.g. decide to go</p> <p>Labels/warnings Narrative text Adverbs of manner E.g. suddenly, quickly, violently etc</p>	<p>Students read the story independently and answer questions for understanding.</p> <p>They also try to think of occasions in their own lives when they have been uncertain about what to do.</p> <p>The teacher asks students to look at verb patterns, copy examples and group them according to their pattern. Students can add these to their lists from the previous unit.</p> <p>Teacher gives the class examples of labels and warnings that will be familiar to them. These can be distributed, displayed, in the text book, or written on the board. Students answer comprehension questions.</p> <p>Students look for imperatives and verb patterns in the short texts and attempt to pronounce new words using previous knowledge.</p> <p>Students read a short narrative text about a person in trouble. Students then read a list of adverbs and decide where to put these adverbs in the story to add colour/drama. Teacher gives feedback on position of adverbs. Students read the passage aloud in a dramatic fashion.</p>

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• write warnings and support them with pictures</li> <li>• reply to an informal letter</li> </ul>	<p><b>D. Writing</b></p> <p>Warnings</p> <p>Informal letter</p> <p>Problems – selection of letters taken from the problem page of a magazine for young people.</p> <p>Adjectives of character</p> <p>Adverbs of manner</p> <p>E.g. You should behave sensibly.</p> <p>You should listen carefully.</p> <p>You should act responsibly</p> <p>Verbs with two objects (direct/indirect objects)</p> <p>E.g. Give me the book</p>	<p>In pairs students think about what warnings they would give to people of their own age to help them avoid danger or difficulty. They write these using the reading examples as models and illustrate with pictures. The teacher displays these in the classroom.</p> <p>Teacher reminds students of the characteristics of an informal letter including openings/closings.</p> <p>Students are asked to choose one problem and write a letter in response giving advice.</p> <p>When they have completed the first draft of their letter, they exchange it with a partner and check each other's for accuracy paying particular attention to punctuation and capitalisation.</p> <p>Students revise vocabulary for adjectives of character. They change a list of adjectives into adverbs, being careful of spelling changes. Students match these adverbs to sentences of advice and place in the appropriate position.</p> <p>Teacher reviews object pronouns with students. Teacher writes on board a list of verbs that can take two objects</p> <p>E.g. lend, tell, give etc</p> <p>Using a substitution table, students make sentences using direct/indirect objects</p> <p>E.g. Tell me the truth; give it to me</p>
	<p><b>E. Additional Learning Strategies</b></p> <p>Dictionary skills – looking up words and choosing correct meaning</p>	<p>Students are given a picture of a human body to label</p> <p>E.g. chest, head, mouth, foot, cheek, nail, palm, neck, calf, hand</p> <p>Students then match these words with another meaning, using dictionaries to check answers</p> <p>E.g. a large strong box with a lid – chest</p> <p>the most important person – head</p> <p>the place where a river goes into the sea – mouth</p> <p>a measure of length – foot</p> <p>Students test their friends by choosing other words that have more than one meaning and giving examples</p> <p>E.g. This word means baby cow and is also part of your leg – calf</p>

### Assessment:

Skill	Minimum learning competency	Task
Reading	Read labels and warnings and scan to obtain specific information	Students read a selection of different labels/warnings and answer multiple choice questions
Writing	Reply to an informal letter	Teacher assesses in-class writing activity

**Unit 5: Advertising** (11 periods)

**Learning Outcomes:** By the end of Unit 5 students will be able to demonstrate comprehension of advertisements and advertising and produce their own examples

**Language focus**

**Grammar:** who (as subject/object of questions), extreme adjectives, adverbs of degree, comparatives/superlatives (more/less), so/such, someone/somewhere/something, who/that

**Vocabulary:** advertising and publicity, products (including adjectives for describing products)

**Social expressions:** illustrating a point

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to advertisements and identify gist</li> <li>listen to a lecture and identify key content words</li> </ul>	<p><b>A. Listening</b></p> <p>Advertisements</p> <p>A talk on advertising</p>	<p>Students listen to advertisements and match to products.</p> <p>Students listen to a description of a product and make an advertising slogan for the product.</p> <p>Students listen to an advertising executive talking about what makes a successful advert. Students take notes of the key points.</p>
<ul style="list-style-type: none"> <li>describe objects using appropriate language</li> <li>ask and respond accurately to a basic range of questions</li> <li>ask for opinions, express their own opinion and support it</li> <li>describe objects using appropriate language</li> </ul>	<p><b>B. Speaking</b></p> <p>Who (as subject/object of questions)</p> <p>E.g. Who will buy this product?</p> <p>Who does this product appeal to?</p> <p>Who as subject and object of questions</p> <p>E.g. Who does Mary love? – John</p> <p>Who loves Mary? - Tony</p> <p>Extreme adjectives/adverbs of degree</p> <p>E.g. This washing powder is absolutely fantastic.</p> <p>Comparatives/superlatives</p> <p>E.g. It leaves your clothes whiter than white.</p> <p>Imperatives</p> <p>E.g. Buy this product today!</p> <p>So/such</p> <p>E.g. This is such a great product!</p> <p>It is so useful</p> <p>Pronunciation: weak forms – comparatives/superlatives</p> <p>Someone/somewhere/something</p> <p>Thing/stuff</p> <p>Relative pronouns: who/that</p> <p>E.g. A dentist is someone who checks your teeth.</p>	<p>Teacher brings some products into the classroom and asks students about them:</p> <p>E.g. Insect spray: What is this? – stuff that kill insects</p> <p>Who will buy this product?/ Who does this product appeal to? Someone who has an insect problem</p> <p>Why? It is very effective. It is quite cheap.</p> <p>Teacher draws a square on the board with different names at each corner. Teacher explains that each person loves another</p> <p>E.g. Mary loves John. John loves Sandra. Sandra loves Tony. Tony loves Mary.</p> <p>Teacher asks students questions about the people.</p> <p>Students practise asking/answering questions about the people.</p> <p>Students make their own examples and practise in pairs.</p> <p>Students discuss any TV/radio adverts they have seen/heard and say what they think about them. (If possible students should be given the opportunity to listen to/watch a TV /radio advert).</p> <p>Students discuss what makes a good product. They rank answers and reach consensus.</p> <p>Students are given different products to advertise in small groups. Students use language of listening texts as a model. They prepare a short TV/radio advert for the product and present.</p> <p>Teacher writes examples of phrases with comparatives/superlatives on board and models pronunciation of short forms:</p> <p>-er E.g. bigger /bɪgə/ than /ðən/ the + superlative E.g. the /ðə/ best</p> <p>Students repeat and practise in pairs.</p>



Competencies	Contents	Learning activities and resources
<i>Students will be able to:</i>	<p>A wardrobe is somewhere that you store clothes.</p> <p>A fly swat is a thing that you use for killing insects.</p> <p>The stuff that you put on your toothbrush is called toothpaste.</p> <p>Social expressions: Illustrating a point:</p> <p>E.g. For example, ...</p> <p>For instance, ...</p> <p>To give you an idea..</p> <p>For one thing..</p> <p>Take the way he/she..</p>	<p>Teacher introduces the words “someone/somewhere/something” and the spoken lexical items “thing/stuff” and explains that “thing” is for countable nouns and “stuff” for uncountable nouns. Teacher writes a list of nouns on the board and students divide into person/place/countable object/uncountable object.</p> <p>Students match some example words with their definitions using the language patterns:</p> <p>someone who</p> <p>a thing that</p> <p>stuff that</p> <p>somewhere that</p> <p>Students then define nouns of their choice using these language patterns. They test partners by reading a definition and asking for the name of the object/person/place being described.</p> <p>Teacher writes a list of phrases on the board and elicits positive/negative adjectives for describing products</p> <p>E.g. expensive, efficient, time-consuming, fast etc</p> <p>Students complete descriptions of products by introducing extra information using phrases given.</p> <p>E.g. The CD player is really expensive. To give you an idea, it costs more than a month’s salary.</p>
<ul style="list-style-type: none"> <li>• read advertisements and express their view</li> <li>• read factual articles and skim to get the general idea</li> <li>• read factual articles and scan to obtain specific information</li> </ul>	<p><b>C. Reading</b></p> <p>Examples of authentic adverts from magazines/newspapers/TV, etc.</p> <p>A text from a marketing company explaining the process involved in advertising a product and the advantages to the consumer.</p> <p>A text about the disadvantages of advertisements.</p>	<p>Students read authentic adverts and discuss any common features</p> <p>E.g. Use of colour/illustration/vocabulary.</p> <p>They compare and contrast different adverts for a similar product and make judgements on which is most effective.</p> <p>Jigsaw reading: students are divided into two groups. One group reads the text from the marketing company and the other reads the text about disadvantages. Both groups answer gist questions and more detailed questions.</p>
<ul style="list-style-type: none"> <li>• write a piece of publicity individually or in a group</li> </ul>	<p><b>D. Writing</b></p> <p>Vocabulary groups</p> <p>Extreme adjectives</p> <p>E.g. marvellous, dreadful</p> <p>Adverbs of degree</p> <p>E.g. very interesting, absolutely fantastic</p> <p>Comparatives/superlatives</p> <p>more/less (much/many more; much less)</p> <p>So/such</p> <p>Adverts</p>	<p>Using the adverts from the reading section, the teacher extracts examples of vocabulary for advertisements:</p> <ul style="list-style-type: none"> <li>• positive extreme adjectives</li> <li>• superlatives/comparatives,</li> <li>• imperatives</li> <li>• adverbs of degree</li> </ul> <p>Students are encouraged to record vocabulary in these groups.</p> <p>Students are given a list of adjectives (including extreme) which they group as positive or negative. Students check with dictionary/teacher:</p> <p>E.g. positive – good, excellent, marvellous, tasty, delicious</p> <p>negative – bad, dreadful, terrible, awful, foul</p> <p>Students grade adjectives from weak to strong</p> <p>E.g. good – tasty – delicious</p>

Competencies	Contents	Learning activities and resources
Students will be able to:		<p>Teacher writes a list of adverbs of degree on the board and asks students to grade them from weak to strong. E.g. not very – quite – very – really – absolutely</p> <p>Teacher explains the difference between extreme and other adjectives by matching adverbs of degree with adjectives. E.g. very – good; absolutely – fantastic, really – can be used for extreme and other adjectives</p> <p>Students choose correct adverb(s) of degree to complete sentences E.g. The food in the restaurant was (very/really/absolutely) delicious.</p> <p>Students revise formation and use of comparatives/superlatives. They complete sentences using adjective/noun prompts E.g. Bahr Dar is less crowded than Addis Ababa. There are more cars in the towns than the countryside. The countryside has much less pollution than the cities.</p> <p>Teacher writes examples of so/such on the board and helps students deduce rule. Students change sentences with “so” into sentences with “such” and vice versa E.g. Tesfaw is so good at speaking English. Tesfaw is such a good English speaker.</p> <p>Students design posters advertising familiar or new products.</p>
	<p><b>E. Additional Learning Strategies</b></p> <p>Accessing English outside the classroom</p> <p>Feedback on grammar goal</p>	<p>Students collect adverts written in English and bring to the classroom. Students explain what the advert says and whether it is effective or not.</p> <p>Teacher checks whether students have met their grammar goal from Unit 3.</p>

**Assessment:**

Skill	Minimum learning competency	Task
Speaking	Describe objects using appropriate language	Students describe products that the teacher gives them.
Reading	Read factual articles and skim to get the general idea	Students read texts within a short time limit and answer questions for gist

**Unit 6: Drugs** (11 periods)

**Learning Outcomes:** By the end of Unit 6 students will be able to discuss the issue of drugs and drug abuse

**Language focus**

**Grammar:** zero conditional, modal verbs, cause/effect, past simple active/passive

**Vocabulary:** drugs and addiction, language of graphs

**Social expressions:** identifying/thinking about problems

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>predict the content of a story using a variety of contextual clues</li> <li>listen to a story and identify main ideas through taking notes</li> </ul>	<p><b>A. Listening</b></p> <p>Short story about someone whose life was destroyed by drugs, but then through counselling, treatment and self-will, rebuilt themselves</p>	<p>Students look at a picture or vocabulary connected with the story and predict content.</p> <p>Students listen to the story and note main points.</p>
<ul style="list-style-type: none"> <li>ask for opinions, express their own opinion and support it (including illustrating a point)</li> <li>contribute to and develop conversations around the unit topic</li> <li>research and give a short presentation on a chosen topic</li> <li>agree, disagree and express simple counter arguments</li> <li>describe graphs using appropriate language</li> <li>use a range of structures to identify problems</li> </ul>	<p><b>B. Speaking</b></p> <p>Zero conditional/modal verbs E.g. If you drink alcohol, you may get a headache.</p> <p>Cause/effect E.g. leads to, results in, ends up, means</p> <p>Modal verbs (should/ought to/must) E.g. He should stop smoking. She must see a counsellor.</p> <p>Language of graphs E.g. Increase, decrease, remain constant</p> <p>Social expressions: Identifying/thinking about problems: The trouble is... The problem is... The awful/worst/terrible thing is... Don't forget that... In a case like this, ... In a situation like this, ... In this sort of situation, ...</p>	<p>Teacher writes the word “drugs” on the board and asks students what they associate with the word. Teacher puts elicited words in mind map.</p> <p>Students are organised into groups. Different groups discuss and brainstorm:</p> <ol style="list-style-type: none"> <li>the various drugs that are in circulation and what they know about them and their effects.</li> <li>the consequences of taking drugs</li> <li>the reasons why people take drugs</li> </ol> <p>Groups are reformed in order to share information from the three topics.</p> <p>Students return to their original groups and report back.</p> <p>Students work in pairs and role play a conversation between friends who are worried about the drug-taking habits of a classmate. They try to decide whether they should ignore the behaviour/talk to them and give advice/ report to a teacher/parent.</p> <p>Teacher writes on the board a suitable structure for a talk and elicits useful language in note form.</p> <p>Students individually prepare a short talk suitable for a school's anti-drug club or a broadcast by a school's media club on the dangers of drug taking.</p> <p>In groups students read their talks to each other.</p> <p>Optional – selected students present their talks at the next club meeting, or have the opportunity to broadcast.</p> <p>Groups are given one of the following debate topics:</p> <ol style="list-style-type: none"> <li>Chat is of no benefit to society</li> <li>All drug addicts should be sent to jail</li> <li>Alcohol should not be sold to people under 30 years of age</li> <li>Cigarettes should be banned in Ethiopia</li> </ol> <p>Students prepare arguments for and against the topic they have been given. They prepare speeches for a debate, and present these to 3 groups so that everybody has the opportunity to listen to a debate on each of the topics.</p>

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p>		<p>Speaking information gap: in pairs, one student describes information on a graph (about drugs) and the other draws. Students then swap roles.</p> <p>Teacher writes expressions on board and models examples.</p> <p>Students are divided into teams and given a list of problem topics</p> <p>E.g. Smoking, drugs, unemployment, alcohol, learning English, forgetting to do your homework</p> <p>Team A chooses a topic and Team B has to say a related sentence using one of the expressions within a specified time limit (e.g. 15 seconds).</p> <p>E.g. Smoking – the trouble is you need will-power to stop.</p> <p>If Team B makes a suitable sentence in the time given, they score a point. Teams swap roles and the team with the most points at the end is the winner.</p>
<ul style="list-style-type: none"> <li>• read a factual article and make notes of the main points</li> <li>• read a factual article and scan to obtain specific information</li> <li>• read and interpret statistical data</li> </ul>	<p><b>C. Reading</b></p> <p>Advice booklet written for young people on the consequences of drug abuse.</p> <p>A passage on drugs in an international context.</p> <p>Graphs</p>	<p>Teacher writes the word “consequences” on the board and elicits vocabulary/ideas connected with drug taking</p> <p>E.g. death, serious illness, addiction etc</p> <p>Students copy vocabulary from board, read text in pairs and tick items if they are mentioned in text.</p> <p>Teacher helps students with any information they find confusing.</p> <p>Students take notes of main points.</p> <p>Students read text and record information in a chart or table:</p> <p>E.g. Type of drug</p> <p>Where grown</p> <p>How trafficked</p> <p>Impact on society</p> <p>Students look at examples of graphs and match to key vocabulary</p> <p>E.g. increase/decrease</p> <p>rise dramatically</p> <p>remain constant etc</p>
<ul style="list-style-type: none"> <li>• write a short report based on available data</li> <li>• identify and follow the seven stages of writing</li> <li>• write 2-3 paragraphs to describe and persuade</li> </ul>	<p><b>D. Writing</b></p> <p>Graph language</p> <p>Past simple active/passive</p> <p>E.g. 2000 cars were exported in 1999.</p> <p>More schools were built in 2005 than in 2004.</p> <p>In 2005, Saudi Arabia exported more oil than Libya.</p> <p>A report</p> <p>Cause/effect</p> <p>E.g. leads to, results in, ends up, means</p> <p>Zero conditional/modal verbs</p>	<p>Students read graphs and complete gap-fill sentences with appropriate graph vocabulary and choosing active/passive verbs</p> <p>Students are given data (in the form of a graph/ graphs) relating to drugs in Ethiopia. Using the data they prepare a report for their school newspaper/ magazine, or for display in the anti-drug club room.</p> <p>Students match sentence halves incorporating cause/ effect language</p> <p>E.g. Consuming too many calories results in – obesity</p> <p>Cutting down the rainforests leads to – higher global temperatures and loss of animal species</p> <p>Using a substitution table, students write sentences using an if-clause and a modal verb</p> <p>E.g. If you drink alcohol, you may get a headache.</p>

Competencies	Contents	Learning activities and resources
<i>Students will be able to:</i>	Past simple passive Descriptive and persuasive paragraphs	Students transform active sentences into the passive E.g. The government built 100 schools – 100 schools were built by the government Students record a list of irregular past participles and add more that they know E.g. Built, sent, won Students follow the seven stages of writing and write paragraphs describing the drugs situation in Ethiopia and the dangers of taking drugs, persuading others not to get involved. Teacher gives students a writing scaffold: i.e. topic sentences, paragraph headings and recommends/ revises useful language patterns. Teacher also refers back to reading text as model. Suggested paragraph topics: 1. introduction 2. drugs situation in Ethiopia 3. why young people should not take drugs
	<b>E. Additional Learning Strategies</b> Dictionary work • understanding definitions	Students look at examples of definitions from a dictionary and match to words. E.g. syringe – is a type of medical instrument used for extracting blood Students then read a list of words connected to the unit topic and write/say definitions for each word using the following patterns: ..is a type of.. ..is a/the place where.. ..is used for.. ..means not.. ..is part of.. ..is a large/small.. ..lives in/is found in.. ..means the same as.. ..means connected with.. When you..., you....

**Assessment:**

Skill	Minimum learning competency	Task
Speaking	Describe graphs using appropriate language	Students interpret and describe information presented in a graph
Listening/Writing	Listen to a story and identify main ideas	Teacher reads a short story about a young person involved in drugs. Students take notes and write up the story in their own words.



**Unit 7: Natural Disasters** (11 periods)

**Learning Outcomes:** By the end of Unit 7 students will be able to talk about natural disasters

**Language focus**

**Grammar:** would, so/such, mixed tenses (active/passive), somebody/everything etc, prepositions of time

**Vocabulary:** disasters (natural and man-made)

**Social expressions:** showing uncertainty

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>predict the content of a news broadcast using a variety of contextual clues</li> <li>listen to a news broadcast and identify specific information</li> </ul>	<p><b>A. Listening</b></p> <p>A listening text – news broadcast relating to disaster e.g. earthquake, floods etc</p>	<p>Students look at a picture or vocabulary connected with the story and predict content.</p> <p>Students listen to the story and note main points.</p>
<ul style="list-style-type: none"> <li>recount stories and experiences in the past using a range of structures</li> <li>use a range of structures to show uncertainty</li> </ul>	<p><b>B. Speaking</b></p> <p>Mixed past tenses E.g. The ground opened up and swallowed the houses. I would... E.g. I would take a picture of a child. So/such E.g. The volcanic eruption was so strong that it destroyed the small island. It was such a strong eruption that it destroyed the small island. Social expressions: showing uncertainty: I'm afraid I don't know. I'm sorry I don't know. I'll have to think about it. I'm really not sure. I haven't a clue. I've forgotten. It's no good, I can't remember.</p>	<p>In groups, students look at pictures of different kinds of disasters and create an oral story about the event, using past tenses.</p> <p>Students imagine they are at the scene of these disasters and discuss and record what photographs they would take for a newspaper/magazine e.g. a child stranded in the middle of the lava. Teacher models use of "would".</p> <p>Teacher provides a list of disasters on the chalkboard and asks students to group them to natural, man-made and those with elements of both E.g. flooding caused by heavy rain, but exacerbated by deforestation. The teacher asks students to work in small groups and to select a disaster and to brainstorm words related to the disaster and then present to the rest of the class.</p> <p>So/such practice: in pairs, one student says sentence with "so" related to the listening text; partner changes it to "such"</p> <p>General knowledge quiz: Teacher divides the class into teams. Teams prepare general knowledge questions to ask each other. In each team, students take it in turns to ask the questions and keep the score. Each team scores 2 points for a correct answer and one point if a team member uses one of the phrases, admitting they don't know the answer.</p>
<ul style="list-style-type: none"> <li>read a newspaper article and skim to get the general idea</li> <li>read a newspaper article and distinguish between fact and opinion</li> <li>read a newspaper article and relate what they have read to their own experience</li> </ul>	<p><b>C. Reading</b></p> <p>A newspaper text describing a natural disaster and its impact</p> <p>Fact/opinion</p> <p>Social expressions: Revision of remembering and reminiscing</p> <p>Prepositions of time (in/on/at/ or no preposition e.g. last/every/next/this)</p>	<p>General knowledge quiz: Teacher divides the class into teams. Teams prepare general knowledge questions to ask each other. In each team, students take it in turns to ask the questions and keep the score. Each team scores 2 points for a correct answer and one point if a team member uses one of the phrases, admitting they don't know the answer.</p> <p>Students have one minute to skim to find the main idea of the text. They report the main idea to their partner/ rest of the class.</p> <p>Students read the text again and note down main points, dividing them into two columns: fact or opinion.</p>

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p>		<p>Students relate what they read to any knowledge they have about disasters in Ethiopia. Teacher puts following prompts on board to help them:</p> <p>E.g. It reminds me of.. I remember.. It sounds like...</p> <p>Students copy/highlight the use of prepositions of time E.g. in 2004, at 9 o'clock, on Monday, last week (no preposition)</p> <p>Teacher reviews use of prepositions and students group time phrases into columns: in/on/at/no preposition and add other examples of their own.</p> <p>Students write in/on/at/Ø (= no preposition) onto separate pieces of paper. Teacher calls out a time phrase and students hold up the correct paper. E.g. next week – Ø</p>
<ul style="list-style-type: none"> <li>• write a short formal letter</li> <li>• make notes from a printed source</li> <li>• put notes into sentences and order sentences into logical paragraphs</li> <li>• identify and follow the seven stages of writing</li> <li>• write a guided or supported essay in 5 paragraphs including an introduction and conclusion</li> </ul>	<p><b>D. Writing</b></p> <p>Formal letter Summary: bullet points News report Some/any/every – body/one/where /thing E.g. Everyone panicked. The lava flowed everywhere. Someone saw Mixed tenses (active/passive) E.g. Bodies were pulled from the building. Police surrounded the area. Essay</p>	<p>Teacher teaches the format of a formal letter by providing examples. Students examine start/ending of formal letters. E.g. Dear Sir/Madam – Yours faithfully</p> <p>Students match formal letter phrases to informal phrases to highlight the difference in register E.g. I would be grateful if you could – please can you..?</p> <p>Students write a formal letter to the Red Cross explaining the urgent need for funding and resources in the aftermath of a disaster in their local area.</p> <p>Teacher provides some data on the board about a natural disaster. Students, with teacher's help, interpret the data orally. Teacher takes notes on the board in bullet points and students copy. Teacher guides students in turning notes into sentences by demonstrating with example on board.</p> <p>Students look at different data, E.g. casualties caused by a disaster and summarise the main information in bullet points themselves.</p> <p>Students use the information to write a report for the BBC or newspaper. They turn the notes into sentences and put the sentences into a paragraph using appropriate discourse markers.</p> <p>Students complete a cloze passage about a disaster using "Some/any/every – body/one/where /thing" and putting verbs given into appropriate tense and choosing either active/passive.</p> <p>Students follow the seven stages of writing and write a guided essay entitled: "The world is a more dangerous place than 50 years ago".</p> <p>Teacher gives students a writing scaffold: i.e. topic sentences, paragraph headings and recommends/revises useful language patterns. Teacher also refers back to reading text for useful ideas/ vocabulary.</p>

Competencies	Contents	Learning activities and resources
<i>Students will be able to:</i>		<p>Suggested paragraph topics:</p> <ol style="list-style-type: none"> <li>1. introduction</li> <li>2. description of natural disasters occurring now</li> <li>3. description of man-made disasters occurring now</li> <li>4. counter-arguments to the essay title</li> <li>5. conclusion</li> </ol>
	<p><b>E. Additional Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• active/passive knowledge</li> <li>• lexical chunks</li> <li>• collocations/word partners</li> </ul>	<p>Students are given a list of lexical items. In pairs, they divide them into two columns: words they actively need to know and words they may need to know passively. Students discuss how they make the division. With the teacher, they draw up a list of factors needed to actively “know” a word:</p> <p>E.g. meaning (single/multiple), spelling, collocations, register (formal/informal), part of speech, mother tongue translation, pronunciation etc</p> <p>Students read the sample formal letters and copy chunks of language that would be useful in writing any formal letter. With teacher’s help, they decide how much of a chunk should be copied and how to transform it to different contexts</p> <p>E.g. I would be grateful if you could...</p> <p>Students match words from a list with their natural collocations/word partners. Words should be related to unit topic</p> <p>E.g. natural/man-made disaster survive a disaster a disaster occurs/takes place</p> <p>Students should record the items in a vocabulary network and add other words that they know collocate</p> <p>Students set a vocabulary target for the next unit (E.g. make a vocabulary network for the unit topic; do some extensive reading and record new words; find collocations for words they have already recorded this grade or for new words in the next unit etc.)</p>

**Assessment:**

Skill	Minimum learning competency	Task
Reading	Read a newspaper article and relate what they have read to their own experience	Students read a text about a disaster and say how it relates to something they have heard/seen/read about.
Writing	Write a short formal letter	Teacher assesses in-class activity.

**Unit 8: Education** (11 periods)

**Learning Outcomes:** By the end of Unit 8 students will be able to discuss issues related to education

**Language focus**

**Grammar:** 2nd conditional, too (much/many)/enough, mixed tenses, question + preposition, I wish + past simple, articles (including zero article)

**Vocabulary:** education

**Social expressions:** adding information

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to a lecture and identify main ideas</li> </ul>	<p><b>A. Listening</b></p> <p>A listening text – The importance of education goals for Ethiopia</p>	<p>Students listen to the text in small groups. They individually record main facts and collate all the information from the group.</p>
<ul style="list-style-type: none"> <li>research and give a short presentation on a chosen topic</li> <li>ask for opinions, express their own opinion and support it (including through illustrating a point)</li> <li>use a range of structures to add information</li> </ul>	<p><b>B. Speaking</b></p> <p>Printed text: simple statistics related to education in Ethiopia presented in a table.</p> <p>Second conditional E.g. If I were the director of the school I would start classes later.</p> <p>Too (much/many)/ enough I wish (+ subject + past simple) E.g. I wish the language of instruction was/were Amharic</p> <p>Social expressions: adding information To start with, ... And another thing, ... What's more, ... Just a small point, ... Perhaps I should mention... Oh, I almost forgot... Question + preposition E.g. Who is she talking to? What is she talking about? Pronunciation: falling intonation in wh-questions</p>	<p>Students look at the statistics and identify issues for Ethiopia e.g. drop out figures/ gender issues. They use their notes and the statistics to identify the main problems Ethiopia faces in achieving its educational goals and summarise these.</p> <p>E.g. There are not enough teachers for all the children. They present their work to each other in small groups</p> <p>The teacher gives groups a variety of discussion topics related to education: E.g. Should English be the medium of instruction at High School? Should students be paid to attend school? Should parents be punished if their children do not go to school?</p> <p>Groups brainstorm their responses and one member of each group reports back to the class.</p> <p>Students discuss how their own school could be improved deciding what improvements they would like to make E.g. If I were the director of the school I would start classes later.</p> <p>There are too many students in one class and not enough teachers. I would build more classrooms.</p> <p>Students are given a situation and they respond with a wish E.g. bicycle/puncture – I wish I had a new bicycle.</p> <p>In pairs, one student looks at a picture of a classroom and describes it using the list of expressions. The other student draws the description. (Or students have 2 similar pictures of a classroom. One student describes the picture using the list of expressions and the other student circles the differences – spot the difference).</p> <p>The activity can then be repeated with a different picture – i.e. a school – so that both students get practice in describing and adding information</p> <p>Teacher writes “question + preposition” on board and elicits when questions have a preposition at the end (with verbs and dependent prepositions e.g. look at, talk to, go with etc.)</p>

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p>		<p>Teacher combines some question words and prepositions to make questions. Teacher models pronunciation (falling intonation of wh-questions) and students repeat.</p> <p>Looking at a picture of people in a school (e.g. teachers, students, caretaker, cleaner etc) students and teacher ask/answer questions about them using a wh-question and a preposition.</p> <p>E.g. Who is the teacher talking to? What is the caretaker looking at?</p> <p>Students then practise in pairs.</p>
<ul style="list-style-type: none"> <li>• read descriptions and skim to get the general idea</li> <li>• read a factual article and make notes of the main points</li> <li>• read a factual article and infer meanings of new words using contextual clues and/or knowledge of word formation</li> </ul>	<p><b>C. Reading</b></p> <p>Two different stories: one about a girl and one about a boy who are successful in their education. One of the stories is based in the past, and one in the present – illustrations are provided as additional clues.</p> <p>Pronunciation: word stress for emphasis/contrast</p> <p>Text: A History of Modern Education in Ethiopia</p> <p>Articles (a/an/the/no article)</p>	<p>The teacher distributes the two stories which have been jumbled up. Students read the texts and using contextual and visual clues reform the stories.</p> <p>They identify the similarities and differences between the two accounts.</p> <p>In pairs, students play a “boasting” game using the information from the reading. One student role-plays the boy and the other role-plays the girl. They make a dialogue in which one tries to outdo the other</p> <p>E.g.</p> <p>Student A: I went to a school with 10 pupils Student B: I have 100 pupils in my class</p> <p>Teacher models word stress (on <b>key words</b>) in example dialogue and students repeat and practise</p> <p>E.g. I went to a school with <b>10</b> pupils. I have <b>100</b> pupils in my class.</p> <p>Students read the text and make notes of the main points.</p> <p>Students read the passage and infer meaning of unfamiliar vocabulary, matching content words to a selection of possible definitions.</p> <p>Students read a short passage about a school day with examples of articles (a/an/the) and the zero article.</p> <p>E.g. he goes to school / he arrives at school/ he stays at school until lunchtime/ in the classroom there are 70 students / In the corridor, he meets a teacher. The teacher’s name is... etc</p> <p>Students copy/highlight examples of articles/zero articles and analyse their usage. Students are given a list of rules which they match to the examples.</p> <p>Students read a second similar text and correct article usage by adding/deleting/changing articles.</p>



Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"> <li>in small groups, write and present a report of between 350 to 400 words including suggestions/recommendations</li> <li>write a short formal letter</li> </ul>	<p><b>D. Writing</b></p> <p>Vocabulary network</p> <p>Report with proposals/recommendations</p> <p>Formal letter</p> <p>Mixed tenses</p> <p>Too/enough</p> <p>Wishes (+ noun / past simple)</p> <p>E.g. I wish the language of instruction was/were Amharic</p>	<p>Students brainstorm vocabulary on education (including phrasal verbs, e.g. catch up, drop out).</p> <p>Students are given various key education issues related to gender and health education. They brainstorm the issues in groups, write and present a set of proposals/recommendations.</p> <p>In groups, students brainstorm different points they would like to make to the Minister of Education. The group writes a formal letter asking for more resources for their school giving reasons why he should agree to their request.</p> <p>Students read a cloze passage about education and fill the gaps changing given verbs into the appropriate tense.</p> <p>Students transform sentences using too/enough so that they have the same meaning.</p> <p>E.g. The classroom is too small for all the students. The classroom is not big enough for all the students.</p> <p>Students use written prompts to make wishes.</p> <p>E.g. can/speak Chinese: I wish I could speak Chinese. my village/a cinema: I wish my village had a cinema.</p>
	<p><b>E. Additional Learning Strategies</b></p> <p>Recording vocabulary</p>	<p>Students record education vocabulary (see Writing section) as they like, extending the brainstormed words with collocations, phrases, antonyms etc. Students store the vocabulary network using one of the methods recommended in the previous unit.</p>

### Assessment:

Skill	Minimum learning competency	Task
Speaking	Research and give a short presentation on a chosen topic	Teacher assesses in-class activity.
Reading	Read a text and make notes of the main points	Students read a text about education in another African country and make notes of the main points
Writing	In small groups, write and present a report of between 350 to 400 words including suggestions/recommendations	Teacher assesses in-class activity.

**Unit 9: Seas and Rivers** (11 periods)

**Learning Outcomes:** By the end of Unit 9 students will be able to give information about issues related to seas and rivers

**Language focus**

**Grammar:** question forms, verb patterns, the/zero article, parts of speech,

**Vocabulary:** names of seas/oceans/rivers/continents, vocabulary connected to seas and rivers (e.g. jobs, marine life)

**Social expressions:** guessing

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to a story and identify key content words</li> <li>listen to a story and retell what they have heard in some detail</li> <li>listen to a lecture and identify detailed information</li> </ul>	<p><b>A. Listening</b></p> <p>Listening 1: A story about the sea</p> <p>Listening 2: A lecture about a marine/water issue</p>	<p>Students listen to a story about the sea (pirates/lost at sea/fishing expedition/shipwrecked etc). They take notes based around key words adding detail.</p> <p>Using the notes, they retell the story.</p> <p>Students listen to a lecture about a marine/water issue (E.g. Rift Valley lakes, overfishing, pollution, employment and the impact on the seas) and answer questions in detail</p>
<ul style="list-style-type: none"> <li>ask and respond accurately to a basic range of open, closed and follow-on questions</li> <li>use a range of structures to guess</li> </ul>	<p><b>B. Speaking</b></p> <p>Revision of different question forms</p> <p>E.g. Are you worried about the decrease in the number of fish?</p> <p>How many fishermen do you employ?</p> <p>Social Expressions: guessing: I'd say... Could it be ... Perhaps it's... I think it's... It looks like... It's difficult to say, but I'd guess...</p>	<p>Students are divided into two groups: interviewers and ministers/fishermen etc. Interviewers prepare questions to ask ministers/fishermen; ministers/fishermen try to pre-empt questions.</p> <p>Students roleplay an interview with a fisherman/minister etc. exploring the issues raised in the listening text.</p> <p>Information gap: pairwork about individuals connected with the sea/rivers e.g. fisherman, marine biologist, pearl diver, shipbuilder, fishmonger etc (students have half of the information each and ask/answer questions to complete a simple fact file on the various people with information)</p> <p>E.g. Name Age Job Duties Biggest challenge Best day etc.</p>
<ul style="list-style-type: none"> <li>read a story and be able to express their view</li> <li>read a story and be able to infer meanings of new words using contextual clues and/or knowledge of word formation</li> </ul>	<p><b>C. Reading</b></p> <p>A short story about the sea/ rivers</p> <p>Verb patterns</p> <ul style="list-style-type: none"> <li>verb followed by infinitive (with 'to')</li> </ul> <p>E.g. decided to go</p> <ul style="list-style-type: none"> <li>verb followed by "gerund"</li> </ul> <p>E.g. like fishing</p> <ul style="list-style-type: none"> <li>verbs followed by object + infinitive</li> </ul> <p>E.g. warn her to wait, teach you to swim</p> <p>Prefixes</p> <p>E.g. over-, under-, de-, un-, in/im/il-</p>	<p>Students read a short story about the sea/rivers (using a topic not previously covered), answer questions and give their opinion of the story.</p> <p>Students read sentences from the text and match vocabulary to meaning/definition.</p> <p>Students practise pronunciation of new words.</p> <p>Students use words in their own sentences.</p> <p>Students analyse use of verb patterns and group verbs according to their pattern. They complete gap-fill exercises.</p> <p>Prefixes: students read sentences (related to the unit topic) containing words with prefixes and deduce meaning of prefixes</p> <p>E.g. overfishing, underdeveloped, deforestation, uneconomic, illegal etc</p> <p>Students, with help of dictionary/teacher, match appropriate prefixes to words and complete gap-fill sentences.</p>

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• write 2–3 paragraphs to narrate</li> </ul>	<p><b>D. Writing</b></p> <p>Article usage with proper nouns</p> <p>Affixes and parts of speech</p> <p>Pronunciation: word stress</p> <p>E.g. em'ployer – employ'ee</p> <p>Labelling pictures</p> <p>Dictation</p> <p>Narrative</p>	<p>Students look at a map and write/match the names of important seas/oceans/ rivers and continents. They should guess if they don't know, using phrases previously taught.</p> <p>Teacher draws students' attention to use of article (the) and zero article (0), as well as capitalisation of proper nouns.</p> <p>E.g. the – Amazon, Nile, Indian Ocean, Mediterranean</p> <p>0 – Africa, Europe, Asia, Lake Tana</p> <p>Extension: Teacher writes other geographical proper nouns on board and students group according to article usage. They deduce rules.</p> <p>E.g. the Suez Canal, the United Kingdom, the Netherlands, the Himalayas, the Middle East, the north of Ethiopia</p> <p>0 – China, Mount Kilimanjaro, North Africa, northern Ethiopia, Addis Ababa, Arat Kilo, Togo Street</p> <p>Students complete gap-fill exercises using “the” and zero article.</p> <p>Students take root words and transform using affixes and changing the part of speech. Students write new words in columns according to their part of speech. Students then put the words in sentences.</p> <p>E.g. pollute/pollution/polluted</p> <p>environment/environmental/environmentalist</p> <p>employ/employment/employee/employer/unemployed/unemployment</p> <p>With the help of a dictionary/the teacher, students mark word stress and practise saying the words individually and in sentences.</p> <p>Students look at pictures connected with the sea and label (e.g. whale, dolphin, octopus, ship, wave, lighthouse etc)</p> <p>Students listen to sentences about the sea and take dictation.</p> <p>Students write up stories of individuals connected to the sea (see Speaking) using first person.</p>

Competencies	Contents	Learning activities and resources
Students will be able to:	<p><b>E. Additional Learning Strategies</b></p> <p>Focus on listening – strategies, assessment, goal</p>	<p>Teacher checks whether students have met their vocabulary goal from unit 7.</p> <p>Students and teacher brainstorm ways of improving listening skills</p> <p>E.g. Listen for content words; try and predict content before listening; extensive listening; awareness of body language/facial expressions; listen for gist before details (if listening is going to be repeated) etc.</p> <p>In groups, students choose one of these strategies (not extensive listening) – a different strategy for each group – prior to doing Listening 2 (see Listening section). After completion of listening</p> <p>Task (comprehension questions), students discuss in their groups the advantages/disadvantages of the strategy employed and compare with other groups. Students record their listening scores for this unit so that they can compare with scores in future units.</p> <p>Students set themselves a listening goal for the next unit (E.g. improve listening scores; use a new listening strategy; do some extensive listening outside class etc.)</p>

**Assessment:**

Skill	Minimum learning competency	Task
Speaking	Ask and respond accurately to a basic range of open, closed and follow-on questions	Teacher interviews students and they respond accordingly.
Reading/Writing	Read a story and be able to express their view	Students read a text related to the topic unit and express their view in writing 2-3 paragraphs.

**Unit 10: Energy** (11 periods)

**Learning Outcomes:** By the end of Unit 10 students will be able to give information about different types of energy and produce/present a report

**Language focus**

**Grammar:** relative clauses, comparatives/superlatives, enough/too, passives, instead of + gerund, modal verbs, zero/1st conditional, prepositions (with verbs/adjectives)

**Vocabulary:** Energy, environment, science and technology

**Social expressions:** thinking ahead

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to a lecture and identify specific information</li> </ul>	<p><b>A. Listening</b></p> <p>A lecture about different forms of energy</p> <p>Relative clauses</p> <p>E.g. Solar power is a form of energy which comes from the sun.</p> <p>Comparatives/superlatives</p> <p>E.g. Nuclear power is more dangerous than wind energy.</p> <p>Enough/too</p> <p>E.g. There is enough wind in Ethiopia to power villages.</p> <p>Nuclear power stations are too expensive to build.</p>	<p>Students listen to the lecture and complete charts with information about energy form: where found; costs; raw materials; advantages/disadvantages etc.</p> <p>Students use chart to compare/contrast different forms of energy. Students make sentences.</p>
<ul style="list-style-type: none"> <li>ask for opinions, express their own opinion and support it (including through illustrating a point)</li> <li>use a range of structures to think ahead</li> <li>explain how to operate a piece of equipment</li> </ul>	<p><b>B. Speaking</b></p> <p>Relative clauses</p> <p>E.g. Solar power is a form of energy which comes from the sun.</p> <p>Present simple passive</p> <p>E.g. A stove is heated by kerosene</p> <p>A bus is powered by diesel</p> <p>Instead of + gerund</p> <p>E.g. Instead of getting energy from electricity, a house could get power from solar panels.</p> <p>Modal verbs for possibility</p> <p>E.g. Ethiopia could invest in wind power technology.</p> <p>Solar power might be cheaper than oil.</p> <p>Nuclear power may not be the answer to Ethiopia's energy problems.</p>	<p>Students brainstorm and describe different kinds of energy.</p> <p>Students list the machines/objects they use or come across in their daily lives that require power and state where the power comes from</p> <p>E.g. stove – kerosene; bus- diesel; light - electricity</p> <p>Teacher writes the pattern “instead of + -ing” on the board and gives examples of use and models pronunciation. Students then discuss alternative means of powering these things, using language pattern.</p> <p>Students discuss what kind of energy Ethiopia should invest in:</p> <p>E.g. wind, hydro-, nuclear, fossil fuels etc. using information from reading texts.</p> <p>Students form groups. In their groups, students, using prompts given, connect two ideas together with one of the thinking ahead linking words. Student A starts</p> <p>E.g. If I study hard, I'll do well at school.</p> <p>Student B continues by connecting the second idea with another</p> <p>E.g. Unless I do well at school, my father will be angry.</p> <p>The oral chain continues. If a student cannot think of a sentence, they must drop out of the game. When all prompts have been used, students can think of their own. The game continues until one student is left or time is up.</p>



Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p>	<p>Social expressions: thinking ahead (using zero or 1st conditional):</p> <p>If...</p> <p>If I ever...</p> <p>When...</p> <p>Whenever ...</p> <p>As soon as...</p> <p>Unless...</p>	<p>Students look at a picture of a kerosene lamp (or the real object) and explain how to operate it to their partner.</p>
<ul style="list-style-type: none"> <li>• read a description and identify specific information</li> <li>• read factual articles and scan to obtain specific information</li> <li>• read factual articles and infer meanings of new words using contextual clues and/or knowledge of word formation</li> </ul>	<p><b>C. Reading</b></p> <p>A descriptive text about one form of energy</p> <p>Jigsaw reading: different kinds of energy</p> <p>Relative clauses</p> <p>E.g. Solar panels which are placed on the roofs of houses are made up of photo-voltaic cells.</p>	<p>Students read a text about one form of energy and how it is produced e.g. solar power</p> <p>They label a diagram.</p> <p>Jigsaw reading: in groups, students read texts about different kinds of energy and answer questions. They share information (asking and answering questions) with other groups.</p> <p>Students answer questions about vocabulary.</p> <p>E.g. find a word that means...</p> <p>They fill gaps in sentences/paragraph with new words.</p> <p>Students read two connected sentences and join with appropriate relative pronoun</p>
<ul style="list-style-type: none"> <li>• write instructions and support them with a diagram/pictures</li> <li>• in small groups, write and present a report of 350-400 words including suggestions/recommendations</li> </ul>	<p><b>D. Writing</b></p> <p>Vocabulary network</p> <p>Research and note taking</p> <p>Prepositions with verbs/ adjectives</p> <p>E.g. I'm afraid....(of)..the dangers of nuclear power.</p> <p>I agree..(with)..you about the importance of renewable forms of energy.</p> <p>Written instructions</p> <p>A report</p> <p>Passive forms (all tenses)</p> <p>E.g. In 1890, the lives of ordinary people were improved by the introduction of electricity.</p> <p>1st conditional</p> <p>E.g. As soon as he arrives, I'll start cooking dinner.</p>	<p>Students create vocabulary network for energy.</p> <p>Students research information on energy using reading texts, articles provided by teacher, library, internet etc. and take notes.</p> <p>Students complete gap-fill sentences (thematically linked to unit topic) with the correct prepositions.</p> <p>Students write detailed and illustrated instructions for using a kerosene stove. Students use sequencing words, numbering, bullet points, imperatives etc.</p> <p>Students receive an outline model of a report and label the sections. In small groups, students write a report on energy and Ethiopia (using their research notes), giving suggestions and recommendations.</p> <p>Students fill in a cloze test with an appropriate passive form of verb.</p> <p>Students complete gap-fill sentences with appropriate tense (present simple or will + infinitive) and conjunction (if/when/as soon as etc)</p>

Competencies	Contents	Learning activities and resources
<i>Students will be able to:</i>	<b>E. Additional Learning Strategies</b> Dictionary work <ul style="list-style-type: none"> <li>delexicalised words E.g. get, make, do</li> </ul>	Students look at an extract from a dictionary with information on “get”. Students note the different meanings and collocations associated with the word. Students make a note of the most useful examples. Students complete sentences with appropriate form of “get + collocation/adverb etc” E.g. Every morning I get up at 6 o’clock. After 3 years of living in the city he had got used to the noise. Students do similar exercises with make/do/have etc. Students can make their own exercises and test their partner using dictionaries to check accuracy. Students should be encouraged to record example sentences for these words in their vocabulary books/ pages.

**Assessment:**

Skill	Minimum learning competency	Task
Speaking	Ask for opinions, express their own opinion and support it	Teacher assesses in-class activity.
Reading	Read a description and identify specific information	Students read a text related to the unit topic and label a diagram.

**Unit 11: Applications For Jobs/College** (11 periods)

**Learning Outcomes:** By the end of Unit 11 students will be able to answer interview questions and write a letter of application

**Language focus**

**Grammar:** present perfect simple/continuous (contrasted with past simple), for/since/ago, would, comparatives/superlatives, adjectives + preposition/infinitive, adjectives with –ed/-ing, discourse markers

**Vocabulary:** Jobs and employment, adjectives of personality

**Social expressions:** clarifying and correcting oneself, restating

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to instructions and identify detailed information</li> <li>listen to a lecture and identify main ideas</li> <li>(ask and) respond accurately to a basic range of open, closed and follow-on questions (including in an interview)</li> </ul>	<p><b>A. Listening</b></p> <p>Instructions on how to fill in a form</p> <p>Listening text: How to act and behave in an interview</p> <p>Typical interview questions</p> <p>E.g. What subjects do you study?</p> <p>Why do you think this job/course is right for you?</p>	<p>The teacher gives guidance on the completion of an application form and instructs students on each question. Students complete the application form as each instruction is given.</p>
<ul style="list-style-type: none"> <li>talk about the future using a range of structures</li> <li>talk about themselves, others and their daily lives</li> <li>ask and respond accurately to a basic range of open, closed and follow-on questions</li> <li>use a range of structures to clarify and correct oneself</li> <li>use a range of structures to restate</li> </ul>	<p><b>B. Speaking</b></p> <p>Ways of expressing the planned future</p> <p>I am staying on at school (present continuous)</p> <p>I'd like to go to college (I'd like to)</p> <p>I am going to go to college (going to)</p> <p>Present perfect simple/continuous (with for/since)</p> <p>E.g. I've been studying English for 11 years.</p> <p>Records of achievement</p> <p>Job interviews</p> <p>Social expressions: Clarifying and correcting oneself:</p> <p>What I mean is...</p> <p>What I meant was...</p> <p>Let me put it another way.</p> <p>Let me rephrase what I just said.</p> <p>The fact of the matter is...</p> <p>Do you really mean that?</p> <p>I'm afraid that just isn't true.</p> <p>Social expressions: restating:</p> <p>In other words,</p> <p>So what you're saying is...</p> <p>If I understand you correctly,</p> <p>So you mean that...</p>	<p>Teacher and students ask each other about their plans for the future</p> <p>Teacher revises use of for/since with examples on board. Teacher models pronunciation and students repeat. Students write for and since on separate pieces of paper. Teacher reads sentences omitting for/since. Students hold up appropriate card.</p> <p>Based upon their records of achievement, students advise each other on possible career choices.</p> <p>Students role-play a job interview, after deciding on the job (from the reading activity). Three students act as interviewers and three as the candidates and two as observers.</p> <p>The interviewers prepare questions.</p> <p>The candidates re-read their notes (from listening text) e.g. speak clearly, be polite, look at the interviewer.</p> <p>The observers plan what they will look for in the interview using their notes (guidance for candidates from the listening text)</p> <p>At the end of the interviews, the observers give positive comments and point out any general areas to develop.</p> <p>E.g. The questions were answered well, but everyone needs to speak more loudly</p> <p>Teacher introduces the structure and highlight pronunciation.</p> <p>Students are given a list of extreme statements</p> <p>E.g. I don't make grammar mistakes.</p> <p>Students are lazy.</p>

Competencies	Contents	Learning activities and resources
<i>Students will be able to:</i>		<p>In pairs, students moderate these statements using a correcting/clarifying phrase.</p> <p>E.g. Student A: I don't make grammar mistakes. Student B: Do you really mean that?</p> <p>Student A: Well, what I mean is I only make small errors in writing and always correct them immediately afterwards.</p> <p>Teacher introduces target language</p> <p>Students work in pairs and conduct an interview. One student is a journalist and the other the interviewee (students can choose who they are). Using interview questions and re-stating phrases from the list, they make conversations.</p>
<ul style="list-style-type: none"> <li>• read advertisements and be able to make notes of the specific points</li> <li>• read letters and express their view and give reasons</li> </ul>	<p><b>C. Reading</b></p> <p>A selection of job adverts</p> <p>Three letters of application for the same job (one good, one mixed, one poor).</p> <p>Would:</p> <p>E.g. I would choose this applicant because she has all the necessary qualifications.</p> <p>Comparatives/superlatives</p> <p>E.g. Letter A is better than letter B because it has fewer spelling errors.</p> <p>Letter C is the best because it has a good layout.</p> <p>Adjectives + preposition/ infinitive</p> <p>E.g. I am very good at English.</p> <p>I do not find it difficult to communicate with others.</p> <p>Adjectives with –ed/-ing</p> <p>E.g. bored/boring</p>	<p>Students read the job adverts and note skills and attributes required in each. Students list adjectives of personality mentioned.</p> <p>E.g. Punctual, motivated</p> <p>Students complete gap-fill sentences using these adjectives.</p> <p>Students read the letters of application and discuss with partner the strengths and weaknesses of each and decide who they would ask for interview.</p> <p>Students copy/highlight adjectives mentioned in the letters. They group them:</p> <p>E.g. Adjectives + prepositions good at</p> <p>E.g. Adjectives + infinitives difficult to</p> <p>Students complete gap-fill sentences using these adjectives and the appropriate language pattern.</p> <p>Teacher writes contrasting adjectives on the board (e.g. tired/tiring) and mimes/explains difference. Teacher writes some example sentences and asks student to choose correct form (-ed or -ing). Students then read more sentences and choose correct form of adjective.</p> <p>Students look back at the job adverts and using adjectives with '-ing' or '-ed', express how they feel about the jobs. E.g. That jobs sound boring. I would be bored by that job.</p>

Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"> <li>• write a short formal letter</li> <li>• put notes into sentences and order sentences into logical paragraphs</li> <li>• identify and follow the seven stages of writing</li> <li>• write a guided or supported essay in 5 paragraphs including an introduction and conclusion</li> </ul>	<p><b>D. Writing</b></p> <p>A formal letter of application</p> <p>Record of Achievement</p> <p>Present perfect simple/continuous</p> <p>E.g. I have been studying English for 11 years.</p> <p>Jobs vocabulary</p> <p>Discourse markers</p> <p>E.g. Although/however/but/despite/since/as</p> <p>Present perfect simple/continuous (with for/since) contrasted with past simple (for/ago)</p> <p>E.g. I've been playing football for 5 years.</p> <p>I lived in Jimma for 3 years, but then my parents moved to Dire Dawa.</p> <p>I visited my grandmother 1 month ago.</p> <p>Essay</p>	<p>Students write a guided letter of application for one of the jobs advertised (see reading section) using reading models for guidance.</p> <p>Students start a portfolio outlining their personal details, qualifications, skills etc. In groups students help each other to record their achievements in note form:</p> <p>E.g. Exam results/qualifications</p> <p>Extra curricular participation</p> <p>Hobbies</p> <p>Languages</p> <p>Team membership</p> <p>Positions of responsibility</p> <p>Part-time work experience.</p> <p>Students turn notes from records of achievement into written sentences using for/since and make paragraphs on some of the areas.</p> <p>Students and teacher revise vocabulary connected with jobs. Teacher writes vocabulary network on board and students copy. Vocabulary is extended with collocations and linked lexical items</p> <p>E.g. secretary (minutes, type, arrange etc)</p> <p>Students choose from a list of discourse markers and complete a cloze passage.</p> <p>Students complete gap-fill sentences with for/since/ago and correct form of verb given.</p> <p>Students follow the seven stages of writing and write a guided essay entitled: "Who you know is more important than what you know".</p> <p>Teacher asks groups to identify topic sentences, paragraph headings and useful language patterns as well as useful ideas/vocabulary from the reading text. The teacher collates all the different ideas from the groups on the board. The class selects the best and students use this scaffold to support them in their task.</p>
	<p><b>E. Additional Learning Strategies</b></p> <p>Focus on Speaking and Writing</p>	<p>Teacher checks whether students have met their listening goal from unit 9.</p> <p>Students are divided into two groups: one group brainstorms ways of improving speaking and the other ways of improving writing. Students then form pairs and share information. Students highlight the strategies (with smiley faces) they personally use/find useful.</p> <p>Students look back over their vocabulary and social expression lists and choose a topic to discuss in pairs. With their lists at hand, students should take it in turns to build mini-conversations. Teacher can put sample turn-taking prompts on the board for students to use:</p> <p>E.g. Student A: tell your partner a problem (E.g. There are not enough girls in high school)</p> <p>Student B: give your view (E.g. Yes I agree with you)</p>



Competencies	Contents	Learning activities and resources
<i>Students will be able to:</i>		<p>Student A: Give a reason (E.g. One reason for this is because girls don't pass the primary school exam)</p> <p>Student B: Give the most important point from your opinion (E.g. In my opinion it is because girls are needed at home)</p> <p>Student A: give your most important point (E.g. I think it is because many girls are told to marry early)</p> <p>Student B: give a solution (E.g. I think boys should help in the home)</p> <p>Student A; agree or disagree (E.g. I don't.)</p> <p>In pairs, students choose one writing activity completed during the unit (draft 1) and peer-correct, looking at spelling, punctuation, grammar, content, layout etc. Students make suggested corrections and submit their final draft. Students are encouraged to use a personal marking scheme (e.g. T=tense error; sp= spelling error)</p> <p>Students set themselves a writing and a speaking goal for the last unit and decide on the strategies they are going to use.</p>

**Assessment:**

Skill	Minimum learning competency	Task
Writing	Put notes into sentences and order sentences into logical paragraphs	Students read a list of notes made by a job interviewer describing a candidate. They turn the notes into sentences and descriptive paragraphs using suitable discourse markers.
Listening	Listen to interview questions and respond accurately	Teacher asks some typical interview questions and students answer accordingly.

**Unit 12: Births, Weddings and Funerals** (11 periods)

**Learning Outcomes:** By the end of Unit 12 students will be able to give information about births, weddings and funerals in Ethiopia and elsewhere

**Language focus**

**Grammar:** present perfect, past simple, passive, even,

**Vocabulary:** relationships, birth/wedding/funeral, revision of “get”

**Social expressions:** Generalising and making exceptions

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to a dialogue and identify specific information</li> </ul>	<p><b>A. Listening</b></p> <p>A conversation between two grandmothers talking about important events in their life and the ceremonies associated with them: their marriage, the birth of their children, the death of friends/members of their family.</p>	<p>Students listen to the conversation and complete a table with information for each grandmother.</p> <p>E.g. Year/married number of children etc</p>
<ul style="list-style-type: none"> <li>describe pictures and people using appropriate language</li> <li>use a range of structures to generalise</li> <li>use a range of structures to make exceptions</li> <li>ask and respond accurately to a basic range of open, closed and follow on questions</li> <li>agree, disagree and express simple counter arguments</li> </ul>	<p><b>B. Speaking</b></p> <p>Social expressions: generalising: As a rule, ... In general, ... Generally speaking, ... Most of the time, ... From time to time, ... By and large, ... In my experience, ... In most cases, ...</p> <p>Social expressions: making exceptions: There are exceptions, of course, One exception is... But don't forget... Let's not forget... But what about... Present perfect E.g. Have you ever attended a wedding ceremony? Yes, I have.</p> <p>Past simple E.g. Did you take part in a dance? No, I didn't What did people eat and drink? People ate tibs and drank fruit juice.</p>	<p>Students look at pictures from around the world of ceremonies and special events. They describe and guess what is happening and then write “thought bubbles” to describe what the people in the pictures are thinking/saying.</p> <p>Teacher introduces and practises the target language. In pairs, students draw up a list of (humorous) irritating habits they have and use these to explain why they are not suitable for married life or for sharing accommodation. Students should use generalising words when describing their irritating habits.</p> <p>E.g. Most of the time, I sing very loudly in the bath. As a rule, I don't go to bed till 3 or 4 in the morning. From time to time I talk in my sleep.</p> <p>Students can then discuss what the secret of a good marriage is, which habits they find annoying in other people and which of their own habits they would try to stop if they got married.</p> <p>Students work in small groups and think of as many generalisations for a list of topics. They also think of exceptions. One person should write them down; another person can read them out to the class.</p> <p>E.g. Old people: In general, old people are very conservative. There are exceptions, of course. My grandmother started learning English when she was 80.</p> <p>Possible topics: teenagers, teachers, students, men, women, cars, actors, politicians, wild animals, money, foreigners to my country etc</p> <p>The teacher introduces the topic – births, weddings and funerals - and asks which students have witnessed any of these ceremonies. Students are divided into groups according to ceremonies they have information about. Each group is assigned one of the three topics.</p>

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p>	<p>Passive E.g. Money is given to the married couple. Chocolates are distributed. Women used to be paid a dowry but this is not so common now.</p>	<p>In their groups students ask and answer questions and complete a chart: E.g. clothes worn Gifts given songs, plays or dances performed food and refreshment eaten regional/cultural differences religious differences. The groups reform to share information about the three topics. Students read a list of phrases that are related to relationships E.g. go on a date, fall in love, marry, go on honeymoon, have children, get divorced etc Students order them in the sequence they see as appropriate, deleting some phrases if they do not occur in their culture and adding others. Students discuss their order. They can then re-order them, as they imagine, for a different culture (e.g. the UK) and discuss the cultural differences.</p>
<ul style="list-style-type: none"> <li>• read descriptions and skim to get the general idea</li> <li>• read and make notes of specific points</li> <li>• read descriptions and infer meanings of new words using contextual clues and/or knowledge of word formation</li> <li>• read poems and predict the content of the texts from pre-reading activities</li> <li>• read poems and express their view and give reasons</li> </ul>	<p><b>C. Reading</b> Descriptions about ceremonies from around the world: E.g. A western wedding A Chinese funeral An Indian birth A selection of poems relating to birth, marriage or death.</p>	<p>Student are given 1 minutes to skim three texts and match each to a ceremony Jigsaw reading: Students read one of the texts in a group and complete sentences to show they have understood the main points of the texts. Students infer the meanings of unfamiliar words using contextual clues. Students share information with other groups by asking/ answering questions. Students do some pre-reading activities (e.g. looking at pictures related to the texts, predicting information etc). They read the poems and answer questions. They complete gap-fill sentences with vocabulary from the poems. With a partner, they explain which one they like best and why.</p>

Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"> <li>write 2-3 paragraphs to describe</li> <li>write a short informal letter</li> </ul>	<p><b>D. Writing</b></p> <p>Descriptive paragraphs</p> <p>Revision of “get”</p> <p>E.g. get married/divorced</p> <p>Informal letter</p> <p>Even</p> <p>E.g. Even my uncle can say thank you in English.</p> <p>We even had chicken for lunch</p> <p>Pronunciation: sentence stress with even</p> <p>Present perfect</p> <p>E.g. He’s never been to Gonder.</p> <p>Past simple</p> <p>He went to Axum in 1999.</p>	<p>Students write paragraphs about a ceremony they have observed. They exchange with a partner who suggests extra adverb or adjective and proof reads their work.</p> <p>Revision of “get”. Students recall collocations/phrases from previous unit and complete a cloze passage related to ceremonies using these phrases in the correct tense.</p> <p>Students write an informal letter to a friend about their experiences in Grade 10. They write information about their studies, learning strategies and goals during the year. They express their hopes/fears for the next year.</p> <p>Teacher writes “even” on the board and some example sentences to explain. Teacher models sentence stress and students repeat. Students add “even” to sentences, putting the word in the correct place. They practise saying their sentences in pairs, focussing on appropriate stress patterns.</p> <p>Students complete gap-fill sentences with correct form of verb (present perfect or past simple).</p>
	<p><b>E. Additional Learning Strategies</b></p> <p>Feedback and recommendations</p>	<p>Class discussion: students give feedback on learning strategies and talk about what has/hasn’t worked for them. In groups, students choose one skill area (E.g. writing, vocabulary, grammar etc) and write a list of successful strategies on a poster to share with future Grade 10 students.</p>

**Assessment:**

Skill	Minimum learning competency	Task
Writing	Write 2–3 paragraphs to describe	Students write paragraphs describing the life of their grandmothers or grandfathers.
Listening	Listen to a dialogue and be able to identify specific information through filling in a table	Students listen to two people describing a ceremony in their country and fill in a table with information.





