English for Ethiopia

Teacher Guide
Grade 9

Federal Democratic Republic of Ethiopia
Ministry of Education

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Teacher Guide
Grade 9

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Map of the book

	Unit 1 Learning to learn	Unit 2 Places to visit	Unit 3 Hobbies and crafts	Unit 4 Food for health
Introduction	How do you remember something?	What do you know about Ethiopia?	What do you do in your free time?	What kind of food do you like?
Reading	• Learning to learn • Which country? • Why study English? • Some good advice	• Where can you go on holiday? • Planning a tour • The Simien Mountains • Welcome to Ethiopia	• The Arts and Crafts Club • The karate lesson • An informal letter	• A nutrition leaflet • The need for a balanced diet • Oranges
Listening	• Meeting others • Simon Says	• Addis Ababa • Debre Damo monastery	• My favourite free-time activity	• Quiz • A talk about nutrition
Language focus	• Following instructions • Asking questions • The present tense • Expressing obligation or necessity • Making sudden decisions	• Distances • Future possibility • *Going to* and *has/have* • The present perfect tense	• *Do* and *make* • Adverbs of frequency	• Giving advice • Revising adjectives and prepositions • The present simple and the present passive tenses • *If* sentences • What is a past participle? • Comparative and superlative adjectives
Increase your word power	• People, countries and nationalities • Vocabulary development	• Vocabulary development	• Vocabulary development • Collocations • Remembering words	• Foods • Goods in the market • Homonyms
Speaking	• Pronunciation practice • Class survey • New school advice	• Describing places • Survey • Giving directions • Asking politely • Future plans • Pronunciation practice • Pronunciation of endings	• What I like doing in my free time • Class survey • Pronunciation practice • Agreeing and disagreeing	• Proverbs • Healthy and unhealthy foods • A class survey • Pronunciation – *ei* and *ie*
Writing	• Getting to know you • Write a letter • Punctuation revision	• Where I live • English in the community • Finding out about a holiday	• Match the sentences to the pictures • Keeping a diary • What did you do last week?	• A nutrition leaflet • Dictation • Punctuation
Study skills	• Places in Ethiopia • School rules • Dictionary work	• Finding out information	• The importance of reading • A successful student	• A food pyramid • Food labels • Improve your spelling
Fun with words	• My uncle's cat	• Play Bingo!	• Play a game • Song of the potter	• Wordsearch • Word puzzle
Assessment	• Listening • Speaking	• Reading • Writing	• Speaking • Writing	• Listening • Writing

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	Unit 5 HIV and AIDS	Unit 6 TV and radio	Unit 7 Cities of the future	Unit 8 Money and finance
Introduction	What do you know about HIV?	Radio, TV and newspapers	What do you know about cities of the world?	What is an entrepreneur?
Reading	• Living with AIDS • A poem • Poster about HIV/AIDS • A radio interview • A HIV/AIDS leaflet	• The media in Ethiopia • What do you think? • True stories	• A proud old man • Predict the endings • Cities of the future	• A successful enterprise • Opening a bank account • Success in the fashion world • When I won the lottery • Three African countries
Listening	Facts about HIV	• Famous people • A radio interview	• Facts about New York, London and Hong Kong • Living in Addis Ababa	• The importance of money • A famous Ethiopian entrepreneur
Language focus	• Zero conditional • Obligations and duties • Indirect questions • *Mustn't, don't have to, shouldn't, can*	• Making comparisons • Different kinds of sentences • The present perfect tense • Reporting what someone has said	• Giving another point of view • Linking sentences • Talking about the future • Passive sentences • Using the comparative and the superlative	• Verb and verb patterns • *If* sentences • Using the quantifiers *many, much, few, a little*
Increase your word power	• Quiz	• Media words • Words for the media • Write the opposites	• Matching • Words about cities	• Money and finance • Homonyms
Speaking	• Discussion about AIDS • Expressing sympathy • Advice for younger children • Problem pictures	• Describing people • Expressing opinions • Radio and TV programmes • Who is your favourite celebrity? • Word stress	• Comparing cities • Using the correct stress • Ethiopia – past and present • Predicting the future	• Matching money • Dialogue in a bank • Discussion • Expressing surprise • Winning the lottery
Writing	• Statistics for HIV/AIDS in Ethiopia • Write a story	• Biographies • Making a news programme • An essay introduction	• Where I live • A letter to a newspaper	• Banking • Essay conclusions • Making a summary • Spelling rules/doubling consonants
Study skills	• Your reading goals • Tips for practising listening	• Spelling quiz	• Learning new words	
Fun with words	• How many words can you make?	• Fake biographies • Sort out the groups	• Riddles	• Spelling auction • Wordsearch
Assessment	• Speaking • Reading	• Reading • Writing	• Listening • Writing	• Reading and writing • Speaking

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	Unit 9 **People and traditional culture**	**Unit 10** **Newspapers and magazines**	**Unit 11** **Endangered animals**	**Unit 12** **Stigma and discrimination**
Introduction	Traditional Ethiopian culture	What do you know about current affairs?	Animal families	How much do you know about disability?
Reading	• A festival in Ghana • Poem – *Yaa, the Adowa dancer* • Three different traditions • Using an encyclopaedia	• What is a newspaper? • Newspaper reports • Fact or opinion? • The Haiti earthquake • Poem – *Haiti Survivor*	• The world in danger • How Lion and Warthog became enemies • Poem – *Law of the Jungle*	• Stephanie's story • Special needs development • Poem – *Song of a Schoolboy*
Listening	• Traditional dances around the world	A news story	• Which animal is being described? • How the elephant got its trunk	• An orphan's story • Challa's story • An interview with Tesfahun Hailu
Language focus	• Probability and possibility • Sequencing words • Time expressions • More about adverbs • Using *ago*	Using *all, every, no, none, both, neither, either*	• Past events • Revising the present perfect tense • Using *a, an* and *the* • Cause and effect • Quantities • Relative clauses	• The present perfect continuous tense with *for* and *since* • Using the articles *a*, *an* and *the* • Demonstrative *there is/there are* • Expressing purpose with *to, so as to, in order to, so that, for* • Quantities – *too much, too many, enough*
Increase your word power	• Festival words		• Animal words • Animal expressions	
Speaking	• Traditional objects • What do you know about Ethiopian culture and traditions? • Adverbs of manner • Expressing opinions • Debate • Parts of the body • Asking for clarification	• Agreeing, disagreeing and giving opinions • Pronunciation practice • Debate • Pronunciation – word stress • Newspaper interview	• Talking about animals • Endangered animals • Group discussion	• Discrimination • Helping the disabled • Pronunciation – polysyllabic words • Are these sayings true?

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	Unit 9 People and traditional culture	Unit 10 Newspapers and magazines	Unit 11 Endangered animals	Unit 12 Stigma and discrimination
Writing	• An informal letter • Writing a paragraph • An Ethiopian tradition	• A bank robbery • A school newspaper • A letter to a newspaper	• A description of an animal • An endangered animal • Revising verb forms	• Asking questions • A guided essay about disability and discrimination • Topic sentences • Linking words or discourse markers • What do they feel? • Group research and report on local disability
Study skills	• Vocabulary strategies • Focus on speaking	• Using a dictionary	• Speaking participation • How well do you write?	• Self assessment
Fun with words	• A preposition game	• Play Bingo!	• From one word to another	
Assessment	• Reading • Speaking	• Reading • Writing	• Speaking • Writing	• Writing • Speaking

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Introduction

Grade 9 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 9 English for Ethiopia* is on revision and extension of what was covered at primary school.

Grade 9 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 9 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 9 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 9 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 9 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's Guide for conducting ongoing assessment during lessons too.

Features and content

Grade 9 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.

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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's 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's 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's Guide.
- Make a note of the objectives listed at the start of each unit in the Teacher's Guide and see where these tie in with your syllabus.
- Read the paragraph on background knowledge in the Teacher's 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's 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 xii), 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's 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

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written compositions). Suggestions are given for ongoing assessment in the Teacher's 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's 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's Book and at the back of the Student's Book for convenience (see Appendix 4). 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's 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's 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's 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's 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

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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 the shorter ones on the chalkboard. 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's Book, 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 88 in this book. Copies of the exam papers should be made for each student.

Classroom management

Grade 9 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 9 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 chalkboard (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 9 English for Ethiopia* aims to alleviate some of this stress for teachers by providing answer keys in the Teacher's Book 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's 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's 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's 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.

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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, A1.3
Lesson 2: A1.4, A1.5
Lesson 3: A1.6, A1.7
Lesson 4: A 1.8

Week 2

Lesson 5: A1.9, A1.10, A1.11
Lesson 6: A1.12, 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, B1.10
Lesson 10: B1.11, B1.12
Lesson 11: Assessment 1 & 2
Lesson 12: A2.1, A2.2, A2.3

Week 4

Lesson 13: A2.4, A2.5
Lesson 14: A2.6, A2.7, A2.8
Lesson 15: A2.9, A2.10, A2.11
Lesson 16: A2.12; B2.1, B2.2

Week 5

Lesson 17: B2.3, B2.4
Lesson 18: B2.5, B2.6
Lesson 19: B2.7, B2.8
Lesson 20: B2.9, B2.10

Week 6

Lesson 21: B2.11, B2.12
Lesson 22: Assessment 1 & 2
Lesson 23: A3.1, A3.2,
Lesson 24: A3.3, A3.4

Week 7

Lesson 25: A3.5, A3.6
Lesson 26: A3.7, A3.8
Lesson 27: A3.9, A3.10, A3.11
Lesson 28: A3.12, B3.1, B3.2

Week 8

Lesson 29: B3.3
Lesson 30: B3.4, B3.5
Lesson 31: B3.6, B3.7
Lesson 32: B3.8, B3.9

Week 9

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

Week 10

Lesson 37: A4.6, A4.7, A4.8
Lesson 38: A4.9, A4.10, A4.11
Lesson 39: A4.12, A4.13
Lesson 40: B4.1, B4.2

Week 11

Lesson 41: B4.3, B4.4
Lesson 42: B4.5, B4.6, B4.7
Lesson 43: B4.8, B4.9, B4.10
Lesson 44: B4.11, B4.12, B4.13, B4.14

Week 12

Lesson 45: Assessment 1 & 2
Lesson 46: A5.1, A5.2
Lesson 47: A5.3, A5.4
Lesson 48: A5.5, A5.6

Week 13

Lesson 49: A5.7, A5.8, A5.9
Lesson 50: A5.10, A5.11
Lesson 51: B5.1, B5.2
Lesson 52: B5.3, B5.4

Week 14

Lesson 53: B5.5, B5.6
Lesson 54: B5.7, B5.8
Lesson 55: B5.9, B5.10
Lesson 56: Assessment 1 & 2

Week 15

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

Week 16

Lesson 61: A6.10, A6.11
Lesson 62: A6.12, B6.1, B6.2
Lesson 63: B6.3, B6.4, B6.5
Lesson 64: B6.6, B6.7, B6.8

Week 17

Lesson 65: B6.9, B6.10
Lesson 66: B6.11, B6.12
Lesson 67: Assessment 1 & 2
Lesson 68: Revision 2

Week 18

Lesson 69: A7.1, A7.2, A7.3
Lesson 70: A7.4, A7.5, A7.6
Lesson 71: A7.7, A7.8
Lesson 72: A7.9, A7.10

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Week 19

Lesson 73: B7.1, B7.2
Lesson 74: B7.3, B7.4
Lesson 75: B7.5, B7.6
Lesson 76: B7.7, B7.8

Week 20

Lesson 77: B7.9, B7.10, B7.11
Lesson 78: 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, A8.9
Lesson 83: A8.10, A8.11
Lesson 84: A8.12, B8.1

Week 22

Lesson 85: B8.2, B8.3, B8.4
Lesson 86: B8.5, B8.6, B8.7
Lesson 87: B8.8, B8.9
Lesson 88: B8.10, B8.11, B8.12

Week 23

Lesson 89: Assessment 1, 2
Lesson 90: A9.1, A9.2, A9.3
Lesson 91: A9.4, A9.5, A9.6
Lesson 92: A9.7, A9.8, A9.9

Week 24

Lesson 93: A9.10
Lesson 94: A9.11, A9.12, A9.13
Lesson 95: B9.1, B9.2, B9.3
Lesson 96: B9.4, B9.5

Week 25

Lesson 97: B9.6, B9.7
Lesson 98: B9.8, B9.9,
Lesson 99: B9.10, B9.11, B9.12
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: B10.2, B10.3

Week 28

Lesson 109: B10.4
Lesson 110: B10.5, B10.6
Lesson 111: B10.7, B10.8, B10.9
Lesson 112: Assessment 1 & 2

Week 29

Lesson 113: A11.1, A11.2, A11.3
Lesson 114: A11.4, A11.5, A11.6
Lesson 115: A11.7, A11.8
Lesson 116: A11.9, A11.10, A11.11

Week 30

Lesson 117: A11.12, B11.1, B11.2
Lesson 118: B11.3
Lesson 119: 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, A12.3
Lesson 124: A12.4, A12.5, A12.6

Week 32

Lesson 125: A12.7, A12.8
Lesson 126: A12.9, A12.10
Lesson 127: A12.11, A12.12
Lesson 128: B12.1, B12.2

Week 33

Lesson 129: B12.3, B12.4
Lesson 130: B12.5, B12.6
Lesson 131: 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

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Unit 1 Learning to learn

Learning outcomes

By the end of Unit 1 students will be able to identify strategies to help them learn more effectively.

Learning competencies

Listening: Students listen to instructions and identify specific information.
Speaking: Students talk about themselves, others and their daily lives.

Language focus

Grammar: present simple, present continuous, *wh* questions, *will* for spontaneous decisions, *should/need/have to*
Vocabulary: classroom language, learning styles, English-speaking countries, adjectives for countries
Social expression: classroom English

Background knowledge

This unit is based on finding out and sharing personal information. Some of the exercises are designed to help students to get to know each other (and for you to get to know them). You should use these exercises to assess your students' English skills too, since they are new to senior secondary school and have come from different schools. Do not expect to assess all your students in all areas at first. Aim to assess a few students in particular areas of language at a time.

This unit also develops students' understanding of countries, languages and nationalities. You may find it helpful to liaise with the geography teacher at your school to check how much students know about different countries, languages and nationalities in the world (particularly Africa).

Materials and resources

- Vocabulary notebooks for each student.
- A list of countries, nationalities and languages (see Map work) on a large sheet of newsprint. Display it in your classroom and encourage students to add more names as they learn them.
- A map of Ethiopia.
- A map of the world.
- Flags of different countries in the world, especially Ghana, India, Kenya, Canada, France, China, Britain, Norway, Ethiopia and Mexico.
- Pictures of famous international sports stars, politicians or actors, etc.
- Lined paper for letter writing.
- Blank pieces of A4 paper and coloured pencils or crayons for making a fortune teller.
- A few examples of texts written in alphabetical order, e.g. a class list, dictionary, telephone directory.
- A dictionary for each student.

PART A

Objectives

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

Listening – listen to different voices explaining how they like to learn
– follow simple instructions
Speaking – talk about themselves, others and their daily lives
– use a rising intonation for questions
– ask and respond to *wh* questions
– discuss and label a map of the world
– ask for repetition and clarification
Writing – begin a vocabulary notebook

A1.1 Introduction

How do you remember something? SB page 1

Before students open their books, write the following question on the chalkboard: *How do you remember new English vocabulary you have learned?* Share ideas and discuss which students have good memories and which have bad memories. Ask different students how they remember facts and write their suggestions on the chalkboard.

Students read the **Introduction** and the list of suggestions for learning new words. They discuss in groups which ideas they think are the most effective. Ask if they have any further suggestions about how to remember things.

Students discuss their own strategies for learning vocabulary and list them.

Ask students to vote on which learning suggestions they think most effective, and list the results on the chalkboard for students to copy into their exercise books.

Encourage students to keep a vocabulary notebook so they can keep a record of new words and expressions. Tell them to allow one or two pages for each letter of the alphabet. Each time they learn a new word, they should write it on the relevant page according to the first letter of the word. They should then write an explanation of the meaning of a new word; information as to whether it is a verb, a noun, an adjective or an adverb; if it is an irregular verb, they should write down the past tense and the past participle. If it is not possible for you to give the students a separate vocabulary notebook each, then they can make a vocabulary section at the back of their present English exercise books for this purpose.

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A1.2 Listening

Meeting others SB page 1

This listening comprehension exercise tests the students' understanding of descriptive text. Read aloud the following text, pausing after each description.

My name is Neat and I am 45 years old. I live in the southern part of Ethiopia and I make pots which I sell to tourists.

My name is Ayantu. I live in the capital city, Addis Ababa, and am 32 years old. I am from Asosa and I work as a doctor in the main hospital in Addis Ababa.

My name is Musa. I live in the Somali region and am 28 years old. I am from Werder, where I work in a garage.

My name is Yohannes and I live in Dire Dawa. I am 79 years old and am a respected older member of my community.

Students look at the pictures and identify each person as you describe them.

Point out the question words *who*, *what*, *how old*, *where* and *what* in the example. Students work in pairs to ask and answer questions about the pictures based on the information you have given them.

A1.3 Reading

Learning to learn SB page 2

Students read the text in groups of four, each person taking one of the characters.

Students discuss and list the different reading strategies suggested in the text and decide on the most effective method to understand a new piece of text.

Explain that students must devise a questionnaire about the different learning styles which they find effective. Write their suggestions for the headings to go in the questionnaire on the chalkboard.

Students work in groups of three to draw up a questionnaire on a piece of paper, then they ask other members of the class to complete it. They compare the results of their questionnaire with other groups and collate the results.

A1.4 Language focus

Following instructions SB page 3

1 Students each follow the instructions to make a fortune teller, referring to the illustrations as appropriate.
2 Students then work in pairs to follow the simple instructions in the final paragraph, so that one of the pair finally completes the activity by doing an action and saying what they are doing.

A1.5 Language focus

Asking questions SB page 4

Revise the use of question words to ask questions. Students then read the panel about question words and work with a partner to ask and answer questions.

Students sit in groups of six. They each think of three things they like, and three they do not like, and write these on a piece of paper. They join another group and swap papers. Through questions and answers each group tries to identify the owner of each paper, e.g. *Why do you like spiders?*

Students draw two squares in the centre of a sheet of paper. In the first square they draw pictures of their favourite possessions, e.g. a new pen. In the second square they draw pictures of the people they love/admire most. They work in pairs to ask and answer questions in order to identify the drawings in the squares.

A1.6 Study skills

Places in Ethiopia SB page 5

1 Revise the vocabulary for the compass rose. Show students your map of Ethiopia and model questions on finding various places on it. Ask them in particular to find the following places: *Mekele, Addis Ababa, Dire Dawa, Asosa, Werder, Gode, Degeh Bur, Negele, Gambela, Humera, Adama, Asayita, Gondar, Arba Minch.*

   Students then read the five statements in Exercise 1 and decide if they are True or False. They may complete the exercise either orally or in writing. They can check their answers with a partner. While students work through Exercise 1, move around and help where necessary. Monitor a few individuals' oral skills.
2 Look at the list of towns in Exercise 2. Hold a quiz about which region each town is in and write the answers on the board. Model a few descriptions for places on the map, then students work in pairs to ask and answer questions about the listed towns. Students can check their answers with a partner.

A1.7 Increase your word power

People, countries and nationalities SB page 6

Students look at the country names listed in the Key. Read each one aloud and get the students to repeat with the correct stress. In groups, students discuss the map of the world and write down the names of countries where English is spoken.

Show the flags if you have them of the different countries and ask students to identify them. Then tell the students to look at the flags and the nationality adjectives underneath each on Students' Book page 6. They should easily be able to match the name of the country, e.g. Ethiopia with its flag. If they are unable to match the others, give them clues, e.g. *The (Indian) flag is (colours). It's got (horizontal stripes). It's got (a circle in the middle)* etc. To encourage students to use the nationality adjective, check the answers by asking, *Which flag is this? (It's the Indian flag.)*

Draw four columns on the chalkboard, with these nationalities in the headings:

Ethiopian **Chinese** **British** **French**

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Underline the ending of the nationality adjectives. Ask students to suggest others that have the same types of ending, i.e. *-ian, -ese, -ish,* or irregular endings like *French*. Examples: *Canadian, Mexican, Brazilian Mozambican, Ghanaian Indian, Kenyan, Japanese, Portuguese, Turkish, Irish, English, Spanish, Dutch, German, Omani*.

Students then complete the table in Exercise 2. They can check their answers with a partner.

Students work in pairs to ask and answer questions about the table, as in the example. Can they add other names, nationalities and languages to the table in Exercise 2?

Write the following sentences on the chalkboard and ask students to read them aloud:

Susan Smith comes from Canada. She is a Canadian.
Senbeta Aga comes from Ethiopia. He is an Ethiopian.

Point out that while the first sentence mentions the country's name, the second sentence mentions the person's nationality, and the words are not exactly the same. Ask them if they can remember why the first sentence uses the article *a*, while the second one uses the article an. Revise the use of the definite and indefinite article. Point out that ***a*** is used before nouns beginning with consonants, e.g. *a baby, a coat, a door,* etc. and ***an*** is used before vowels, e.g. *an apple, an elephant, an island,* etc. We also use *a/an* in front of nouns that tell us about someone's job, religion or nationality, e.g. *a teacher, a Buddhist, an Arab,* etc.

If you have any pictures of famous international sports stars, politicians or actors etc., ask students to say where they come from and to make similar sentences about them: *He is from Nigeria. He is (a) Nigerian. She is from England; she is English.* Explain to students that it is also possible to say *She is an Englishwoman* but it is not possible to say *She is an English.* The same goes for French. However, it is very rare to add *man* or *woman* after a nationality (as one word) other than *English* or *French*. It would be wrong to say *She is an African woman.*

If students need more revision on this point, you can write some other sentences containing nationality nouns on the chalkboard, e.g. *He/She is … Egyptian, Moroccan, Eritrean, Angolan, African, Indian, Gambian, Tanzanian* and ask students to choose *a* or *an* in each case. Ask questions to get a negative answer, e.g. Is he/she American? Students should answer, *No, he isn't. He comes from Ethiopia.* Encourage them to add: *He's an Ethiopian* in order to give them more practice in using nationality adjectives correctly.

A1.8 Reading

Which country? SB page 7

1 Demonstrate how to look at texts quickly to get a general idea of the content of each passage, and to find out which countries the five young people are from (the relevant information is in the first few sentences in each text – there is no need to read the rest of each text yet). Students should do this activity on their own and write the answers in their exercise books.

Note: You can set a time limit of a few minutes for students to do this exercise. Make a note of who is able/unable to complete the exercise in the given time.

Check the answers together.

In groups of five, students read the text aloud taking alternative sections each before reading the texts silently to themselves. Encourage them to read for general understanding first. Explain the meaning of new vocabulary: *apartment, businessman, company, gymnastics, agriculture.* Then tell students to read each text more closely for specific information.

2 Copy the table in Exercise 2 (or part of it) on the board and model how to complete it with a few examples. Students can then copy and complete the table in their exercise books. Once students have finished the exercise, they can check their answers together.

A1.9 Language focus

The present tense SB page 9

1 Students can copy and complete the paragraph in Exercise 1 in their exercise books. Ask individuals to read aloud their answers.

2 Model the different verb forms by copying and completing a few sentences on the chalkboard. Students can then copy and complete the sentences in their exercise books. Check the answers together. Draw attention to the form of the verb *to be* in the second and third person (singular and plural), e.g. *I am, you are, he is,* etc. Also draw attention to the change in form of verbs in the second person, present simple, e.g. *I like, she likes*. Point out the use of the auxiliary (helping) verb *do* with present simple verbs in the negative and interrogative, e.g. *I don't speak Konso, He doesn't speak Konso, Does he speak Konso?*

A1.10 Speaking

Pronunciation practice SB page 9

Write the following expressions on the chalkboard:

Sorry, I don't understand.
Could you repeat that please?
Could you spell that please?
I'm sorry, I can't hear that.
Excuse me, can I leave the room?
I'm sorry I'm late.

Model the pronunciation and explain that the voice rises when asking a question, and falls when making a statement. Demonstrate with a number of questions and answers. Model this with the use of the various classroom expressions and polite requests above.

Students read the panel, then work in pairs to practise saying six sentences out loud. Then they work in pairs to role-play conversations using these phrases with the correct intonation patterns.

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Choose some students to demonstrate in pairs their understanding of the concept by asking and answering some questions using the questions words *who, what, where* and *how old*.

A1.11 Increase your word power

Vocabulary development SB page 10

The vocabulary in this section is intended for consolidation of the vocabulary in the listening and reading exercises in this unit. Encourage your students to learn the spelling of each word as well as its meaning. Ensure that they can pronounce the words correctly, then students can give each other a spelling test.

A1.12 Listening

Simon says SB page 10

1 Explain that the game Simon says encourages careful listening. The students must listen and follow some simple instructions. Tell the students to read the instructions in the Students' Book for the game. Demonstrate the game with the whole class. Encourage more confident students to take over the role of the teacher.
2 Ask students to do some simple actions: *stand, sit, open, draw, form groups of, close,* etc. Students draw pictures of the actions, then work in pairs to ask and answer questions about their pictures.

   Example:
   Teacher: Sit. (Students draw a picture of someone sitting.)
   Student 1: *What is he/she doing?*
   Student 2: *He is sitting (on a chair).*

PART B

Objectives

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

Speaking
- establish 'ground rules' for learning
- discuss where English is evident in the school
- express obligation and advice
- list the skills needed to be good at English
- use *will* for spontaneous decisions

Reading
- read an article about why it is important to study English
- read a light-hearted letter of advice

Writing
- revise punctuation
- write an informal letter
- write a poster/slogans
- create a learning styles questionnaire
- revise alphabetical order

B1.1 Writing

Getting to know you SB page 11

1 Copy the list in Exercise 1 on the chalkboard and ask volunteers to complete it. Choose individuals to help you ask questions about the list and model the answers. Write these questions and answers on the chalkboard too. Ask pupils to think of other questions and write their suggestions on the chalkboard.
2 In Exercise 2 students draw pictures of themselves and use the information they have compiled to write lists under the given headings.
3 Point out the use of present simple to ask these questions. Model how to ask and answer the questions with one or two volunteers. In Exercise 3 students work in pairs to ask and answer questions about their lists. While students do the exercise, move around and help where necessary. Monitor a few individuals' oral skills.
4 Students may complete Exercise 4 orally or in writing. They can check their answers with a partner.

B1.2 Speaking

Class survey SB page 12

Explain the meaning of 'survey' and 'questionnaire'. Copy part of the questionnaire onto the chalkboard and model how to complete it by asking a few students a question and recording their answers. Students can then copy and complete the survey in their exercise books. Once students have finished, they can compare results with a partner. Ask individuals to share some of their results with the whole class.

B1.3 Reading

Why study English? SB page 12

1 Students work in pairs to discuss the question in Exercise 1 of why English is also studied in other countries, e.g. Ethiopia. They list in their exercise books why they think it is important to study English.
2 Students should read the text silently to themselves. Encourage them to read for general understanding first. Explain the meaning of new vocabulary: *international, technical, diplomat, politician, organisation, instructions, majority, context.* Then tell students to read the text more closely for specific information and write down the main ideas. They can then add any additional points from the text to their own lists.
3 In groups, students discuss the map of the world in **A1.7** and write down the names of countries where English is the mother tongue.
4 Students discuss the answers to the questions in Exercise 4 with a partner, then write them in their exercise books. Ask volunteers to share their responses.

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B1.4 Language focus

Expressing obligation or necessity SB page 13

Explain to students that *must* and *have to* have almost the same meaning. Model some sentences with each of the verbs. Pupils can then read the panel. Ask them to suggest sentences and questions using these verb forms. Students can then write the answers to Exercises 1 and 2 in their exercise books.

B1.5 Study skills

School rules SB page 14

1 Explain the activity to the class and ask them to complete the table with a list of examples of when English is used in the school, e.g. notices, labels, library. Gather the class's results on a spider diagram.
2 Students work in groups to compare their lists.
3 Ask the students *What rules do we need to follow to make sure we can all be happy and learn well in our class?* Take one or two suggestions from the class as examples, then ask the students to work in threes to make a list of rules. Suggestions for 'ground rules' could include:
– being on time
– listening quietly when someone is speaking
– following instructions
– participating in activities
– treating each other with respect
– doing homework on time
– bringing books/pen to school.
4 Write the above 'ground rules' on the chalkboard and ask students to compare them with their own lists. Additional points from students can be added to your class list. Display the list on the classroom wall and refer to it whenever anyone breaks one of the 'rules'.
5 Students copy the list into their exercise books and add *because* for each as in the example given in Exercise 4.
6 Write some 'action' parts of sentences on the chalkboard and ask students to complete the sentences with reasons of their own:
I was angry yesterday … (because someone called me a rude name).
The baby cried …
The teacher was happy …
We laughed …
My parents thanked me …
Ask volunteers to read out their sentences to the whole class. Remember to encourage students even if they get it wrong.

B1.6 Speaking

New school advice SB page 14

1 Students discuss in groups advice for new students and list their various suggestions.
2 Explain the importance of self-assessment and goal setting. Students list the skills they need to be good at English, then complete a chart assessing their areas of strength and areas to develop, e.g. what they find hardest/easiest and why; what they can do to improve. In the first column they list simple headings; in the second column they draw a happy face if they think they are good at this; a sad face if they know it is not a strength, and a cross if they find it difficult.
3 When they have completed Exercise 2, students write two sentences in their exercise books about their own charts, as in the examples. They should then extend the work by making sentences using *should* and *might*.

B1.7 Reading

Some good advice SB page 15

1 Give the students a few minutes to read the letter to themselves, first for a general understanding. Ask a few questions to check they have understood it, e.g. *Who is writing to his nephew? Why is he writing the letter? What is the letter about?* Students should read the letter again, then work in groups to discuss the advice they would give a student lacking in confidence in class. They share their ideas with the rest of the class then write their suggestions in their exercise books. Encourage them to check their suggestions carefully for spelling and punctuation.
2 Students work in groups to make a list of rules to follow every morning. Teach the use of the future with *will* to express firm intentions, then students individually write five sentences about what Bekele's nephew *will* do every morning.
3 Students work in pairs to discuss what advice they would give someone who is too frightened to answer in class in case they make a mistake with their English.
4 Students look at the list of rules from **B1.5** work in groups to display them as a poster.

B1.8 Writing

Write a letter SB page 16

1 Discuss the layout of the informal letter and encourage pupils to read the text in boxes.
2 Explain that students must write an informal letter to a friend about their first day at school. Take suggestions as to what might be included in the letter. Students work in groups of three to decide what advice from Reading **B1.7** would be most helpful, then each writes a short letter to a friend, using the reading text as a model.

B1.9 Language focus

Making sudden decisions SB page 17

1 Introduce the use of *will* for making spontaneous decisions. Students then read the panel. Encourage them to act out helpful scenarios, e.g. Student A doesn't have a pen: *I don't have a pen.* Student B offers help using *will*: *I'll lend you one.* Students then do the matching activity.

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2 Dictate the following sentences, pausing for students to write either *will* or *may*.
   1. Mary is painting the wall. If someone opens the door, Mary _____ fall off the ladder.
   2. If she falls off the ladder, she _____ hurt herself.
   3. If Mary falls off the ladder, the paint _____ go on the floor.
   4. If she falls off the ladder, the paint _____ go all over the cat.
   5. If the ladder falls, it _____ damage the radio.
   6. Mary _____ be sorry if she falls off the ladder.

B1.10 Writing

Punctuation revision SB page 17

Revise the use of capital letters, full stops, questions marks, commas for lists, apostrophes for contractions and exclamation marks. Write sample sentences on the chalkboard and invite students to come to the front and put in the correct punctuation marks from the list. Give positive encouragement to those who have volunteered but who make mistakes. Students then complete the exercise.

B1.11 Study skills

Dictionary work SB page 17

1 If possible, show real examples of texts arranged in alphabetical order, e.g. a telephone directory, class attendance list. Ask students to write their names on slips of paper to show other students. They then arrange themselves in rows in alphabetical order according to their names. Students then call out their names as a check.
2 Help students to do Exercise 2 by suggesting some things that are arranged in alphabetical order, e.g. books in a library can be arranged in alphabetical order according to author or title. Ask them for further ideas and list them on the chalkboard.
3 Talk about how to put words in alphabetical order by looking at their first letters (e.g. *antelope, hyena*); second letters (e.g. *baby, beach*), third or fourth letters (e.g. *beach, bear*). Check answers together and write them on the chalkboard. Remind students to record objects/furniture in the classroom in their notebooks in alphabetical order with pictures as definitions.

B1.12 Fun with words

My uncle's cat SB page 18

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

Student A: *My uncle's cat is an awful cat.*
Student B: *My uncle's cat is a beautiful cat.*
Student C: *My uncle's cat is a cunning cat.* etc.

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

Assessment SB page 18

1 Listening

Use this passage to assess students' listening competency. Read aloud the following text:

My name is Lishan. I am 14 and I am an Ethiopian. I live with my parents in Addis Ababa, which is a very big city. I walk to school every morning as it is only ten minutes from my home. I have an elder brother and two younger sisters. My favourite subjects are English and maths and I enjoy playing basketball. After school I help my mother in the house and look after my baby sister. Mother is teaching me to cook my favourite meal of injere and wat. I want to go to university when I grow up and become a teacher.

Students then answer the comprehension questions.

Other useful assessment passages you could use might include **A1.2 Meeting others** (SB page 1); **A1.12 Simon Says** (SB page 10); excerpts from **A1.8 Which country?** (SB page 7).

2 Speaking

Tell students to work in pairs to ask and answer questions about themselves, based on the information they have filled in for the activity in **B1.1 Getting to know you.** Use this activity for assessing their speaking competency.

Unit 1 Answers

A1.2
1 a Yohannes **2** b Ayantu **3** c Musa **4** d Neat

A1.6
Exercise 1
1 False **2** True **3** False **4** True **5** True
Exercise 2
Gode is in the south-east of the country in the Somali region.
Degeh Bur is in the east of the country in the Somali region.
Negele is in the south of the country in the Oromiya region
Gambela is in the west of the country in the Gambela region.
Humera is in the north of the country in the Tigray region.
Adama in the middle of the country in the Oromiya region.
Asayita is in the north-east of the country in the Afar region.
Arba Minch is in the south-west of the country in the Southern region.

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A1.7

Name	Country	Nationality	Main language
Esi	Ghana	Ghanaian	English
Jim	Canada	Canadian	English
Sera	Kenya	Kenyan	English
Indira	India	Indian	English
Samrawit	Ethiopia	Ethiopian	English
Yves	France	French	French
Anne	Britain	British	English
Erik	Norway	Norwegian	Norwegian
Su Yin	China	Chinese	Chinese
Pedro	Mexico	Mexican	Spanish

A1.8

Exercise 1

Gabriel – Brazil; Fatima – Oman; Pedro – Mozambique; Da Ming – China; Luisa – Italy

Exercise 2

Name	Gabriel	Fatima	Pedro	Da Ming	Luisa
Country	*Brazil*	*Oman*	*Mozambique*	*China*	*Italy*
Town	*São Paulo*	*Salala*	*Xai Xai*	*Shanghai*	*Trentino*
Lives with	*Parents and older sister*	*Parents, brothers and sisters, grandparents and aunt*	*Parents, two brothers and cousin*	*Parents and grandparents*	*Parents and brother*
Main languages	*Portuguese and English*	*Arabic*	*Changana, Portuguese and English*	*Chinese and English*	*Italian and English*
Starts/ finishes school	*Starts at 7.45, finishes at 12.30*	*Starts at 7.30, finishes at 2 o'clock*	*Starts at 7.00, finishes at 1 o'clock*	*Starts at 7 o'clock, finishes at 5 o'clock*	*Starts at 8 o'clock, finishes at 1 o'clock*
Transport to school	*Bus*	*School bus*	*Walks*	*Bicycle*	*Bus*
Activities outside school	*Football, volleyball and judo*	*Helps mother with housework, visits friends, watches TV and reads magazines*	*Plays football, learns English and helps at home*	*Plays volleyball, ping pong, computer games and the piano*	*Helps on farm and does gymnastics*
Holidays	*Goes to the beach*	*Usually stays at home, once went to visit uncle in Saudi Arabia*	*Sometimes goes to his cousins in Maputo*	*Plays with cousin and friends or visits relatives in countryside*	*Helps on farm*
Future plans	*Wants to be a doctor*	*Go to university and then get a good job, maybe in business*	*May become a businessman*	*Wants to work in father's shop*	*Study agriculture and become a scientist*

A1.9

Exercise 1

… am … go … is … live … is living … live …

Exercise 2

I am in this group.	I am not in this group.	Am I in this group?
You are in this group.	You are not in this group.	Are you in this group?
He is in this group.	He is not in this group.	Is he in this group?
She is in this group.	She is not in this group.	Is she in this group?
We are in this group.	We are not in this group	Are we in this group?
They are in this group.	They are not in this group.	Are they in this group?

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Present simple

Do I speak Konso?	I don't speak Konso.	I speak Konso.
Do you speak Konso?	You don't speak Konso.	You speak Konso.
Does he speak Konso?	He doesn't speak Konso.	He speaks Konso.
Does she speak Konso?	She doesn't speak Konso.	She speaks Konso.
Do we speak Konso?	We don't speak Konso.	We speak Konso.
Do they speak Konso?	They don't speak Konso.	They speak Konso.

Present continuous

I am writing a letter.	I am not writing a letter.	Am I writing a letter?
You are writing a letter.	You are not writing a letter.	Are you writing a letter?
He is writing a letter.	He is not writing a letter	Is he writing a letter?
She is writing a letter.	She is not writing a letter.	Is she writing a letter?
We are writing a letter.	We are not writing a letter.	Are we writing a letter?
They are writing a letter.	They are not writing a letter.	Are they writing a letter?

B1.1

Exercise 4

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

B1.3

1 *International news and sports programmes.*
2 *To help you find out information on any subject.*
3 *To read scientific journals and articles.*
4 *To speak with other business people world-wide.*
5 *Pop songs and rap.*
6 *You can read the instructions on how to use the equipment in English.*
7 *The words are short and the verb forms are simple.*
8 *The pronoun 'you'.*

B1.4

Exercise 1

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

Exercise 2

1 *must* **2** *don't have to* **3** *can* **4** *shouldn't*
5 *should* **6** *have to* **7** *mustn't* **8** *don't have to*

B1.7

Any of these answers are acceptable:
You should get to school on time/be punctual.
You should make sure you have everything you need.
You should get up in time.
You should not be late for lessons.
You should keep your books neat and tidy.
You should take part in things.
You should not be afraid to make mistakes.
You might get into trouble for arriving late.
You might annoy your friends if you need to share or borrow from them.
Your teachers might not be able to read your bad handwriting.
You might be laughed at.
You might see my name on the board of honours.

B1.9

Exercise 1

1 *d* **2** *a* **3** *e* **4** *b* **5** *c*

Exercise 2 (Dictation)

1 *will*
2 *may*
3 *will*
4 *will*
5 *may*
6 *will*

B1.10

1 *Kasech's mother says that he's not feeling well today.*
2 *If he goes to the clinic, the doctor may give him some medicine.*
3 *Do you think the medicine will make him better?*
4 *I don't know, but I hope he's not got malaria.*
5 *Can we send him a letter to say we're sorry about his illness?*
6 *Yes, that would be an excellent idea, and we can tell him about our new teacher.*

B1.11

1 *antelope, hyena, lion, monkey, rabbit, snake*
2 *baby, beach, bear, big, boat, bottle, bus, butter*
3 *magazine, maggot, magic, magma, magnet, magnificent*

Assessment 1

1 *Lishan is 14.*
2 *She is (an) Ethiopian and lives in Addis Ababa.*
3 *There are four children in her family.*
4 *Her favourite subjects are English and Maths.*
5 *She plays basketball.*
6 *She helps her mother and looks after her baby sister.*
7 *Yes, she does.*
8 *She wants to go to university then become a teacher.*

Suggested further reading

Books and articles about young people in other countries. If books are difficult to obtain, they can read newspapers or magazines. They can also practise reading aloud the dialogue and reading text in this unit (in pairs or small groups).

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Unit 2 Places to visit

Learning outcomes

By the end of Unit 2 students will be able to give detailed information about places to visit in Ethiopia.

Learning competencies

Reading: Students read authentic materials and can scan to obtain specific information.
Writing: Students write a passage of 1-2 paragraphs using descriptive language.

Language focus

Grammar: present simple, present perfect contrasted with past simple (been/gone), going to (for future plans), how long …?
Vocabulary: places to visit, holiday accommodation/ facilities, buildings, itinerary, travel
Social expression: asking for information, asking for and giving directions

PART A

Objectives

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

Listening – listen to a dialogue about holidays
Speaking – describe places using the present simple
– discuss distances and give directions
Reading – read a text about instructions and direction
Writing – gap-fill a text about a holiday
– write a descriptive passage

Background knowledge

This unit is based upon students' knowledge of Ethiopia and is designed to assist students comprehend the diverse nature of their homeland. You may find it helpful to liaise with the geography and history teachers at your school to check how much students know about Ethiopia and its history.

Materials and resources

- Tourist leaflets and advertisements.
- Relief map of Ethiopia, showing topography, towns and roads mentioned in the unit.
- Photographs of Ethiopia and various tourist spots mentioned in the text (many of these are available on the Internet).
- Books on the history of Ethiopia.
- Examples of formal letters.
- Sheets of paper for playing *Bingo!*

A2.1 Introduction

What do you know about Ethiopia? SB page 19

Ask pupils what they know about Ethiopia and write their suggestions on the chalkboard. Then ask them to group the information under the following headings:

Locality History Geography People Religion Tourist attractions

They may wish to add to their lists by looking up details on the Internet or in a local library.

Students then work in groups to devise a questionnaire about Ethiopia, which they could use to interview the members of their class, school or the wider community.

A2.2 Listening

Addis Ababa SB page 19

This listening text gives a simple introduction to descriptive writing about a place. Discuss with the students what they know about their capital city, Addis Ababa, and its origins.

Read aloud the following text twice. After the first reading, ask students to read the questions in the Students' Book. Students should then listen to the second reading and write down whether each statement is *True* or *False*.

Addis Ababa was founded by Emperor Menelik II in 1886, in a valley south of Mount Entoto. His wife Taitu built a house for herself near the hot mineral springs, where she and members of the court liked to bathe. Menelik expanded this house to become the Imperial Palace, which remains the seat of government today. Menelik planted numerous eucalyptus trees along the city streets. The town grew rapidly, and recently there has been a construction boom with tall buildings rising in many places.

A2.3 Speaking

Describing places SB page 20

Ask students to suggest some descriptive adjectives and write them on the chalkboard: *interesting, old, wild, beautiful, tranquil, historic, busy*, etc. Which of these would they apply to the photographs in this exercise? Show the students the map of Ethiopia you have brought into class and ask them to locate different towns, e.g. *Where is Hawassa? Show me where I can find Dese.*

Students look at the pictures of famous places in Ethiopia, locate them on the map of Ethiopia and describe them using appropriate adjectives.

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A2.4 Increase your word power

Vocabulary development SB page 20

1 The vocabulary in this section is preparation for the listening and reading exercises in this unit. Encourage your students to look up each word in their dictionaries and to write them in their vocabulary books.
2 Ensure they learn the spelling of each word and can pronounce the words correctly, then students can test each other on the spelling.

A2.5 Reading

Where can you go on holiday? SB page 21

Discuss which places in Ethiopia students may have visited and what they found interesting about these places. Ask if any of the students have been to the places shown in the photographs. What can they tell the class about them?

Students work in pairs to read and act the conversation. Ask for volunteers to read the conversation to the class. Ask what they can now add to their knowledge of these places, having read the conversation.

Students read the text again and answer the questions.

A2.6 Listening

Debre Damo monastery SB page 22

Explain that the text is taken from a diary about a person's experience of Debre Damo monastery. Refer them back to the brief information given in Reading **A2.5**.

Give the students two minutes to scan through the text and say what it is about. They identify and write down the content words that helped them to do this.

Read the script clearly to students. They may listen to the script for general understanding first. You can then read it a second time while students follow in the Students' Book and write the missing words in their exercise books.

*The most interesting part of my holiday was a visit to Debre Damo monastery. The **monastery** is some four hours drive from Axum – plus a further two hours stiff uphill **climb** from the point where the **road** ends. The spectacular monastery of Debre Damo is situated on an isolated **mountain** top in one of the wildest parts of Tigray. Damo is unique and unforgettable although, as with most Ethiopian monasteries, **women** are not allowed to enter it. Even for those who can enter it, there is a daunting obstacle to the monastery: the only means of **access** is a climb of 25m up a sheer **cliff**. Monks lower a safety **rope** which visitors tie around their **waist**. Then they use a second, thicker rope to climb. It may be, because of this arduous, dangerous ascent, that the art **treasures** of Debre Damo have remained intact through the monastery's 1,400 tumultuous years of history.*

*The treasures include an extensive collection of illuminated **manuscripts** – among them the oldest surviving fragments of texts anywhere in Ethiopia – and intricate **carvings** on the beams and ceiling of the ancient church around which the monastery is built. There are no murals as such, but a large number of **paintings** are preserved there, including several that depict the legend of the foundation of Debre Damo by Abuna Aragawi. He is a Saint who is believed to have been lifted onto the cliff-top by a giant serpent. Wrapped in its coils, the Saint reached the **top** safely, dropping his cross on a stone, which is today kissed by all who enter the monastery.*

*The rock on which Damo stands offers panoramic **views** over the surrounding countryside and complete seclusion and peace for the hundred or so **monks** and deacons who live there. Though local people give food and supplies, the monastic community is virtually self-sufficient, growing selected **crops** and rearing sheep and **goats** for their milk and meat. The monastery also has its own reservoirs – spectacular caverns hewn deep beneath the surface of the cliff-top centuries ago. It is only possible to **explore** the full extent of these ancient cisterns during droughts, when they run dry. Usually they are full and coated by a film of green lichen. If you visit them when empty, however, you will find a maze of **tunnels** and chiselled hollows strikingly reminiscent of the rock-hewn churches of Lalibela.*

Read the text aloud for a third time while students check their answers. Alternatively you could ask different students to read aloud a paragraph each while you check the answers with the class. Students then work in pairs to ask and answer questions about the text.

A2.7 Writing

Where I live SB page 23

1 Talk about where the students live and elicit ideas/adjectives/phrases. Write these on the board and ask students to group these suggestions under the headings given in the Students' Book, as in the examples.
2 Students read the passage in (2.6) again. Using their information about their own locality, they write a similar descriptive passage about it. Encourage selected students to read their passages aloud to the rest of the class. Remember to encourage those who have volunteered, even if they have made mistakes.

A2.8 Speaking

Survey SB page 23

1 Ask students about the different holidays they would enjoy and list them on the chalkboard. Students then discuss these headings in groups.
2 Students copy the table into their exercise books, adding any other options, e.g. beach, then interview their classmates as to their preference for a kind of holiday.
3/4 Students then carry out a class survey of the preferred kind of holiday, and collate the results to find out which is the most popular kind of holiday.

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A2.9 Language focus

Distances SB page 23

1 Write *How far is it from _____ to _____?* on the board and the response *It is _____ kilometres.* Then teach *How long does it take…?* and the response *It takes _____*. Point out that in the second question we are asking about a period of time, rather than a distance, as in the first question. Model the dialogue with students and elicit both time and distance answers. Students then work in pairs to find the different locations on the map.
2 Students work in pairs to ask and answer questions about the table, as in the example.
3 Model how to change these direct questions into indirect questions, e.g. How long does it take to travel to Asosa? *(Name of student) asked how long it takes to travel to* Asosa. Students work in pairs to role-play someone who is hard of hearing. One asks a question from the table, then the reports the same question.

Example

How far is it from Werder to Gode? *(Name of student) asked how far it is from Werder to Gode.*

How long does it take to drive from Mekele to Humera? *(Name of student) asked how long it takes to drive from Mekele to Humera.*

Note: This activity can also be done in groups or as a 'chain' activity around the class.

A2.10 Speaking

Giving directions SB page 24

1 Brainstorm the names of places you would normally find in a town. List all the students' ideas on the chalkboard. Read aloud the following listening script, pausing at the end of each section to allow students to write down the number of each building in their exercise books. They can check the answers together afterwards with a partner.

Listening script

1 *'I'm looking for the stadium. Can you tell me where it is, please?'*
'Yes, of course, it's not far away in Menelik Road next to the Sports Club.'
2 *'Excuse me. Is the bus station near here?'*
'Yes, it's on the corner of Haile Selassie Avenue and West Street, about 500 metres from here.'
3 *'Please can you tell me where the Half Moon Hotel is?'*
'Yes, it's very near here in Frame Street.'
'Thanks very much.'
4 *'Would you mind telling me where the post office is, please?'*
'It's quite near here. It's in Frame Street, opposite the Technical College.'
5 *'I need to find a bank, can you help me please?' 'No problem. There's one in Government Road, opposite the Ministry of Education.'*

2 Model a few polite questions and answers for students first. Encourage them to use indirect questions such as *Can you tell me ….? Could you tell me ….? Do you know…?* While students are working in pairs, move around and monitor their use of polite questions. Choose a few pairs to demonstrate to the rest of the class.
3 Read aloud the listening script below. Pause at the end of each section to allow students to write the number of each building in their exercise books. They can check the answers together afterwards with a partner.

Listening script

1 *'Could you tell me the way to the Ministry of Health, please?'*

'Turn left outside the station and go along Haile Selassie Avenue. Take the third turning on the right into West Street. Go straight along and into East Street. It's on the left.'

2 *'I'm sorry to trouble you, but can you tell me the way to the Crocodile Café?'*

'Of course. If you're coming from Acacia Street, it's on the right hand side, on Patriots' Road.'

3 *'Please can you help me? I need to go to Independence High School and I don't know the way.'*

'Go out of the station and turn left. Take the first turning on the right into Frame Street. Go straight along and into City Way and then Bati Road. The school is on the left, opposite the park.'

4 *'Please can you direct me to the Palm Tree Restaurant?'*

'Yes, turn left outside the station and go straight along Haile Selassie Avenue. At the crossroads turn right into West Street. It's on the left.'

5 *'Can you please tell me how to get to the Police Station?'*

'Yes, of course. Come out of the station and turn right. Then take the first turning on the left into Acacia Street. It's on the left.'

4 Model a few examples for students first, using polite questions and answers. While students ask for and give directions in pairs, move around and monitor their oral skills. Choose a few pairs to demonstrate to the rest of the class.

A2.11 Speaking

Asking politely SB page 25

1 Write the example questions in Exercise 1 on the chalkboard and ask students which questions are more polite. (Do not expect sophisticated answers – they can just say which questions seem to be more polite.) Read aloud the explanation from the panel about polite questions while students follow in their books. Talk about the meaning of 'indirect' (not saying something in a clear, definite way). Give more examples and ask students if they can think of any.

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2 Do Exercise 2 orally with the whole class. Remember to encourage volunteers, even if they make mistakes.

A2.12 Writing
English in the community SB page 26

Students work together to brainstorm ideas where they can access English outside the school, and bring examples into class.

PART B

Objectives

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

Speaking
- use the present perfect tense (contrasted with the present simple)
- use *going to, may, might* in sentences
- pronounce *have* (contraction with present perfect), past participles and *going to* correctly

Reading
- read a text giving directions
- read a tourism office leaflet
- read a magazine article about travel/holiday destinations

Writing
- practise spelling and writing past participles
- play a game of Bingo involving past participles
- complete sentences with *going to, may, might*
- gap-fill sentences using *been, gone*

B2.1 Language focus
Future possibility SB page 26

1 Tell students to read the panel, then ask them to suggest sentences using the auxiliary verbs *going to, may* and *might*. Write their suggestions on the board. Check that they use these verbs correctly and understand their meanings.

2/3 Students write six sentences from the table in Exercise 2, then rewrite them as in the example for Exercise 3.

B2.2 Speaking
Future plans SB page 27

Students look at the map of Ethiopia in **A2.9** again, then work in pairs to ask and answer questions about their summer vacation/break. They make a holiday itinerary and talk about their plans, e.g.

Day 1 – travel to Asosa
Day 2 – visit grandmother

B2.3 Reading
Planning a tour SB page 28

1 Students discuss what they know about the Bale Mountains and Awash National Park. Introduce the new vocabulary *headquarters, species, summit, recreational, compound, game drive, dusk, trek, sites.* Ask students to write the words in their vocabulary books. Ask five students to read aloud the itinerary for each day in Tour 1. Ask general questions to check comprehension of the text. If you have local maps, plot the route described on a map. Do the same for the second passage (Tour 2).

2 Students work in pairs or groups to complete the tasks in Exercise 2.

3 Students read the passage in Exercise 3 and choose the correct words or phrases from the box to complete it.

B2.4 Language focus
Going to and *has/have* SB page 29

1 Tell the students to look at the pictures in Exercise 1. Ask them to look down each column and to say when the events in each column take place (Column 1: pictures 1, 4, 7 – in the future; column 2: pictures 2, 5 and 8 – in the present; column 3: pictures 3, 6 and 9 – in the recent past).
Read the sentences underneath pictures 1–6. Students repeat them. Draw their attention to the different tenses used in each column (column 1: future with going to; column 2: present continuous; column 3: present perfect). Check that they understand why these tenses are being used.
Students complete the sentences under pictures 7–9. They can do this orally in pairs before writing them in their exercise books.

2/3 Students complete the sentences in Exercise 2 then work in pairs to make their own sentences with *going to, has or have.*

B2.5 Language focus
The present perfect tense SB page 30

Explain that the present perfect tense is used to describe an action which was completed in the past but we don't know exactly when. Students then read the panel about the present perfect tense.

Write the following verbs on the chalkboard: *go*, *tell*, *send*, *give*. Ask students to work in pairs and make up sentences in the present simple tense using these verbs, for example *I go to school every day*. Ask selected students to read their sentences aloud, then ask students to change their sentences into the present perfect tense by using the auxiliary verb *has/have* + the past participle.

Write the following passage on the chalkboard and ask the students to copy and complete it in their books using the past perfect tense of the verbs *give, go, send, tell.*

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I *have _____ your son Gebre to the hospital. I have _____ his father about it. He has _____ me some money to buy food for Gebre. He has _____ to the bank to take out some money.*

Students read the panel then draw a frame in their exercise books. They complete the table with the verbs at the bottom of the panel.

1 Students read the text and examples of Exercise 1. Point out that ... ***has/have gone to*** ... refers to someone who has gone to a place but has not yet returned.

Examples:

He's gone to the bank. He should be back soon.
Where has Tom gone?

... has/have been to ... refers to a place which someone has visited sometime in his life. In other words, 'has been to' refers to an experience.

Examples:

He's been to Addis Ababa many times.
I've been to Dire Dawa twice.

Ask students to work in pairs and create dialogues using this structure, e.g.

Where's your brother? *Oh, he's **gone** to the market.*
You look happy! *Where have you **been?***

Students then complete the sentences with *has been* or *has gone*.

2 Students work in pairs to make conversations about the places named in Exercise 2, using the present perfect tense and the past simple, as in the example.
Note: For further practice in these tenses, refer students to Appendix 1 and ask students to make sentences with some of the verbs listed.

3 Students work in groups to find out which places they might have visited and devise a questionnaire as in the example below:

Name of student	Places visited	When visited	What you saw
Gebre	*Aksum*	*Last summer*	*Yeha's temple*

They then ask and answer questions about the information in the questionnaire.

B2.6 Speaking

Pronunciation practice SB page 31

1 Write some sentences using the present perfect tense on the chalkboard. Show students the contracted form of *have* and model the pronunciation /*aiv*/ with different verbs. Ask student to repeat/practise individually, in pairs, as a class. Ensure they pronounce the past participles correctly.

Students practise spelling the past participles of the following verbs:

go – *been*
pull – *pulled*
wash – *washed*
listen – *listened*
finish – *finished*
visit – *visited*
speak – *spoken*
think – *thought*
catch – *caught*
write – *written*
help – *helped*
buy – *bought*
eat – *eaten*
sew – *sewn*
try – *tried*
drink – *drunk*
teach – *taught*
say – *said*
cook – *cooked*

2 Point out that *going to* is a way of expressing a future intention, which is to say that you have a clear plan of action in mind. Write this table on the chalkboard:

I	am	going to	visit	a friend in Kenya.
You	are	going to	come	with me.
He/She/It	is	going to	travel	by car.

Write some sentences using *going to* on the board. Point out the contractions of *am*/*are*/*is* Model the pronunciation of the contractions and the pronunciation of *going to* and ask students to repeat/practise individually, in pairs and as a whole class.

Model the intonation for asking *going to* questions. Students work in pairs to ask and answer questions using the *going to* forms of the different verbs, e.g. *Are you going to see your aunt? Yes, I am going to see her next week.*

Write on the chalkboardboard *Tomorrow/Next week/In the holidays I'm going to ….* Invite students to complete the sentences.

B2.7 Reading

The Simien Mountains SB page 32

1 The vocabulary in this section is preparation for the reading exercise. Encourage your students to look up each word for Exercise 1 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.

2 If possible, provide students with pictures, books or tourist literature about the Simien Moutains to stimulate discussion. Explain that the text is taken from a tourist office leaflet.

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. Ask students to write brief headings to summarise what the text is about.

Students discuss the differences between the texts for the tours in Reading **B2.3** and this text, and explain why the texts are different, e.g.

Simien Mountains (B2.7)
– gives general description of an area
– gives general details about topography and wildlife
– gives general indication of activities without any details

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Planning a tour (B2.3)
- summarises specific holidays
- give details of specific locations and activities
- give practical details of places to stay

4 Students should read the text again, then write the answers in their exercise books. They check the answers together afterwards. (You can use this exercise to assess students' reading competency skills.)

B2.8 Writing
Finding out about a holiday SB page 32

Show the class any examples you have of formal letters. Point out the layout of a formal letter. Remind students that there should be two addresses at the top of the letter, your own on the top right, and the address of the person to whom you are writing further down on the left.

Remind students how to address the recipient *(Dear Sir or Mr /Mrs /Miss XXX)* and how to end the letter – *Yours sincerely,* if you know the name of the person you are addressing; *Yours faithfully* if you don't know their name and the letter is written in a formal style.

Students then follow the suggestions in the Students' Book and write a formal letter to a travel agent enquiring about a holiday they are interested in.

B2.9 Reading
Welcome to Ethiopia SB page 33

1 Students read through the travel article and list the key points. Ask if they can supplement these lists with other information they have covered in this unit.
2 Students read the article again and write notes under the headings given in the Students' Book.
3 Students discuss which reading passage about Ethiopia they have found the most informative and why, and report their conclusions to the rest of the class.

B2.10 Study skills
Finding out information SB page 34

Encourage students to use the library and to ask the librarian to demonstrate how to find out information in the library. Students then discuss in groups a topic they would like to research. Ask them to prepare a questionnaire about the information they wish to discover, and then summarise the reasons for their choice of topic. Discuss the use of the Internet to find out information and mention different search engines, e.g. Google, and the use of key headings to find out facts and statistics.

Students report back on the success of their researches and discuss their topic with the whole class.

B2.11 Speaking
Pronunciation of endings SB page 35

1 Say aloud each verb in the table clearly and slowly. Ask students to repeat after you.
2 Copy the table onto the board. Ask volunteers to change the verbs in Exercise 2 into the past simple form and to indicate where they should be written on the table. Say aloud each verb clearly and slowly, and ask students to repeat after you.

Note that the rule is:

Verbs ending in an unvoiced consonant (in their infinitive form) end in /*t*/.

Verbs ending in a voiced consonant or a vowel end in /*d*/.

Verbs ending in a /*t*/ or a /*d*/ sound end in /*id*/.

B2.12 Fun with words
Play Bingo! SB page 35

Distribute a sheet of paper to each student. Tell them to draw a square frame with nine boxes, and to choose nine present perfect verbs from **B2.5**. Write one verb in each box. Students use their frames to play a game of Bingo.

Call out, at random, nine verbs in the infinitive form from the list, e.g. *to tell*. Students who have written the matching present perfect form in one of their boxes put a cross over it. The first student to have crossed out all their present perfect verbs must then shout out *'Bingo!'* You can check their frame to see if they have indeed crossed out the nine correct verbs. If they have got all the correct verbs, then they are announced as the winner. Encourage students to take the part of the 'caller' by asking them to choose and call out their own selection of verbs.

Ask students in groups of three to suggest sentences using the present perfect tense for each of the verbs used.

Students then work in pairs to use the present perfect form of these verbs to ask questions, and give a negative reply, e.g.

Have you lost your pen? *No, I haven't lost it.*

Assessment SB page 35

1 Reading
Make sufficient copies of the reading passage and the questions below it for the whole class. Use this reading passage to assess the students' ability to read authentic materials and to scan to obtain specific questions. Students read the passage and answer the following multiple choice questions.

The Smoke of Fire

Known locally as Tis Isat – 'Smoke of Fire', the Blue Nile Falls is the most dramatic spectacle on either the White or the Blue Nile rivers. Four hundred metres wide when in flood, and dropping over a sheer chasm more than forty-five metres deep, the falls throw up a continuous spray of water, which drenches onlookers up to a kilometre away. This misty deluge produces rainbows, shimmering across the gorge, and a small perennial rainforest of lush green vegetation, to the delight of the many monkeys and multicoloured birds that inhabit the area.

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To reach the falls, drive south from the town of Bahir Dar for about half an hour and stop at Tis Isat village. Here travellers will quickly find themselves surrounded by a retinue of sometimes over zealous youthful guides who, for a small fee, will show the way and point out several places of historic interest en route.

After leaving the village the footpath meanders first beside open and fertile fields, then drops into a deep rift that is spanned by an ancient, fortified stone bridge built in the 17th century by Portuguese adventurers and still in use. After a thirty-minute walk, a stiff climb up a grassy hillside is rewarded by a magnificent view of the falls, breaking the smooth edge of the rolling river into a thundering cataract of foaming water.

A rewarding but longer trek is to walk along the east bank all the way to the back of the falls; crossing the river by papyrus boat known as 'Tankwa'.

The site overlooking the waterfall has had many notable visitors over the years, including the late 18th century traveller James Bruce, and in more recent times Queen Elizabeth II of Britain.

Answer the questions

1 What is the local name for the Blue Nile Falls?
2 What is the reason for this name?
3 What two results does the mist produce?
4 Why do you think the young local guides are described as 'over zealous'?
5 What three things can you see on the way to the falls?
6 What other means are there for reaching the falls?
7 What two notable visitors have visited the falls?
8 Give two reasons why you would like to visit the falls.

2 Writing

1 Students should access in advance information about Addis Ababa from the library or the Internet.
2 Encourage students to base their writing on the descriptive passages covered in this unit.

They should first list the information they want to impart, then classify it under headings which they can sort into two logical paragraphs. They then write two descriptive paragraphs about Addis Ababa, giving reasons why a tourist should visit it.

Unit 2 Answers

A2.2
1 *False* **2** *True* **3** *True* **4** *True* **5** *False* **6** *True*

A2.5
1 *Gondar, Lalibela and Debre Damo.*
2 *His uncle is a tour operator and arranges holidays for tourists.*
3 *He is interested in the history of Ethiopia.*
4 *Gondar is noted for its mediaeval castles and churches.*
5 *The eleven churches at Lalibela which are carved out of the solid rock.*
6 *Because women are forbidden to enter the monastery.*
7 *Debre Damo monastery (since 6th century).*
8 *The Nejashi Mosque in Tigray.*
9 *It was founded as a place of refuge for members of the Prophet's family.*

Students discuss this question in groups of three and offer their suggestions.

A2.6
monastery, climb, road, mountain, women, access, cliff, rope, waist, treasures, manuscripts, carvings, paintings, top, views, monks, crops, goats, explore, tunnels

A2.10
Exercise 1
Stadium = 3
Bus station = 2
Half Moon Hotel = 1
Post Office = 5
Bank = 4
Exercise 3
Crocodile Café = B Police station = A
Palm Tree Restaurant = E
Ministry of Health = C
Independence High School = D

A2.11
(Possible) answers:
1 *Can you tell me if* the hospital is near here?
2 *Could I ask you* to show me the way to the secondary school?
3 *Do you know* how I get to the stadium?
4 *Do you know* where the market is?
5 *Could you tell me where* I can find the post office?
6 *Can you show me* the way to the bus station?

B2.3
Exercise 3
During the **holidays** we went on a day **trip** to the Simien Mountains. Our **outing** was arranged by a tour guide. We spent a night in an **hotel** at Ambiko, then we **set off** in the morning **on foot** to **climb** Ras Dashen, which is the highest **peak** in the Simien Mountains.

B2.4
Exercise 1
7 *He is going to transplant the beans.*
8 *He is transplanting the beans.*
9 *He has transplanted the beans.*
Exercise 2
1 *has* **2** *going* **3** *going to* **4** *has* **5** *going to* **6** *has*

B2.5
*I have **sent** your son Gebre to the hospital. I have **told** his father about it. He has **given** me some money to buy food for Gebre. He has **been** to the bank to take out some money.*

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Infinitive	Past simple	Present perfect
lose	lost	I have lost
make	made	I have made
play	played	I have played
ring	rang	I have rung
think	thought	I have thought
sweep	swept	I have swept
write	wrote	I have written
give	gave	I have given
ask	asked	I have asked
clean	cleaned	I have cleaned
feed	fed	I have fed
fall	fell	I have fallen
go	went	I have been
tell	told	I have told
wipe	wiped	I have wiped
sing	sang	I have sung
visit	visited	I have visited
choose	chose	I have chosen
listen	listened	I have listened
eat	ate	I have eaten

Exercise 1

1 gone **2** been **3** been **4** gone **5** been **6** gone **7** been **8** gone

B2.7

1 Over 3,600 m. The highest point is Ras Dejen (4,620 m).
2 Snow and ice.
3 Lower slopes – cultivated and grazed; higher lands – grassland; alpine regions forested
4 Walia ibex, Gelada baboon and Simien fox.
5 To protect the Walia ibex.
6 From Debareq.

B2.11

/t/ *worked, passed, washed, hoped*
/d/ *lived, stayed, called, arrived*
/id/ *wanted, ended, started*

Assessment

1 Reading

1 *Tis Isat of the Smoke of Fire.*
2 *The falls throw up a continuous spray of water for over a kilometre.*
3 *It produces shimmering rainbows and lush green vegetation.*
4 *They are each trying to obtain the fee for guiding the tourist.*
5 *Fertile fields, a deep rift and a stone bridge.*
6 *To walk along the east bank to the falls and cross the river by a papyrus boat.*
7 *James Bruce and Queen Elizabeth II.*
8 *Pupils make their own responses.*

Suggested further reading

Students can read stories, books, poems or media articles about travel in Ethiopia, its history, culture and customs (you can even go to a travel agent in your local area – if you have one – and ask for copies of old travel magazines and brochures for students to read about holiday options and prices for fun!). If suitable materials are difficult to obtain, they can re-read the text in this unit, one another's letters, emails or stories they have written.

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Unit 3 Hobbies and crafts

Learning outcomes

By the end of this part of Unit 3 students will be able to talk about their hobbies.

Learning competencies

Speaking: Students ask and respond accurately to a basic range of open questions.
Writing: Students write a short letter.

Language focus

Grammar: present simple adverbs of frequency, determiners
Vocabulary: hobbies and crafts, *make* and *do*
Social expression: expressing agreement and disagreement

PART A

Objectives

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

Listening – listen to speakers talking about their hobbies
Speaking – ask and answer questions about their hobbies using adverbs of frequency
– conduct a class survey and report back using determiners
– use *do* and *make* correctly in sentences
Writing – use determiners to match sentences to pictures
– form collocations of words related to hobbies
– write one week of a diary about their hobbies/activities for that week
– classify vocabulary into groups

Background knowledge

This unit is based on what students do in their free time. Help them to recognise and appreciate the importance of having hobbies and interests in one's free time for a number of physical, mental, social and emotional reasons. This unit also deals with being a member of a club, team or committee, the roles that people can play in these kinds of groups, and how to organise an arts and crafts club. Thus, use this unit not only to encourage students to share and develop their hobbies and interests, but also to help them to become more active and responsible members of any group, team, club or committee they may belong to.

Materials and resources

- If possible, try to find books, stories, articles and poems relating to hobbies, interests and other free time activities (ask the students to help you). Use these materials for reading, research, discussion and display.
- Large sheet of paper, card or newsprint for recording and displaying in the classroom a list of students' free time activities.
- Examples of pieces of craftwork: clay pots, baskets, batik patterns, wood or stone statues, clay animals, rope mats, woven cloth or carpets, bead jewellery, leather bags/cushions, silver coffee pot, wool wall hangings.
- Sheets of paper that can be cut up to make packs of cards.

A3.1 Introduction

What do you do in your free time? SB page 36

Give students a bit of time to think about their favourite free time activities. They then discuss the questions, first in small groups, then ask a few volunteers to share some of their responses with the rest of the class. List on the chalkboard all the different activities (in categories) the students do in their free time. Later on, copy these onto a large sheet of paper, card or newsprint and display it in the classroom. Encourage students to add new activities as they think of and do them.

A3.2 Listening

My favourite free-time activity SB page 37

1 In small groups, students can look at the pictures of the teenagers in their books and identify their hobbies. Ask individuals to share their answers with the rest of the class afterwards (write them on the chalkboard).

Pre-teach the following new words: *choir*, *audition*, *gown*, *suppose*, *committee* (write them on the chalkboard and talk about their meanings; students can record them in their vocabulary notebooks later).

2 Read aloud the listening script below. Read each section twice at normal speed before going on to the next. You may read the whole text through at the end, in order for students to check their answers.

Listening script

Demissie

I don't really have any hobbies. During my free time, I usually help my father on the farm. There is always a lot of work to be done on a farm. We grow onions, peppers, squash and cabbages and also have a couple of cows. I help my father prepare the soil for planting, and I make sure there are no weeds among the growing plants. When the crops are ready, we harvest them and take them to the nearest town to sell in the market. We also keep bees on our

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farm and have half a dozen beehives which produce honey which we also sell in the market. I enjoy looking after the bees as they are very fascinating to watch. But we must be careful when we take away the honey combs from the hives or we could get badly stung! I sometimes play football with my friends in my free time, after I have done my homework.

Fanose
I don't belong to a club but my hobby is cooking. I always loved watching my mother prepare our food when I was a child and she used to give me little things to do like peeling vegetables and cutting them up. Gradually, I learnt how to make things and now I often make meals for the family. My speciality though is cakes. I made a cake once for my cousin's birthday and a friend of hers who was at the party asked me to make one for her. I now make birthday cakes quite often and I get paid for them! I suppose you could say my hobby not only pays for itself now but in fact it also makes me some money! But I have to buy expensive ingredients and I've bought one or two pieces of cooking equipment. So the money I make is not all profit. I also help look after our animals and every morning before school I help milk the cow.

Ibrahim
About two years ago our school was given a computer. A few months later one of our teachers, Mr Kiatu, started a computer club and I was the first to join! Now I'm on the club committee. Of course, we only have one computer, but we have to take turns. Mr Kiatu has taught us some basic things like how to turn it on and off, how to create a document and also how to use the Internet. I now send emails to my cousin in the south of the country. Everyone's favourite thing though is computer games! We aren't allowed to spend much time playing them as that's not what the club is for. Mr Kiatu is always showing us something new about what the computer can do and I am very interested. We have to pay a small subscription every month to be in the club, but that's it. I would like to have a computer of my own at home but that would be far too expensive.

Zebida
I don't have a proper hobby but the thing I like doing best in my free time is reading. I read anything that I can get hold of! I go to the school library and change my book every week. I love detective stories and romantic stories. I also read books about things like nature. I read the newspaper, too. My sister usually brings one in when she comes home from work. Then I collect magazines as well. I'm not allowed to buy new ones, but when I can, I buy an old one and add it to my collection. My mother is getting annoyed by all the magazines, comics and books in my room, she says I should sell them. But when I have nothing new to read I read some of my old things again, so I don't want to sell them.

3 Students listen again, then complete the chart with the information from the text.

4/5 Students can discuss the questions in pairs or small groups. Then choose a few individuals to share their ideas with the rest of the class. Encourage them to give reasons for their responses.

A3.3 Increase your word power

Vocabulary development — SB page 38

1 Ask students to read the definition of *craft* in their books. Make sure they understand each definition as well as the pronunciation and grammar for each entry. (They should record this new word in their vocabulary notebooks.)

2/3 If you have them, discuss the different examples of crafts you have put on display. Do any of the pupils practise arts and crafts as a hobby? What things have they made? What are the materials and techniques they used? Students then match the names of the crafts in the Students' Book to the pictures, then give the name for each craft worker, e.g. weaving – weaver.

4 Students work in pairs to ask and answer questions about the materials needed to pursue each craft, as in the example in the Students' Book. They should try and work out the meanings of the following new words and record them in their vocabulary notebooks: *kiln, papyrus, weave, wax, statue, clay, thread, sisal, loom, batik, wall hangings.*

A3.4 Language focus

Do and *make* — SB page 40

1 The two verbs *do* and *make* are often confused. The meanings are similar, but there are differences. Explain that we use the verb *do* to express daily activities or jobs. Notice that these are usually activities that produce no physical object, for example *do homework, do housework*.

We use *make* to express an activity that creates something that you can touch, for example *make food, make a cup of tea/coffee, make a mess*.

Tell the students to read the panel and then to make sentences using each of the two verbs. This could be done as a 'chain activity' round the class. Students then complete Exercise 1.

2 Students work in pairs to make sentences using *do* or *make* with words from the box. Walk round the class to monitor the activity.

3 Write a list of hobbies on the chalkboard, e.g. do needlework, make pots, etc. and ask students to suggest further examples to the list. They can then classify them into crafts/sports/individual activities/group activities. Note that the activities may fit into more than one category.

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A3.5 Reading

The Arts and Crafts Club SB page 41

1 Discuss the illustrations. Can the students describe what is happening in each one? Teach the new vocabulary needed for the reading passage, then assign parts to different students. The students then read the conversation. Ask them to pause after each speech so you can check their comprehension. Change the readers and let them read and act the whole conversation, first in groups, then in pairs.
2 The students read the conversation silently, then answer the questions.

A3.6 Language focus

Adverbs of frequency SB page 43

1 Ask students to read the text in the box and the examples below it. Students then suggest sentences using each of the adverbs *never, often, usually, always*. Write their suggestions on the chalkboard.
2 Students work in pairs to ask and answer questions based on the sentences, beginning with *when, where, how* and *how often?* More able students can work in pairs to make up their own conversations.

A3.7 Speaking

What I like doing in my free time SB page 43

1 Give students a bit of time to think about their favourite free time activities. They should follow the questions in the book to guide their thinking and they can make a few notes in their exercise books.
2 Students should then make a diary of their activities for a week. Encourage them to write sentences that include *never, often, usually, always*.
3 Before students start talking about their activities in groups, brainstorm and list possible questions that they could ask one another. Encourage them to ask open-ended, interesting questions, such as: *What made you start this activity? Do you share it with anyone else? Does your activity have any money-making or career prospects for you?*

   Students can then take turns to talk about their activities in pairs or small groups. While they are doing this, move around and monitor their speaking and listening skills (see the notes about doing this in the Introduction, page viii). Ask each group to choose one person to talk about their activity to the rest of the class.

   As follow-up, students can each write a paragraph about their hobby (they can do this for homework). They should use the paragraphs in the listening text as a model and include information such as when they started, how often they do it, what they enjoy the most, etc.

A3.8 Speaking

Class survey SB page 44

1 Students work in groups to make a survey of hobbies and/or activities. Write the list of hobbies on the chalkboard. Students must decide whether they use *do* or *make* and then classify them into the groups shown in the chart. Point out that some may fit into more than one classification.
2 After the activity, ask students to say if they find it useful as a way of remembering words. Can they think of any other ways to classify these words (for example by equipment, kind of activity, location, etc.)?
3 Point out the differences between *all, none, most* and *a few*, then ask students to write sentences in their exercise books about their survey, using these determiners. They can then report the results of their survey back to their group.

A3.9 Writing

Match the sentences to the pictures SB page 45

Students study the pictures and say what is shown in each. Then they read the sentences and match them to the pictures.

A3.10 Speaking

Pronunciation practice SB page 47

Model the pronunciation of *of* for students to repeat and practise the phrases. They can then work in pairs to read the sentences in **A3.9** aloud, using the correct stress.

A3.11 Increase your word power

Collocations SB page 47

1 Explain that collocations are standard expressions made up of two nouns that frequently go together. Write the following words that frequently go together on the board, but explain that the order is mixed up. Ask students to join them with *and*.

salt	thread
pestle	fork
needle	bacon
cup	mortar
knife	pepper
table	saucer
eggs	chair

   Explain that collocations can also be made of verbs, for example, *play, go, do* or by lexical sets, e.g. hobby, craft, sport. Ask students to find examples of collocations from the unit, e.g. *play tennis, do athletics, go for a swim, collect coins.* Can they suggest some other collocations? Write their suggestions on the chalkboard. Encourage them to come up with alternative groupings, e.g. *things I do/don't do,* etc.
2 Students then make sentences with collocations of the words.

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A3.12 Writing
Keeping a diary SB page 47

1 Ask if any of the students keep a diary and what they record in it each day. Discuss Moges' diary and ask appropriate questions, for example, *What did Moges do on (Tuesday afternoon)*? Students then answer the questions about the diary.
2 Students write their own diaries in their exercise books, then work in pairs or groups to ask and answer similar questions about the diary.
3 Students write about their partners' activities during the week.

PART B

Objectives

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

Speaking – use social expressions to agree and disagree
– discuss why we read
Reading – read and classify agree/disagree expressions
– read a letter to a friend
– read a passage about a sport
– use underlining as a reading strategy
Writing – write sentences with determiners *all*/*none*/*most* (*of*)/ *a few* (*of*)
– write an informal letter
– construct phrases using *do* and *make*
– form collocations of words related to hobbies
– write one week of a diary
– record and classify vocabulary
– assess and set goals for reading competency

B3.1 Speaking
Agreeing and disagreeing SB page 48

1 Introduce the topic and talk about what a discussion is. Point out that all opinions are presented and discussed. Divide the students into two or more groups according to their opinions. Monitor the groups carefully to make sure they are coming up with suitable points and arguments.
2 For Exercise 2 you can order the class in one of two ways:
a You can have a whole class discussion. This is the best option as it will develop the students' ability to speak in front of a large group. However, the classroom should be quiet enough for everyone to be heard and don't choose this option if you think students are not confident to speak in front of the whole class. You can introduce the discussion, but don't interrupt it unless absolutely necessary (e.g. if everyone is speaking at once or if a few students are not allowing others to speak).
b You can divide the class into two or more groups. Make sure in each group there are people for and against the topic. Monitor carefully while they are working, but don't interrupt unless absolutely necessary. Encourage students to use some of the expressions listed in their books.

B3.2 Fun with words
Play a game SB page 49

List the *Agree* and *Disagree* expressions on the chalkboard, and ask the students to group, classify and record them in their exercise books. Students rank their hobbies in order of importance/popularity/cost, etc. then make a pack of cards for each hobby. They then play the game following the instructions in the Students' Book, using the social expressions for agreeing and disagreeing with each statement on the cards.

B3.3 Reading
The karate lesson SB page 49

1 Read aloud the introduction to the extract, while students follow in their books. They can then continue reading the text independently. Encourage them to read it for a general understanding first and then more closely in order to write the answers to the questions in full sentences.
2 Students write a few sentences explaining karate. They should also try to work out the meanings of unfamiliar words such as *self-defence* and *hang around* from context. Go through the answers together afterwards or collect their work for marking in order to assess their reading comprehension.
3 Students should discuss the questions in pairs or small groups. Ask a few individuals to share their responses with the rest of the class afterwards. Encourage them to give reasons for their responses.
4/5 Students find sentences in the text which back up each statement.
6 Students read the text again and suggest the best definitions.

B3.4 Reading
An informal letter SB page 52

1 Revise the typical features of an informal letter (Unit 1 **B1.8**) first. Talk about and give examples of possible sentences, phrases and words that students could include in an informal letter. Students then read and discuss the letter. Ask them to identify/comment on the various text features, e.g. layout/formulaic phrases/ useful expressions.
2 Go through and answer the questions with the whole class.
3 Ask volunteers to give suggestions on what to write for each part of the letter. Write their ideas on the chalkboard.
4 Talk about ideas that could be included in Abel's letter to (Halima). Encourage students to refer to the

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information in the reading text **B3.3**. They should then write a rough draft of their letter in their exercise books, using Nosipho's letter as a model. They can swap their work with a partner to check the content, layout, grammar, spelling and punctuation. Students can then rewrite a neat copy of their letter. Collect their final drafts for marking (focus on the content and layout), then display them in the classroom. Encourage students to read one another's letters too.

B3.5 Study skills

The importance of reading SB page 53

Students work in their groups to discuss why they read, e.g. for enjoyment, information, as a writing model, and what they read. Write their suggestions about how to remember text on the chalkboard and discuss various reading strategies, e.g. skimming for basic information; reading in detail for specific information, reading for enjoyment, etc. Students then copy the grid into their exercise books to self-assess personal reading competency. They compare their grids with their colleagues, and set themselves their own personal reading targets.

B3.6 Fun with words

Song of the potter SB page 54

Discuss the work of a potter and ask how pots are made. If necessary, refer students to the illustrations and to Reading **A3.5**. For notes on teaching poetry, see the Introduction page x. Students then read the poem in groups and pairs, paying attention to the correct rhythm and stress. Ask them who is speaking in the last lines of verses 1, 2, 4 and 5. Pupils then work in groups to write a similar poem about another craftsperson, which they can read to the class and put on display.

B3.7 Writing

What did you do last week? SB page 55

Students write a brief outline of their activities last week and what hobbies or craft activities they participated in. They then write two paragraphs to describe their activities.

B3.8 Study skills

A successful student SB page 55

Discuss the importance of careful listening and paying attention at all times in class. Remind the students that careful listening will help them remember what they hear. Discuss any strategies they use to help them remember things. Pupils then read the passage paragraph by paragraph. Pause them between each paragraph and ask questions to check their comprehension. Discuss the illustration. What strategies are suggested to help the students achieve success?

B3.9 Increase your word power

Remembering words SB page 56

Students read the text, then brainstorm different ways of remembering things. Write their suggestions on the chalkboard, and ask them to vote on the most successful strategies. Students write the results in their vocabulary notebooks.

Point out that remembering vocabulary and remembering facts have many similarities. Ask what strategies students use to remember facts, then share them with the rest of the class.

Assessment

1 Speaking

Students look back at the list of hobbies in **A3.8**, then answer the following questions about their own hobbies/ free time activities.

1 What do you do in your free time?
2 Where does this activity take place?
3 How often do you do this?
4 Do you do this on your own or with a group or team?
5 Do you need any special equipment or materials?
6 What kind of activity is it, a craft, a sport, a hobby?
7 Why do you like doing this activity?
8 Does it earn you any money or reward?

2 Writing

Students write a short, informal letter to a friend about their chosen hobby, sport or free time activity.

Unit 3 Answers

A3.2

Exercise 2

A **1** *false* **2** *true* **3** *false* **4** *true* **5** *false*
B **1** *true* **2** *true* **3** *false* **4** *false* **5** *true*
C **1** *false* **2** *false* **3** *true* **4** *true*
D **1** *false* **2** *false* **3** *false* **4** *true* **5** *false*

Exercise 3

	Demissie	Fanose	Ibrahim	Zebida
What?	Free time	Cooking	Computer	Reading
Where?	School	At home	Club	School library
When?	Twice a week	Birthdays	Take turns	Free time
Cost?	None	Ingredients and equipment	Small subscription	Old magazines

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A3.3

1 weaving – *weaver*
2 pottery – *potter*
3 basketry – *basket-maker*
4 sculpture – *sculptor*
5 dying – *dyer*
6 metalwork – *metal worker*
7 jewellery-making – *jeweller*
8 leatherwork – *leatherworker*
9 glass-blowing – *glass blower*

A3.4

Exercise 1

1 *do* **2** *done* **3** *does* **4** *did* **5** *made* **6** *make* **7** *made* **8** *do* **9** *made* **10** *make*

Exercise 2

make a cake; do business; make a plan, make an offer; do a favour; make arrangements; do good (make good is also correct, but has a special meaning: to repair or mend something); make a decision; do harm; make an effort

A3.5

1 Because she was going to start an Arts and Crafts club at her school.
2 Held a craft fair at the school.
3 She twisted and folded the cloth, then tied it with elastic bands before she soaked it in the dye.
4 She wanted to let the loose dye run away.
5 She wanted to make patterns in the cloth with a dye of a different colour.
6 *Batik* is a method of dyeing cloth using wax to form patterns in the cloth.
7 She used a sewing machine to stitch over the patterns.
8 He plaited and wove strips of banana leaves into baskets. He used papyrus to make rectangular mats.
9 No, Girmay wove strips of cane into baskets.
10 Jemal rolled pieces of damp clay into strips, then he coiled the strips round to make the pots.
11 Neima used a potter's wheel and a kiln to make her pots.
12 She put the pots into a kiln to fire (or bake) them.
13 She painted her pots in different colours before she glazed them.
14 They sold their work to the parents.
15 They went to watch professional craftspeople at work.

A3.9

1 All the boys are digging. None of them are reading a book.
2 Most of the girls are knitting. One girl is sewing.
3 Most of the boys are playing football. A couple are watching the game.
4 Both the men are weaving baskets. Neither of them are making mats.
5 All the girls are painting pictures. None of them are playing drums.
6 A few girls are swimming. A few are watching with the boys.
7 Most of the men are picking cocoa pods. One of them is sorting the cocoa beans.
8 All the children are running in a race. None of them are watching the race.

A3.11

Exercise 1 (examples)

salt and pepper
pestle and mortar
needle and thread
cup and saucer
knife and fork
table and chair
eggs and bacon

Exercise 2

weave cloth/baskets, fire pots, read books, tie and dye, draw/paint pictures, carve wood

A3.12

1 Moges played football on Tuesday.
2 Moges goes to the mosque on Friday.
3 Moges went to the football match on 17th August.
4 Moges went to visit his cousin Desta on 14th August.
5 No, he didn't.

B3.3

Exercise 1

1 Mondli wanted to learn karate because he wanted to learn to kick people and to be strong.
2 Phindile explained that someone who does karate is actually 'a man of peace', even though he is very strong and powerful and can overcome someone three times his size.
3 Phindile said that Mondli should go to karate lessons at the Youth Club where he could get properly taught by the 'Dan' and learn the different fighting exercises.
4 Shouting is important when you do karate because it comes from your stomach and helps you to push out the strength from your body. It also frightens your opponent.
5 Nosipho knew that Temba was interested in what Phindile was doing because she knew he was standing at the kitchen window, watching them.
6 Karate is for defending yourself.
7 Having Temba in the house is difficult for Nosipho's mother because he doesn't listen to her and his father doesn't send any money for his (Temba's) food.
8 Phindile warned Nosipho about Temba because he'd seen him with his friends and thought they were a bad lot. He also said that Temba would be a bad influence on Mondli.
9 Temba had already influenced Mondli by making him (Mondli) think that it's clever not to work and to act tough.
10 Phindile thinks that the Youth Club will help Mondli by keeping him busy and off the street

Exercise 2 (Model answer)

In karate, you don't use any weapons, just your body. A student of karate is called a 'karataka'. A karataka is a man of peace, but he is very well trained, powerful and strong so that he is able to defeat a man three times his size. There are thirty different fighting exercises in karate called 'kata'. You have to be taught by a Dan. When you fight, you have to shout from your stomach, which helps you to push the strength out from your body and to frighten your opponent. Karate is a form of self-defence. It is not for killing, but rather to defend yourself in a bad situation.

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Exercise 4 (possible answers)
Phindile thinks karate is only useful to defend oneself in a difficult situation.
Temba thinks karate would be useful in a fight to attack and kill someone.
Phindile says that a *karataka* must be well-trained so that when needed he can overcome anybody.
Monde thinks it would be good to become a *karataka* so he could explode with strength.
Monde thinks Temba is smart but Phindile says Monde will pick up bad habits from Temba.
Nosipho feels Temba is a bad influence on Mondli because he thinks it is smart to do no work and act tough.
Exercise 6
weapon – (b); explode – (a); threatening – (c); stomach – (b); impressed – (c); casually – (c)
B3.4
Exercise 2
1 *a* **2** *a* **3** *c* **4** *a* **5** *a* **6** *b*

Exercise 3
1 *d* **2** *e* **3** *b* **4** *c* **5** *a*
Exercise 3 (possible answers)
1 Dear Halima
2 P.O.Box 25678
3 15 March 2012
4 Best wishes,
5 (Abel)

Suggested further reading

Students should read other books, stories, articles or poems relating to the topic of free time activities, hobbies and interests. You may find suitable texts in newspapers, magazines or on the Internet. Students can also practise reading aloud the extract from *Nosipho and the King of Bones* in this unit with fluency, expression and the correct pronunciation.

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Units 1–3 Revision 1

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

Listening

SB page 57

1 Dictation

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

In the north and centre of Ethiopia there are some 25 mountains whose peaks rise over 4,000 metres. With such a high elevation and breathtaking scenery, Ethiopia is said to be 'The Roof of Africa'. The highlands of the Simien Mountains contain many summits above 4,000 metres and culminate in the highest point in Ethiopia, Ras Dashen, which is the fourth highest peak in Africa. Rare species of animals live there, together with over 50 species of birds.

Note – you could accept either numerals or words for the numbers in the dictation – make it clear to the students in advance what you want them to write.

3 Listening comprehension

Tell the students to read the questions in the Students' Book, then listen as you read them a passage about Addis Ababa. They must choose the correct word to complete each sentence.

Addis Ababa is situated in the foothills of the Entoto Mountains. The city has a population of about three million and is an important administrative centre, not only for Ethiopia but also for the whole of Africa. Bole International Airport is 5 kilometres from the city centre and there are free shuttle buses into the city. Taxis and 'contract taxis' run to and from the city, and leave the city from Piazza. The two main bus stations in Addis are the Auto Bus Terra near Mercato, and the smaller terminal on Ras Mekonin Avenue near the railway station. There is a large and efficient network of blue and white minibuses which cover the town. Churchill Avenue is the main thoroughfare and shopping street in Addis. The Mercato, located in western Addis Ababa, is one of the largest markets in Africa, offering an array of colours, aromas, costumes, produce and jewellery. In Mercato virtually every possible commodity is on sale, from livestock to computers.

Answers

1 *foothills*	**2** *administrative*	**3** *shuttle buses*
4 *two*	**5** *market*	**6** *computers*

Vocabulary and spelling

SB page 57

Answers:

1 Italian	2 tourist	3 mechanic
4 summit	5 monastery	6 photographs
7 trekking	8 hobbies	9 necklaces
10 kiln		

Speaking

SB page 58

Students identify and discuss the illustrations. Ask if some are more popular with girls than with boys, and why. Are there any that are exclusive to one sex? Why?

Language use

SB page 58

Answers:

Exercise 1

1 Which	2 What	3 Where
4 Who	5 How	6 Why
7 What	8 How	9 Which
10 Where		

Exercise 2

Revise the use of the modal verbs *must*, *should*, *ought to* and *need*. The students then make correct sentences from the table. This can also be done as a 'chain activity' around the class.

Exercise 3

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

Reading

SB page 61

Answers:

1 True **2** False **3** False **4** True **5** False **6** True **7** False **8** True

Writing

SB page 61

Guide to marking:
The content of the letter should include personal information about the student's age, address, family, school, interests and activities in his/her free time. 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.)

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Unit 4 Food for health

Learning outcomes

By the end of Unit 4 students will be able to discuss issues related to food and health.

Learning competencies

Listening: Students listen to a talk and identify specific information.
Writing: Students punctuate sentences correctly.

Language focus

Grammar: present simple, passive, adjectives of colour/shape, prepositions of place, first conditional (*with*, *unless*, *provided*, *as long as*), *which*/*that* to join sentences, comparatives/superlatives
Vocabulary: food, nutrition, health
Social expression: giving advice

PART A

Objectives

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

Listening
- listen to descriptions of food items and take part in a quiz
- use the present simple/present passive tense
- listen to a talk about nutrition

Speaking
- use social expressions for giving opinions, agreeing and disagreeing
- use *wh* questions
- access English outside the classroom

Reading
- complete a word search
- read labels of canned/packed/bottled foods
- read a nutrition leaflet about carbohydrates/proteins/fats

Writing
- complete a food pyramid
- write a nutrition leaflet for younger children
- give advice about nutrition

Background knowledge

This unit develops students' understanding of food and nutrition. Elicit what they know about a healthy diet and the results of eating a poor diet lacking in basic nutrients. Students also learn how to read labels and classify foodstuffs in order to achieve a balanced diet.

Materials and resources

- If possible, try to find pictures of food from newspapers, magazines, advertisements or books. Ask the students to help you collect these, as well as empty packets, cans, bottles and containers which still retain their labels. Use these items and pictures to stimulate discussion and for display.
- Large sheets of paper to make posters.

A4.1 Introduction

What kind of food do you like? SB page 62

1 Before students start discussing the questions in pairs, model some of your own answers. If possible, show pictures of different food to stimulate students' thinking. Also talk about the meaning of 'snacks' (food that you eat between meals or instead of a large meal).

While students are discussing the questions, move around and monitor a few individuals' oral skills: Can they answer the questions? Can they use appropriate vocabulary?

Note that students may need help with food vocabulary during this exercise and the next one. You can accept traditional names at this stage. (In 'Increase your word power' you can go back to any vocabulary they didn't know.)

2/3 Brainstorm traditional dishes with students. List their names on the chalkboard. Discuss what they are made of. It is important that the students know the English names for basic foods from which traditional dishes are made. You can write these on the chalkboard too. Students can then talk about traditional dishes in pairs or small groups.

As a follow-up activity, ask students to find out more about traditional dishes and their ingredients for homework. They can share their findings with everyone the next day.

A4.2 Increase your word power

Foods SB page 63

1 Copy the headings onto the chalkboard. Talk about the meaning of 'cereals' and 'dairy'. Model one or two more examples. Students can then copy and complete the chart in their exercise books. Check the answers together. Write them on the chalkboard.
2 Once students have completed the exercise in small groups, ask volunteers to read aloud their answers.

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A4.3 Listening

Quiz SB page 63

Tell students to look at the pictures and name the different foods. Discuss how and when they are used. Read the listening script below, pausing between each item. Students listen, match the pictures with the words from the box and write the answers in their exercise books.

Example: 1 = pepper

Listening text

1 *This vegetable is very hot and can burn your mouth if you are not careful!*
2 *The middle part of this is yellow and can grow into a baby chick.*
3 *Mice like to eat this, and it helps to make your bones strong because it contains a lot of calcium.*
4 *These green leaves keep you healthy and are full of iron.*
5 *This fruit has a large stone in the centre and is very juicy!*
6 *Having too much of these white crystals makes your teeth rot!*
7 *Babies love to drink this and it helps keep your bones strong.*
8 *Eating too many of these is not good for your weight or your teeth!*
9 *This green vegetable gives you lots of vitamins.*
10 *Some people say this is a fruit, others that it is a vegetable. It can be green, yellow or red and always tastes delicious, either raw or cooked.*

A4.4 Speaking

Proverbs SB page 64

Introduce the word 'proverb' and ask if students can explain the proverb *An apple a day keeps the doctor away*. Students discuss the meaning in groups. Write their suggestions on the chalkboard.

Students then work in groups to discuss the meaning of the following proverbs, which all deal with the topic of food.

Students share other proverbs with the class, whether related to food or not, and discuss their meanings.

A4.5 Listening

A talk about nutrition SB page 64

1/2 Write the word *nutrition* on the chalkboard and discuss its meaning with the students. Elicit *malnutrition* as its opposite, and discuss its meaning too, then explain to students that they are going to listen to a talk by a distinguished visitor. They are going to listen to it in two sections and answer questions on each. Go through the first three questions with them so that they will be ready to listen out for the answers, then read Section 1 of the passage at normal speed and ask students to answer the questions.

Listening text

Food and health (Section 1)

It gives me pleasure to be with you today, because this school has a very good reputation for the quality of its education. I need hardly say how important the subject of nutrition is, and how essential a balanced diet is for good health. Are you getting enough of the right kind of food?

A person who does not get enough food, or gets food of the wrong kind, will be sick and weak. Now there are three main food types. First of all, I would like to mention protein. Protein provides the body with material for growth and repair. Secondly, there are carbohydrates – carbohydrates provide the body with materials for energy and warmth. Finally, there are vitamins – vitamins give the body health and protection from disease.

Then write the next set of questions on the chalkboard, read Section 2 of the text and ask students to answer the questions.

Food and health (Section 2)

Now, our diet in this country is often short of protein. Proteins come from two main sources – animal (milk and meat are examples), and vegetable (for example, beans and groundnuts). Protein is a very important part of a balanced diet. Young people need protein to help them to grow. An expectant mother needs protein to make the baby's body grow, and later to make the milk to feed the baby. A sick person needs protein for a quick recovery.

To protect our bodies, and to grow healthy, as well as to have enough energy to work and play, we need a balanced diet. We need to eat some foods containing protein, some containing carbohydrates and some containing vitamins, every day. Therefore, a person who wishes to keep well and strong should eat a variety of foods each day.

As I have already explained, our protein requirements can be obtained from meat and milk. There are a number of other foods valuable for the protein they contain. For example, fish, cheese, beans and nuts are all rich in protein. Generally, we do not lack carbohydrates in our diet. Yam, cassava, bread, rice, potatoes and sugar all provide us with energy-giving food. But we should eat fresh fruit, such as oranges, guavas, bananas and mangoes, as well as fresh vegetables, such as spinach and other green leaves, carrots and pumpkins, if we are to get enough vitamins to protect our bodies from illness. Of course, milk is a good food, because it contains carbohydrates, protein and vitamins.

3 Students listen again and write down foods from the box that they hear mentioned in the text.

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A4.6 Reading

A nutrition leaflet SB page 65

1 Ask the students to read the title and predict what ideas or words might appear in the text, using the phrases given in the Students' Book.
2 Students then read the text silently. Check that they understand the meanings of *carbohydrates, protein, fats, vitamins* and *minerals*. Ask them to give examples of each.
3 Students can work in pairs to look at the chart and complete the matching activity, referring to the reading text for the necessary information. They should write the answers in their exercise books.
4 Students read the text again, then decide whether the statements are *True* or *False*.
5 Students work in pairs to ask and answer questions using the questions words *Where? Which? Why? What?* and *How?*

A4.7 Speaking

Healthy and unhealthy foods SB page 67

1 Ask students to draw two columns in their exercise books with the headings *Healthy* and *Unhealthy*. Students classify the food and drinks under these headings.
2 Students work in pairs to discuss the statements. They should give their reasons if they disagree.

A4.8 Writing

A nutrition leaflet SB page 67

Students write a nutrition leaflet for younger children using the reading text as a model. They should exchange their texts and proofread their partner's work.

A4.9 Reading

The need for a balanced diet SB page 67

Students copy the extract into their exercise books, then complete it with words from the box. Ask selected students to read their completed texts for the rest of the class to check their answers.

Note: You could also use this text for dictation, in which case we recommend that you complete the text yourself. Ensure the students are familiar with any difficult words or concepts first, then dictate the whole text before the students have had a chance to read it.

A4.10 Study skills

A food pyramid SB page 68

Tell students to copy the pyramid into their books, then discuss what foods they would include at each level, e.g. Bottom row: foods you should eat regularly (meat, fish, fruits, vegetables, etc.); Middle row: foods you should eat sparingly (bread, sugar, potatoes, etc.); top row: foods that are bad for you and should rarely be eaten (chips, chocolate, fizzy drinks, sweets, etc.).

Encourage them to work in small groups and to add more foods to each of the three levels.

A4.11 Language focus

Giving advice SB page 68

Students discuss in small groups what advice they would give to:

a) someone who is undernourished
b) someone who is grossly overweight
c) someone who is unfamiliar with preparing food.

Encourage them to use *should, shouldn't* and *ought to* in their discussions and ask some more confident students to role-play their advice.

Students then complete the exercise by matching the beginnings and endings of the sentences.

A4.12 Study skills

Food labels SB page 69

1 Students look at different foods, read their labels and discuss them with their partners. What other information might they find (e.g. promotional words, illustrations) on a label?
2 Students should make up a chart in their exercise books, using the headings given in the Students' Book. They complete their charts with the information on the label of each item. Encourage the students to bring further labels written in English to the classroom and to expand on the information on the labels given in the Students' Book.

   Students then choose one of the food items and write a description of the food, giving details of its nutrient value, its origin, and where it was made. More able students could add details of its preparation and how or in what dishes it might be eaten.
3 Students work in small groups to make a poster for the display of their labels with explanatory notes about the nutritional value of each item.

A4.13 Fun with words

Wordsearch SB page 70

1 Students complete the wordsearch then use the words in sentences in the passive voice. This could be done as a 'chain activity' around the class.
2 Students use the words in sentences to say when or how the foods are eaten.

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PART B

Objectives

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

Speaking
- revise adjectives and prepositions
- ask *wh* questions
- use the first conditional tense
- pronounce words containing *ei* and *ie*

Writing
- revise past participles
- revise comparative and superlative adjectives
- take dictation of description of food items
- join sentences using *which* and *that*
- punctuate a paragraph
- collect vocabulary related to food and drink and record in lexical sets
- learn the spelling rule for words containing *ei* and *ie*
- record parts of speech for vocabulary items

B4.1 Speaking

A class survey — SB page 71

1 Help students with vocabulary by brainstorming different kinds of dishes, drink, food and snacks with them first. List their ideas on the chalkboard. Students can then work with a partner to copy and complete the questionnaire in their exercise books.

2 Model the dialogue (ask a volunteer to help you). Divide the students into groups of four (each pair from the previous exercise can join up with another pair). They can take turns to ask and answer the questions, following the example. They must record the answers by ticking them or writing numbers in their exercise books.

3 Revise the use of comparative adjectives. Ask the student to suggest some examples and write them on the chalkboard, e.g. healthy – healthier – healthiest. Give students an adjective prompt and two or more types of food or drink to compare:

Example: healthy/apples/chocolate *Apples are healthier than chocolate.*

Students write their sentences in their exercise books. They then work in pairs to ask and answer questions to compare different food items. Encourage them to use the superlative tense, e.g. *Milk is better than fizzy drinks, but water is the best to drink if you are thirsty.*

B4.2 Language focus

Revising adjectives and prepositions — SB page 72

1 Students read the information in the box. Ask them to give further examples of sentences containing adjectives and sentences containing prepositions. Students then copy the table into their exercise books and classify the adjectives and prepositions in each sentence.

2 Students copy and complete the story in their exercise books.

B4.3 Writing

Dictation — SB page 73

1 Dictate the following sentences slowly and clearly, pausing between each sentence to allow the students to write them in their exercise books.

1 *Beans have many seeds inside. They are full of protein.*
2 *Spinach is a leafy green vegetable. It is full of iron and vitamins.*
3 *Cheese is often soft and crumbly. It is made from goat's milk.*
4 *Mangoes are sweet and juicy. They make very good fruit drinks.*
5 *Peppers can be red or green. They have a very hot flavour.*
6 *Sugar can be made into sweets. They are bad for your teeth.*

2 Revise the use of *which* and *that* to join sentences (*which* is for things; *that* can be used for people and things). Students then join the sentences and write them in their exercise books. Student can then swap books to mark their partner's work.

B4.4 Reading

Oranges — SB page 73

Before students read the passage, discuss the picture and ask *What is the girl doing?* Talk about the importance of oranges for their nutritional value (i.e. they are rich in vitamin C, which fights infection).

Students then read the passage and answer the questions.

B4.5 Language focus

The present simple and the present passive tenses — SB page 75

1/2 Read the introduction and the text in the box aloud, while students follow in their books. Ask students to give you examples of active and passive sentences. Students can then do Exercises 1 and 3 and swap books with their partners to check the answers. Ask individual students to share the answers with the rest of the class.

3 Students complete the sentences in their exercise books.

B4.6 Increase your word power

Goods in the market — SB page 76

Draw the following vocabulary network on the chalkboard and invite the students to complete it with words related to food and drink.

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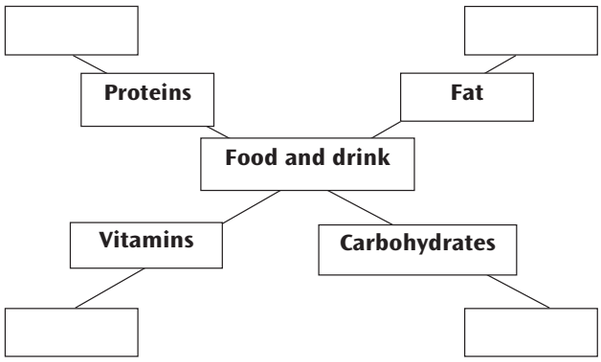

1/2 Ask students to look at the pictures in Exercise 1. Choose individuals to say the names of the items. Write these on the chalkboard and model the exercise with one or two examples. Students can then copy and complete the exercise in their exercise books. Check the answers together afterwards by asking individuals to read their lists. Write these on the chalkboard under the correct heading. Ask students where they would put them in the spidergram.

3 Ask students to suggest some words related to nutrition and write them on the chalkboard. Students copy the table into their books, discuss each word and write it in their books under the correct heading. Students can exchange their books and mark their partner's work.

B4.7 Speaking

Pronunciation – *ei* and *ie* SB page 76

1 Model how to pronounce each sound correctly, before starting the exercise, while students listen and repeat. Then read the following list of words clearly and slowly to the class:
thief chief brief ceiling veil believe height weight foreign field

2 Repeat each word two or three times. Students must write the words in the correct columns in their exercise books. Check the answers together afterwards.

3 Students can read aloud the paragraph to each other in pairs, and then write the words in the correct columns in their exercise books. They can check their answers with another pair.

B4.8 Language focus

If sentences SB page 77

1 Talk about what the 'conditional' means: a conditional sentence expresses something that must happen before something else can happen. Then ask students to read the explanations and examples in the box. Give more examples and ask students if they can think of some of their own. Write these on the chalkboard.

2 Students can write sentences from the box in their exercise books and check their answers with a partner.

3 Students work in groups to suggest sentences using the phrases from Exercise 2. They should then share their sentences with the rest of the class.

B4.9 Study skills

Improve your spelling SB page 77

Students work in teams to list as many words as possible following the spelling rule. They should only look back at **B4.7** if they cannot think of any words. The team with the greatest number of correct spellings in each group wins.

B4.10 Increase your word power

Homonyms SB page 78

1/2 Read aloud the explanation and example for homonyms while students follow in their books. Give other examples and ask students if they can think of any. Students can then copy and complete the exercises in their exercise books. They can work independently or with a partner. For less able students, you may want to write the homonyms on the chalkboard (but not in the correct order). Check the answers together with the whole class afterwards.

3 As a follow-up activity for more able students, ask them to think of more homonyms related to food. They can make up sentences to show they understand their meanings. (This can be done for homework.)

Examples:

cereal – serial	yolk – yoke
four – flower	corn – corn
meat – meet	date – date
pear – pair	prune – prune

B4.11 Language focus

What is a past participle? SB page 78

Read through the explanation and examples, while students follow in their books. Discuss what a past participle is and give a few more examples or ask students to think of some of their own.

Students work in pairs to do Exercises 1 and 2.

B4.12 Writing

Punctuation SB page 79

Students copy the passage into their exercise books and add the correct punctuation. They can swap books and check their answers together.

B4.13 Language focus

Comparative and superlative adjectives SB page 79

1 Remind students that an adjective describes a person or thing. Ask them to read the food adjectives, then suggest some sentences for each one.

2 Students copy the chart into their books and complete it with the comparative and superlative forms of the food adjectives. Point out that with most two-syllable adjectives, we form the comparative with *more* and the superlative with *most*. This is especially true for adjectives of taste, but is also true for some other

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adjectives which describe attributes, e.g. *gentle, friendly, clever, quiet, simple*. Ask the students to read the box, then ask if they can suggest other similar adjectives of taste or attributes. Write both forms of the comparative and superlative for each suggested adjective on the chalkboard.

B4.14 Fun with words

Word puzzle SB page 80

Explain to students how to work out the puzzle (they should fill in the letters on the puzzle for the numbers already given and then work out the rest of the words from this). They can list the answers in their exercise books under the headings 'Across' and 'Down. Check the answers together.

Assessment SB page 80

1 Listening

Read the following text clearly. Then read it a second time and tell students to look at the list of words and tick them as they hear them in the listening passage.

Listening text

During the week I have a varied diet of many different kinds of food. For lunch or supper I usually have injera, a kind of bread which we eat with a sauce made of ghee or vegetable oil. For vegetables we have green kale or cabbage, spinach, carrots, and potatoes, beans or lentils. We often have rice with a beef or chicken curry or a wot, which is my favourite Ethiopian stew. The food is often spiced with berberey, a red pepper sauce. For our pudding we eat mangoes, oranges, bananas and coconuts. We drink a lot of tea, and often make coffee for our visitors. On special occasions we drink a honey wine called tej.

2 Writing

Hand out the following sentences for the students to copy and write in their exercise books with the correct punctuation.

Correct any spelling or punctuation mistakes in the following sentences:

1. i couldn't wear my suit last sunday it was being cleaned
2. when zebida was a baby she cried yelled and screamed every day
3. the police want to interview the manager of the red lion club on south street
4. are you going to sell your bicycle yes I think so
5. can you show me the way to the doctor she asked my brother has fallen and has broken his arm
6. were going to see star wars at the cinema this evening would you like to come with us

Unit 4 Answers

A4.2

Cereals: *cassava, millet, rice*
Dairy: *eggs, milk, cheese*
Meat: *chicken, beef*
Fish: *salmon, tuna*
Vegetables: *spinach, green beans, sweet potato, groundnuts, eggplant, lentils,*
Fruit: *mango, banana*
Sweets: *chocolate, cake*

A4.3

1 *pepper* **2** *egg* **3** *cheese* **4** *spinach* **5** *mango* **6** *sugar* **7** *milk* **8** *biscuits* **9** *bean* **10** *tomato*

A4.4 (Suggested answers)

a Over-eating leads to an early death.
b It's time to stop talking and take some action.
c This Chinese proverb suggests that education survives for a lifetime, while other things like sowing rice or planting trees are more short term.
d If you eat a healthy diet, you will be healthy; a poor diet leads to illness.
e Everything tastes especially good when you are hungry, because you are so eager to eat it.
f It's no good complaining about something that has already happened.
g To fully test something you need to experience it yourself.
h Somebody who appears gentle or innocent while typically being the opposite.

A4.5

Section 2

1. Protein provides the body with materials for growth and repair.
2. Carbohydrates provide the body with materials for energy and warmth.
3. Vitamins give the body health and protection from disease.
4. To help them grow.
5. Protein.
6. Protein.
7. Fresh fruit and fresh vegetables
8. Carbohydrates, protein and vitamins.

Exercise 3

milk, meat, beans, groundnuts, fish, cheese, beans, nuts, yam, cassava, bread, rice, potatoes, sugar, oranges, guavas, bananas, mangoes, spinach, carrots, pumpkins

A4.6

Exercise 3

1. protein = **iv** This helps your body to grow and repair itself = **b** beans **c** milk **f** fish **i** meat
2. carbohydrates = **i** This gives you energy = **c** milk **d** maize **h** rice
3. fibre = **v** This helps your body to digest food = **d** maize **h** rice **k** ground nuts
4. fat = **iii** This is stored in the body. It gives you energy and keeps you warm = **g** butter **j** oil

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5 vitamins and minerals = **ii** There are many of these. They help fight diseases of different kinds and keep different parts of the body healthy = **a** vegetables **b** fruit

Exercise 4

a *False* **b** *False* **3** *False* **d** *True* **e** *False* **f** *True*

A4.7

Exercise 1

Healthy: *meat, groundnuts, vegetables, milk, eggs, fruit, spinach, cheese, water, fish, juice*

Unhealthy: *sugar, chocolates, sweets, fizzy drinks, cakes*

Exercise 2

1 Disagree – too many sweets are bad for your teeth.
2 Agree.
3 Disagree – milk is good for you, but should be drunk fresh.
4 Agree.
5 Disagree – vitamins are also found in other vegetables and fruits.

A4.9

1 *regular* **2** *obtained* **3** *sources* **4** *expectant* **5** *extra* **6** *energy* **7** *include* **8** *addition* **9** *particular* **10** *healthy*

A4.11

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

A4.12

bread – **c** *fish* – **e** *jam* – **a** *tomatoes* – **b** *sweetcorn* – **f** *biscuits* – **a**

A4.13

Across: tomato, bread, milk, banana, oats, orange

Down: vegetable, bean, mango, egg, tea, chocolate, pear

B4.2

Exercise 1

Adjectives	Prepositions
1 ripe, yellow, new	in, on
2 small, red	into, on
3 new, orange,	in, on, near
4 hard, green,	from, outside
5 brown, fibrous, white, sweet	on, inside
6 long, tall	on, in, on

Exercise 2

1 *with* **2** *at* **3** *into* **4** *on* **5** *behind/near* **6** *beyond* **7** *near/behind* **8** *under* **9** *to* **10** *through* **11** *from*

B4.3

1 *Beans, which are full of protein, have many seeds inside.*
2 *Spinach, which is full of iron and vitamins, is a leafy green vegetable.*
3 *Cheese that is made from goat's milk is often soft and crumbly.*
4 *Mangoes that are sweet and juicy make very good fruit drinks.*
5 *Peppers, which have a very hot flavour, can be red or green.*
6 *Sugar, which is bad for your teeth, can be made into sweets.*

B4.4

1 Mangoes, pears, pawpaws and oranges.
2 They are easy to cultivate; regular in bearing fruit; not too difficult to harvest; and liked by most people.
3 The air was cool and sweet with the scent of oranges.
4 He did not like oranges.
5 The people who ate the oranges were those who bought them.
6 The writer had no time for playing when she was selling oranges.
7 She held a knife in one hand and an orange in the other, and scraped the outer skin by turning the orange round.
8 Vitamin C helps the body to fight infection.
9 An orange a day keeps the doctor away.
10 The more oranges one eats, the fewer colds and fevers one gets.

B4.5

Exercise 1

1 The mixture is fermented for several days.
2 Then the injera is baked on a clay pot over a fire.
3 The mixture is poured onto the baking surface.
4 It is not rolled out.
5 Small pieces of injera are torn off to hold the stew or salad for eating.
6 The juices and flavours are soaked up by the injera
7 Injera is eaten daily by nearly every household in Ethiopia.

Exercise 3

1 it is broken **2** was given **3** were marked, were returned **4** is torn **5** are checked

B4.6

Fruit: *Bananas, pineapples, mangoes, papayas*

Vegetables: *sweet potatoes, okra, green beans, carrots*

Meat: *chicken, goat*

Food: *flour, oil, sugar, tea, butter, eggs*

Metalwork: *metal buckets, machetes*

clothing: *man's shirt, shorts, vest, roll of cotton cloth*

B4.7

Exercise 1

ie – chief, believes, piece, ingredient, variety, diet

ei – receive, protein

B4.10

Exercise 1

1 *beat* **2** *train* **3** *bear*

Exercise 2

1 *stamp* **2** *burn* **3** *rock*

B4.11

cooked, baked, drunk, stirred, thought, written, chosen, given, bought

B4.12

"Where are you going?" asked Fanose.

"I am going to the market to buy lots of food and drink. My cousin Aret is coming to visit me from Addis Ababa and she enjoys eating lots of healthy foods. She leads a very healthy lifestyle," replied Almaz.

"What are you going to buy?" asked Famose.

"I am going to buy lots of fresh fruit and vegetables and rice. She also likes fish, so I will buy some tuna and

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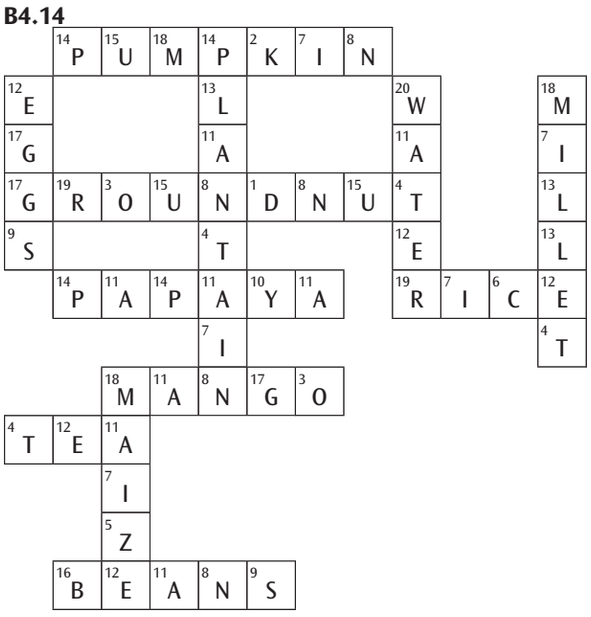
salmon. For dessert, I will buy a cake as a treat for her as she doesn't eat sweet foods very often," said Almaz.
"How long is your cousin staying?" asked Famose.
"She will be staying for two nights. I am looking forward to seeing her. Why don't you join us for dinner tonight?" said Almaz.
"I would love to," replied Famose. "What time shall I come?"
"Eight o'clock. See you later."
"See you later. I will bring some fresh fruit juice for us to enjoy," said Famose.

B4.13

	Comparative		**Superlative**	
bitter	**a** more bitter	**b** bitterer	**a** most bitter	**b** bitterest
sour	**a** more sour	**b** sourer	**a** most sour	**b** sourest
greasy	**a** more greasy	**b** greasier	**a** most greasy	**b** greasiest
juicy	**a** more juicy	**b** juicier	**a** most juicy	**b** juiciest
salty	**a** more salty	**b** saltier	**a** most salty	**b** saltiest
tasty	**a** more tasty	**b** tastier	**a** most tasty	**b** tastiest

B4.14



Assessment

2 Writing

1. I couldn't wear my suit last Sunday. It was being cleaned.
2. When Zebida was a baby, she cried, yelled and screamed every day.
3. The police want to interview the manager of the Red Lion Club on South Street.
4. "Are you going to sell your bicycle?" "Yes, I think so."
5. "Can you show me the way to the doctor?" she asked. "My brother has fallen and has broken his arm."
6. "We're going to see Star Wars at the cinema this evening. Would you like to come with us?"

Suggested further reading

If possible, students should read stories, poems and non-fiction (information) books about food. They can even read articles or recipes from newspapers or magazines about this topic. If texts are difficult to obtain, they can re-read the passages in this unit.

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Unit 5 HIV and AIDS

Learning outcomes

By the end of Unit 5 students will be able to describe the symptoms, treatment and impact of AIDS and HIV.

Learning competencies

Speaking: Students describe pictures using appropriate language.
Reading: Students scan text to obtain specific information.

Language focus

Grammar: present continuous, past simple, zero conditional, mixed modal verbs, indirect questions
Vocabulary: implements/tools, health
Social expressions: expressing sympathy

PART A

Objectives

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

Listening – listen to a text about HIV and AIDS
– Use the zero conditional
Speaking – use the past simple and the present simple tenses
– use modal verbs (*can*, *should*, *must*, *mustn't*, *have to*, *don't have to*)
– use the zero conditional for cause and effect
– use social expressions to express sympathy
Reading – read and make posters about HIV and AIDS
Writing – match figures and percentages with words and phrases

Background knowledge

This unit develops students' understanding of HIV/AIDS. Elicit from them what they already know and encourage them to share their experiences. Be sensitive to the fact that they may know people who are suffering from AIDS, including their close relatives. Aim to deal with this topic in a non-critical, objective way. Help clear up any misunderstandings about the disease (such as how you get it and how you can treat it). Encourage them to develop an awareness of how to support people with HIV/AIDS in an empathetic way.

Materials and resources

- If possible, try to find posters about HIV/AIDS (or any other posters with a simple message and illustration).
- *Child-to-Child* leaflet on AIDS.
- Newsprint, paper or card; colouring pencils, crayons, markers or paints for making posters.

A5.1 Introduction

What do you know about HIV? SB page 81

Pre-teach the following vocabulary (students can write them in their vocabulary notebooks after they have discussed the questions): *virus* and *body fluids*.

Discuss the answers to the questions with the whole class, once students have talked about them in their groups. Accept any reasonable answers and help students to understand what they need to know more about.

A5.2 Listening

Facts about HIV SB page 82

Pre-teach the following vocabulary (students can record these words in their vocabulary notebooks after the exercise): *semen, vaginal fluid, vomit, urine, faeces, pus, syringe, relationship, razor, myth, virgin, antiretroviral, re-infect, condom, abstain*. Discuss the headlines with the students, then read aloud the following listening script. You may read it more than once. Ask students to make notes of the key points. After you have read it, ask students to look back at the questions in **A5.1** and share what they have learnt from the listening script with a partner or small group.

Listening script

HIV is a virus and viruses in the body are difficult to kill. When it enters the body it destroys the immune system which protects our bodies against disease. The virus works slowly and it may be many years before a person carrying it becomes ill. When the person becomes very ill with many diseases, then they have AIDS and will probably die.

The virus is transmitted or passed from person to person through body fluids like blood, semen and vaginal fluid. It is not transmitted through vomit, urine, faeces or pus.

HIV is usually transmitted when two people have sex. That is why it is very important not to have sex with anyone unless both you and that person have had an HIV test. You must be in a strong long-term relationship and you must be certain the other person (and you) is not having sex with anyone else. However, sex is not the only way in which HIV is transmitted from person to person. Using a syringe or a razor which has been recently used by someone with HIV, or being in a road accident with someone who is HIV, can put you at risk. Also, some babies born to mothers with HIV may

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be born with the virus. It is one of the many myths about HIV to think that having sex with a virgin is safe. HIV is not spread by other normal everyday contact with a person such as touching or kissing or sharing cups and plates.

When a person is HIV positive they should not give up hope. To some extent how long they can stay healthy is up to them. By eating well, taking exercise and getting plenty of rest, by getting quick treatment for any illnesses and thinking positively, they may not get AIDS for many years. Making plans and living life to the full are an important part of this. Antiretroviral drugs can delay AIDS even further. All this means that someone with HIV may have many healthy years.

A person with HIV will sometimes feel depressed. You can help them by being a good friend, by listening and offering support and cheering them up when they need it. You can also help them stick to their healthy lifestyle by eating healthy food with them and doing sports with them. A person with HIV who feels well may want to have sex if they meet someone they like. There are two things to remember: firstly, they may re-infect themselves with the virus and this may mean they get AIDS quickly. Also, they must tell their boy or girlfriend about their HIV. Using condoms can help to prevent the spread of the virus but it is not 100% safe. It is better to abstain from sex if you are HIV positive.

A5.3 Speaking

Discussion about AIDS — SB page 82

1/3 Divide the class into two groups. Group 1 reads Exercise 1 and Group 2 reads Exercise 3.

Read through the statements in both exercises with the students first and make sure they understand what each one means. Explain any new vocabulary, e.g. *disinfectant*. Remind students how to agree and disagree politely (**B3.1**) and ask for and give an opinion (**A4.11**). Model a few possible ways to say 'no', e.g. **1** *I can show you how I love you through other ways than sex.* **2** *How can I believe you?*

You may wish to allocate roles to particular members in each group in order to facilitate discussion, e.g. leader, scribe, spokesperson. Once students have discussed the statements in **both** Exercises, ask a spokesperson from each group to share some of their opinions with everyone. Encourage them to justify these opinions.

2 Students work in their groups to brainstorm how HIV can be transmitted (refer them back to their notes in **A5.2**) and write 3-4 sentences in their exercise books.

3 As a follow-up, ask each group to choose their best way of saying 'no' to one of the statements in Exercise 3. A scribe can then copy it onto a piece of newsprint, paper or card and display it in the classroom. Encourage students to read these and to apply them to their own lives in the future!

4 Revise the present simple and the present past tenses. Students work in pairs to ask and answer questions about HIV and AIDS, using both these tenses.

A5.4 Reading

Living with AIDS — SB page 83

1/2 Discuss the illustration and ask students to predict what the passage will be about. Discuss the causes and treatment of AIDS. The students then read the passage and in groups discuss how to treat or help people living with HIV and AIDS. They should make notes of the discussion in their exercise books.

3 Ask students to find out what they can in advance about HIV and AIDS in Ethiopia. Students copy the spidergram into their exercise books and complete it, using the information they have previously gathered and the information about HIV/AIDS in this unit that they have learned so far. Students then share their information with the rest of the class. Write their suggestions in a spidergram you have drawn on the chalkboard.

A5.5 Reading

A poem — SB page 84

Discuss the illustration. Ask: What is happening in the picture? Why are the people crying? How old do you think the dead person was? person was? For notes on teaching poetry, see the Introduction on page x. Explain that this poem is about the death of a young child. Explain that *bereft* means *deprived*. Tell the students to read the poem then discuss what they think *spread* means. Ask the students what the poem is about and explain any difficult concepts. The students then read the poem again and answer the questions.

A5.6 Speaking

Expressing sympathy — SB page 84

1 Students discuss in their groups how they would sympathise with someone, for example Isatou's mother. Ask them to list what expressions of sympathy they would use.

2 They list in their exercise books the expressions of sympathy in the Students' Book in order of seriousness of the situation, then add to their lists any further expressions that they discussed in Exercise 1.

3 Students read **A5.4** again, then work in groups to write a conversation as suggested in the Students' Book. More confident students might like to act out their conversations in pairs.

A5.7 Writing

Statistics for HIV/AIDS in Ethiopia — SB page 85

1 Before students open their books, write the number 1,206,716 on the chalkboard. Ask if anyone can say the number name (*one million, two hundred and six thousand, seven hundred and sixteen*). Do this with

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a few other large numbers, then let students open their books and study the table. Explain that when we talk about facts and figures, it is sometimes better to describe them as percentages so that we can see how one figure compares with others. Write the following percentages on the chalkboard and ask them to match the following percentages with these numbers: a third, a half, a tenth, a quarter.

a 10% **b** 25% **c** 50% **d** 33%.

Give more examples, then discuss the statistics in the Students' Book. Students work in pairs to ask and answer questions about the table.

Example:
How many women in Ethiopia have HIV? *530,000*
What percentage of the population is that? *0.6%*

2 Point out the words in the box, under the statistics, then students complete the exercise in their books.
3 Students work in groups to devise a questionnaire, for example about their marks in the last exam, draw a table, and then work out the percentages. They then ask and answer questions about their group's table, using the words in the box.

A5.8 Language focus
Zero conditional SB page 86

Students read the information in the box, then ask them to give further examples using *If* and the present simple tense, for example *If people keep their status secret, this leads to stigma*. Point out that these sentences should be to express general facts, or give instructions. Students then write sentences in their exercise books.

A5.9 Speaking
Advice for younger children SB page 86

1 Students work in groups to make sentences using the zero conditional tense using the phrases in the box.

2 Then they write and act a play for younger children presenting the HIV/AIDS message.

A5.10 Language focus
Obligations and duties SB page 86

1 Revise the use of *must*, *need* and *have to* (see Unit 1 **B1.4**). Explain that *must* and *have to* have almost the same meaning, and introduce *should* for giving advice. Point out the negative forms *mustn't, can't, don't have to.*
2 Write the missing words *can, must, have to* and *should* on the board. Read aloud the dialogue. Pause for a few seconds to let students write each missing word in their exercise books. Read aloud the complete dialogue again for them to check their answers.

A5.11 Reading
Poster about HIV/AIDS SB page 87

1 Students make posters about the prevention of AIDS, based on what they have learned so far in this unit.
2 Students write a description of their posters. Their partner shares the description with the rest of the class.

PART B

Objectives

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

Listening – focus on listening strategies
Speaking – use the present continuous tense
Reading – read a leaflet about HIV and AIDS containing statistics
– follow up on their reading goal
Writing – use *have to/don't have to* contrasted with *must/mustn't*
– revise indirect/embedded questions
– categorise words under parts of speech

B5.1 Speaking
Problem pictures SB page 88

Students work in groups to look at pictures related to HIV/AIDS and use the present continuous tense to describe what is happening in each one.

B5.2 Writing
Write a story SB page 89

Students choose one of the pictures from **B5.1** and write a story about it. Ask selected students to read their stories to the class.

B5.3 Reading
A radio interview SB page 89

1 Students work in pairs to discuss the causes and symptoms of AIDS and how it could be prevented. If it is available, refer them to the *Child-to-Child* leaflet on AIDS.
2 Assign the two different parts to students and ask them to read and act out the dialogue, while the rest of the class follow in their Students' Books.
3 Students read the dialogue again, identify the key points and write them in their exercise books.

B5.4 Language focus
Indirect questions SB page 90

Remind students that we looked at indirect questions in **A2.11**. We use indirect questions when we are asking for information in a polite way. Write the following questions on the board and ask students to make the questions indirect.

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a Does your mother have a job outside the home?
b Where is the library?
c Where has your brother gone?
d Have you seen my school bag?

Students read the information about indirect questions in the Students' Book, read the interview in **B5.3** again and write five indirect questions in their exercise books. They discuss the answers to these questions in groups.

B5.5 Language focus

Mustn't, don't have to, shouldn't, can SB page 91

1 Students read the preliminary information, then copy the list into their exercise books. They can use any sensible phrases from the box to complete the list, then work in pairs to check each other's suggestions.
2 Students copy the sentences into their exercise books and complete the sentences with the correct words or phrases. Ask students to suggest the answers for the whole class to correct their work.

Read out the following modal verbs: *must, have to, can, might, should, ought to*. Students suggest sentences in which they could be used.

B5.6 Increase your word power

Quiz SB page 92

Copy the headings onto the chalkboard and demonstrate how to do the exercise with a few examples. Students can copy and complete the exercise in their books. Check the answers together.

B5.7 Reading

A HIV/AIDS leaflet SB page 92

1 Give the students two minutes to read the leaflet in detail, then ask volunteers to say what it is about.
2 Students read the leaflet again, list what they feel are the three most important new facts they have learned, then discuss them with the class.
3 Students then answer the questions in their exercise books. Check the answers together.

B5.8 Study skills

Your reading goals SB page 93

Refer the students to the grid they drew up to assess their reading competence in **B3.5**. How many students continue to use this grid?

Discuss the questions below the illustration first, before they read the given answers 1-6. Acknowledge what they already know about choosing, reading and responding to books. Students can then complete the exercise in pairs or small groups. Check the answers together and explain new vocabulary, e.g. *flick, chapter, book mark*.

B5.9 Study skills

Tips for practising listening SB page 95

1-3 Discuss the importance of careful listening and remind students that careful listening will help them to remember what they hear. Discuss any strategies they use to help them remember things, e.g. writing a note or tying a knot in a piece of string. Students then read the text and discuss in small groups the best way to remember information. They take note of the most effective listening strategies.
4 Students look at the pictures and read the speech bubbles, then listen as you read the following story. Give them time to write down the missing words.

Once upon a time a rabbit was walking in a wood and a fox saw him. The fox was hungry and said, "Come here, little rabbit. I want to give you a present." But the rabbit ran away and jumped down a well. The fox could not catch the rabbit, but the rabbit could not get out of the well .
"Oh dear!" said the rabbit. "How can I get out of this well?" Then the rabbit had an idea. She shouted up to the fox, "There's a lot of food down here. Come down and get some, Mrs Fox."
The fox looked down the well and said, "How can I get down there?"
The rabbit said, "Just jump in the bucket and you'll get down here all right."

Students discuss in pairs the answers to the questions, then write a possible ending for the story. Ask them to share their conclusions with the rest of the class.

B5.10 Fun with words

How many words can you make? SB page 97

Write the word on the chalkboard and go through the instructions with students. Demonstrate how to make a few example words. Students can then do the exercise individually or in pairs or small groups. Set them a time limit, e.g. ten minutes. Once the time is over, ask volunteers to say aloud the words they have made. Write these on the chalkboard. See which pair or group got the most correctly spelt words. Also see how many different words the class made in total.

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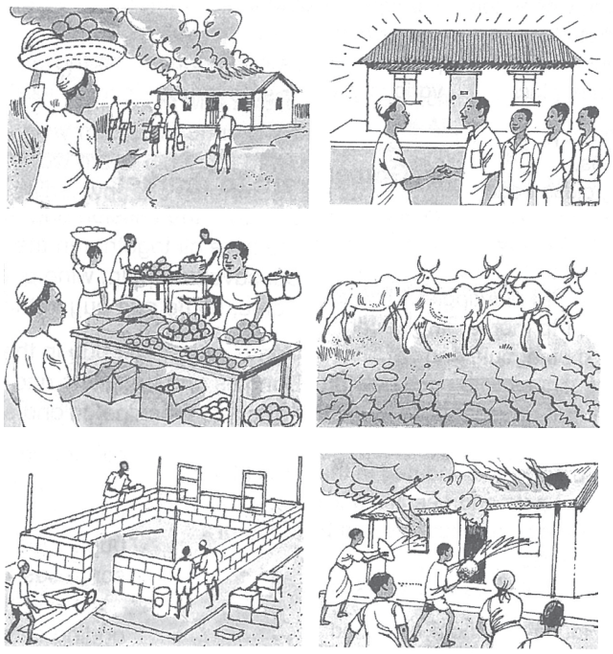
Assessment SB page 97

1 Speaking

Give the students copies of the following picture story.



Students put the pictures in the correct order, then tell the story of Mr Tolossa.

2 Reading

Give the students copies of the passage and the following questions. Write new vocabulary on the board – *reapers/reap*, *sickles*, *stalk*, *stripped*, *bundle*, *tore*, *ripe*, *grains*, *pile*. Ask students to explain what these words mean.

The rice harvest

When the tom-toms sounded, the reapers set out. With them I marched along to the rhythm of the tom-tom. The young men threw their sickles in the air and caught them as they fell. They shouted and danced as they followed the tom-tom players. My grandmother told me not to be too friendly with these tom-tom players. But it would have been impossible for me to miss the lively music, the sickles flashing in the sun and the sweetness of the air.

When they reached the first field, the men lined up with their sickles ready. My Uncle Berta or some other farmer – for everyone worked together and helped each other – signalled that the work was to begin. Immediately, the black bodies bent over the great golden field, and the sickles begin to cut. Now it was not only the morning breeze which made the field move, but also the men working.

The sickles went up and down in a fast regular rhythm. They had to cut off the stalk near the bottom at the same time that they stripped the leaf. They almost never missed. This was because of the way the reaper held the stalks to cut them. Each man tried hard to reap as regularly and rapidly as possible. As he moved across the field he had a bundle of stalks in his hand. The other men judged him by the number and size of these bundles.

My young uncle was wonderful at rice cutting, the very best. He handed me the bundles of stalks as he cut them. I tore off the leaves and piled the stalks. I had to be very careful. Rice is always harvested when it is very ripe, and if handled roughly, the grains fall off. Tying the bundles together was man's work, but, when they had been tied, I was allowed to put them on the pile in the middle of the field.

Adapted from The African Child *by Camara Laye.*

2 True or false? Write your answers into your exercise books like this: **a = True**.

- **a** Tom-tom players went with the reapers to the fields.
- **b** The writer's grandmother doesn't want him to make friends with the tom-tom players.
- **c** The men wore a lot of clothes as they worked.
- **d** The men worked slowly.
- **e** They didn't always cut a stalk with a single cut.
- **f** Each man tried to cut more stalks than the other men.
- **g** The writer's uncle wasn't a very good reaper.
- **h** The writer was allowed to do some of the work.
- **i** The rice was not completely ripe when they cut it.
- **j** It was difficult for a child to tie the bundles of stalks.

Unit 5 Answers

A5.1

1 *a* **2** *b* **3** *a* **4** *b* **5** *b*

A5.5

1 Isatou was five when she died.
2 Her mother wept at her death.
3 The neighbours wailed because they were paid to.
4 The neighbours were thinking about what a big spread her wedding might have been if she had lived.
5 Accept any sensible answers.

A5.6 *(Possible order)*

Oh no! – What a nuisance! – What a shame – Poor you – What a pity – That's sad – How awful – How terrible – I'm really sorry to hear that

A5.7

1 *majority* **2** *small number* **3** *Most* **4** *Half*
5 *large number* **6** *minority*

A5.8

a Iron rusts if it gets wet.
b When there is no rain, the grass does not grow.
c When you don't eat enough, you always feel hungry.
d When my daughter eats too much chocolate, she gets sick.
e If you drop ice in water, it floats.

A5.10

Exercise 2

Doctor: Good morning. Please sit down. How (1) *can* I help you?
Patient: It's my arm, doctor. It's very painful.
Doctor: Let me have a look. Oh dear! That does not look very good. What happened?

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Patient: Well, I cut it on a nail that was sticking out of a wall. That was about a week ago. I thought it was getting better, but as you (2) *can* see, it isn't.
Doctor: No, it's very swollen now. It's infected. Did you wash it when you cut it?
Patient: No, doctor, I didn't think it was very bad.
Doctor: Now you see what happens when you just leave it! When you cut yourself, you (3) *should* wash it and cover it. I'm going to give you some tablets. You (4) *must* take one three times a day. You (5) *mustn't* stop taking them until they are finished. Do you understand?
Patient: Yes, doctor.
Doctor: The nurse will dress this wound. You (6) *must* come back in two days so that she (7) *can* change the dressing. You (8) *mustn't* get it wet.
Patient: No, doctor. Do I (9) *have to* stay at home?
Doctor: No, you (10) *can* go to school, but you (11) *must* be careful. You (12) *shouldn't* run around. You (13) *should* rest and eat well.
Patient: Yes, doctor.
Doctor: Come back if it gets worse.
Patient: Thanks very much, doctor.

Exercise 3

1 The patient had a cut on his/her arm.
2 The doctor gave the patient some tablets and told him/her to come back in two days so that the nurse could change the dressing.
3 The doctor told the patient that he/she must not get it wet and must be careful at school. He/ She shouldn't run around, and should rest and eat well.

B5.4

a Could you tell me if your mother has a job outside the home?
b Could you tell me where I can find the library?
c Do you know where your brother has gone?
d Do you know where my school bag is?

B5.5

Exercise 2

1 *must* **2** *mustn't* **3** *have to* **4** *mustn't* **5** *have to*
6 *must* **7** *don't have to* **8** *mustn't*

B5.6

Nouns – distribution, adults, females, discrimination, orphans, sibling, clan, behaviour
Verbs – infect, represent, exploit, extend, occur, admit
Adjectives – widespread, disastrous, recent, extended
Adverbs – rapidly, currently

B5.7

Exercise 3

1 16%; lower
2 2.2 million
3 15 to 24 age group
4 No, it isn't.
5 3.8 million
6 1.2 million

B5.8

a1, **b**6, **c**1, **d**5, **e**4, **f**3

B5.9

Exercise 4

Once upon a time a rabbit was walking in a wood and a fox saw him. The fox was **hungry** and said, "Come here, little rabbit. I want to give you a **present**." But the rabbit **ran** away and jumped down a **well**. The fox could not **catch** the rabbit, but the rabbit could not get out of the well .
"Oh dear!" said the **rabbit**. "How can I get out of this well?" Then the rabbit had an **idea**. She shouted up to the fox, "There's a lot of food down here. Come down and get some, Mrs Fox."
The **fox** looked down the well and said, "How can I **get** down there?"
The rabbit said, "Just jump in the **bucket** and you'll get down here all right."

B5.10 *Possible answers (there are more)*

hat, rat, that, chat, this, character, chest, cheat, chart, is, at, he, act, treat, seat, sat, set

Assessment

1 Listening

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

2 Reading

a *True* **b** *False* **c** *False* **d** *False* **e** *True* **f** *True*
g *False* **h** *True* **i** *False* **j** *True*

Suggested further reading

If possible, students should read stories, books, poems or media articles about HIV/AIDS. There may be leaflets and advice obtainable form local clinics and health centres. If these are difficult to obtain, they can re-read the passages and dialogues in this unit (they may practise reading aloud once they have read and understood it well).

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Unit 6 Media, TV and radio

Learning outcomes

By the end of Unit 6 students will be able to discuss the topic of TV and radio.

Learning competencies

Reading: Students read an article and relate what they have read to their own experience.
Writing: Students write a short, simple introduction to an essay.

Language focus

Grammar: present perfect (*for/since*), comparatives/superlatives, indirect/embedded questions, reported speech, *like/look like*
Vocabulary: media, adjectives for describing people, jobs
Social expressions: expressing opinions, follow on questions.

PART A

Objectives

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

Listening – listen to descriptions of celebrities
Speaking – describe people using *like/look like*
– use comparative and superlative adjectives
– express opinions
Writing – write simple biographies
– write a TV/radio news broadcast
– write an essay introduction

Background knowledge

This unit develops students' understanding of the media, particularly TV and the radio. Elicit what they know already and try to build new knowledge and skills on this. Also, give them the opportunity to prepare and present a TV/radio news report, to write a newspaper report and to design an advertisement. This will help to make the topic more meaningful and enjoyable. In addition, help the students to understand that in many advertisements it is difficult to distinguish between fact and opinion. As a result, advertisements can be misleading and they promote a particular lifestyle, which helps to sell products.

Materials and resources

- Collect newspapers, TV and radio magazines or guides (ask the students to help you). Use these for discussion, reading, research and display.
- Strips of paper to write fake biographies.
- If possible, a cassette recorder for recording students' radio news reports (optional).
- A news bulletin, preferably on tape, which you have recorded in advance for **A6.8**.
- Record in advance the interview with Tilahun Gessesse for **B6.3**.

A6.1 Introduction

Radio, TV and newspapers SB page 98

If possible, circulate some newspapers, TV and radio magazines or guides during this exercise to stimulate ideas and discussion. Students can discuss the questions in small groups first, then ask volunteers to share some of their responses with the rest of the class. List their answers on the board. Encourage students to give reasons for their responses for questions 3–7.

A6.2 Increase your word power

Media words SB page 99

1 Students can work independently or with a partner for this exercise. They should copy the headings 'Radio/TV' and 'Newspapers' into their exercise books then write the words in the box under the correct headings. (Note that some words may go under both headings.) They should use a dictionary to look up the meanings of new words such as: *advertisements*, *aerial*, *broadcast*, *newsreader*, *presenter*, *programme*, *remote control*, *satellite dish*, *station*. You can go through the answers with the whole class after they have completed Exercise 2.
2 Read out the following definitions. Pause for a few seconds after each one to give students time to write the word down. Check the answers together afterwards.

Listening script

1 *A show on radio or TV.*
2 *A piece of writing in a newspaper or magazine.*
3 *Someone who introduces a radio or TV programme.*
4 *Someone who reads the news on radio or TV.*
5 *The person who decides what should be included in a newspaper each day.*
6 *The lines of print that go down the page of a newspaper.*
7 *The title of a newspaper article which is printed in large letters.*
8 *A text with or without pictures which is meant either to persuade people to buy a product or use a service, or to give information about something such as a concert.*
9 *A company that has programmes on radio or TV.*
10 *A piece of metal or wire used for receiving or sending radio or TV signals.*
11 *Someone who writes articles in a newspaper, or for radio or TV news.*
12 *A journalist who sends reports about news events to a newspaper or radio or TV news programme.*
13 *A large round piece of metal that is attached to a building and receives signals for satellite TV.*

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14 *To send out a programme from a radio or TV station.*
15 *A piece of equipment used to control a TV from a distance.*

As a follow-up, optional exercise, ask the students to choose 10 words and write a sentence using each word. They can swap their sentences with a partner to read and check.

A6.3 Listening

Famous people SB page 99

1 Students look at the pictures and say if they recognise any of them and what they know about them. Explain difficult words such as *contestants, catwalk, succeeded, shopping mall, arrested, sentenced, release, throng, celebrities, ceremony, picturesque, chairman, currently, nom de guerre, radical, executed, opposition, demonstrations, treason, pardoned, revoked.* Write them on the board and ask students to copy them into their vocabulary books. For homework they could look up the definitions for each words and write them down. Students listen to the descriptions and match them to the pictures.

Listening script

1 *Lulu Gezu, a student at Mekele University, won the title of "Miss World Ethiopia 2009" after stiff competition. The twenty-five contestants got training on dancing and catwalk for only two weeks before the event. Lulu Gezu believes that she succeeded over the other contestants by her confidence and the way she answered questions, in addition to her external beauty.*

2 *Kibnash Tolossa began making a few extra injera when she was preparing food for her family. She sold them from a stall in front of her house near the centre of Adama. A local hotel asked her to make theirs, so she borrowed some money to buy tef and fuel and began to work full-time. Kibnash has been such a success in her work that she is now part-owner of a shopping mall in little under 10 years.*

3 *Born in Gondor in 1960, Aster Aweke's family moved to Addis Ababa where, as a child, she developed a deep love for singing. As a teenager she sang with the Hager Fikir Theatre, then later with various groups. She recorded several albums before going to the USA in 1979, where she settled in Washington and performs in clubs and restaurants for the Ethiopian expat communities. She often returns to Ethiopia, and in 2009 performed in front of a crowd of 10,000 people at the Millennium Hall in Addis Ababa.*

Facebook

4 *Kenenisa Bekele is the reigning two-time Olympic champion over 10,000 metres and many consider him to be one of the greatest distance runners of all time. Bekele is renowned for his ability to accelerate very quickly at the end of a long distance race. When he won the 3,000 m at the World Indoor Track & Field Championships in Moscow in 2006, he became the first athlete in history to be Olympic champion, world outdoor track champion, world indoor track champion, and world cross country champion. On 18 November 2007, Bekele married Ethiopian film actress Danawit Glegziabher at the Sheraton Addis, in Addis Ababa. About 5,000 guests and celebrities attended the picturesque ceremony at the park near the national palace and the African Union building.*

5 *Making pots is basically women's work where Tabita Hatuti lives in Shento. She first learned the art as a young girl and is now a skilled potter. Her specialty is making large pots for brewing beer. Twice a week she collects the clay she requires, then working at a remarkable speed, she builds the walls of the pot until she has obtained a near-perfect symmetry. She leaves the pot to dry, then polishes it with a smooth stone. Tabita fires her pots on the morning of the local weekly market. The actual firing last about 45 minutes and takes great skill, but she is often assisted by her husband Busho or one of her five sons.*

www.h-net.org/~etoc/Pages/tabita_info.html

6 *Lulseged Retta was born in Addis Ababa in 1952. He attended the Addis Ababa School of Fine arts and after graduation worked as a stage designer at the Yehager Fiker Theatre. In 1979 he was awarded a scholarship to study art in St Petersburg, Russia. After his return to Ethiopia, he served as a civil servant at the Ministry of Culture and Information as well as the Ethiopian Tourism Commission, where he established a fine reputation as a graphic artist. Lulseged now runs a private studio in Addis Abeba, and has developed a particular interest in mosaics and concern for African motifs. His paintings are noted for their exaggerated, wide-opened eyes which we see everywhere in his work.*

cyberethiopia.com/home/content/view/21

A6.4 Speaking

Describing people SB page 100

1 Students look at the pictures and match them to their descriptions.
2 Students work in pairs to describe the people in the pictures, as in the example. Encourage them to add any further details they know of about these celebrities.

A6.5 Writing

Biographies SB page 100

Students work in pairs to choose one of the celebrities from **A6.3**, using the information they learned about that person from **A6.4** and the suggestions in the Students' Book. They might like to do some further research on their chosen personality for homework. Students can then read their biographies aloud to the class.

A6.6 Language focus

Making comparisons SB page 100

Read through the explanation of comparative adjectives and the examples, while students follow in their books. Give more examples and ask students if they can think of more. Write these on the chalkboard. Model one or two more examples, if necessary.

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1 Students can write the sentences in their exercise books. Ask a few volunteers to read aloud their sentences. More able students can think of other comparative adjectives and write more of their own sentences too.
2 Model this exercise with four of your own sentences. Write these on the chalkboard as an example. Brainstorm other adjectives with students and list these on the board, e.g. *young*, *naughty*, *small*. (Try to avoid making comparisons between students in the class for exercises like this, as they can cause embarrassment.) Read through the note about superlative adjectives. You can point out these spelling rules too (write examples on the chalkboard):
Two-syllable adjectives ending in a consonant + *y*, the *y* changes to *i* + *-er* or *-est*, e.g. *pretty – prettier – prettiest*
Adjectives ending in *e*, drop the final *e*, e.g. *nice – nicer – nicest*.
One-syllable adjectives ending in one vowel + one consonant, double the final consonant, unless the word ends in *w*, *x*, or *y*, e.g. *big – bigger – biggest*.
3 Model one or two examples and write these on the board. Students can write the sentences in their exercise books. Ask individuals to read aloud their sentences.
4 Model one or two more examples about your own family. Write these on the chalkboard. Students can write the sentences in their exercise books and then read them aloud to a partner.

A6.7 Reading

The media in Ethiopia SB page 102

1/2 Students work in groups to discuss the media in Ethiopia and predict what the text will be about. Teach the following vocabulary before they start reading: *consists, controlled, sovereign, recent, broadcast, network, regional, policy, distribution*. Students read the text, then answer the questions in their exercise books.
3 Students find the words in the text and work out their meaning from the context.

A6.8 Writing

Making a news programme SB page 102

If possible, record the following news programme in advance.

Good evening viewers. Here is the news read by Jemal Ahmed.

First, the headlines. The popular Ethiopian singer Tilahun Gessesse has died at the age of 68. Ethiopia is the latest country to be caught up in 'Pop Idol' mania, as hopefuls of all ages audition every week to win the coveted title. The Ethiopian stars Feyisa Lelisa and Atsede Bayisa shine at the Xiamen International Marathon. Fire has broken out in the main market in Addis Ababa. Now for the news in detail …

It is with regret that we announce the death of Tilahun Gessesse at the age of 68.He had been the country's most dominant force in Ethiopian music for more than half a century, and will receive a state funeral later this week. Over the years, his plaintive tenor voice sang of love, family and friendship, as well as the more public themes of liberty, unity and justice. He had been in poor health in recent years and was receiving medical treatment abroad. Tilahun passed away when he was being taken to hospital after he felt sick on Sunday April 19, 2009. The majority of Tilahun's recordings are in Amharic, though he has recorded a number of songs in Afam Oromo.

Ethiopia is the latest country to be caught up in "Pop Idol" mania, as hopefuls of all ages audition every week to win the coveted title. Of the 2,000 people who registered for Ethiopian Idols, some 600 contestants have made it through to the second round. Contestants are encouraged to highlight Ethiopia's traditions. Organiser Jamal Ahmed says that no one language is favoured over any other in the contest. The winner could be anyone from anywhere in the country – whoever is the most talented, he says. At just 14, Radiet is one of the younger contestants. She says taking part so far has been a positive experience – she overcame her nerves to make it through to the second round. "At first, I was not impressed with the show, but then I saw many young people taking part, so I decided to join in," she said. The current round of judging is only just beginning but it will be a long time before the contestants – and thousands of TV fans around the country – know who has been chosen as the winner.

Athletics Ethiopian pair Feyisa Lelisa and Atsede Bayisa claimed men's and women's titles at the Xiamen International Marathon. Teenager Lelisa, in only his second marathon, lowered his personal best to 2 hrs 8 mins 47 secs, while Bayisa clocked 2:28:53.

A fire has broken out in the Merkato district. The flames spread rapidly and many shops and kiosks have been destroyed. Fortunately, nobody has died. Thirty firemen are still trying to put out the fire. The Government has expressed its sorrow about the incident and has promised to assist those whose properties have been damaged.

To end the news, here are the main points again: The popular Ethiopian singer Tilahun Gessesse has died at the age of 68. Ethiopia is the latest country to be caught up in "Pop Idol" mania, as hopefuls of all ages audition every week to win the coveted title. The Ethiopian stars Feyisa Lelisa and Atsede Bayisa shine at the Xiamen International Marathon. Fire has broken out in the main market in Addis Ababa.

Now here is the weather forecast for Addis Ababa. Tonight the skies will be partly cloudy, with a temperature of 10ºC. Winds will be East North East at 8 to 16 kilometres per hour. Tomorrow there will be a few clouds from time to time, with a high of 24ºC. Winds will be East South East at 8 to 16 kilometres per hour. Later in the week will see clear skies with highs in the mid 20s and lows in the low 10s.

1 Read the news bulletin if you have not been able to record it. Students listen and take notes. Ask a few individuals to mention the main points and any supporting details. Point out the weather forecast

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at the end of the bulletin. Students then read the headlines again in the Students' Book.

2/3 Students work in small groups to write their own news broadcast (giving current local or international events or school news) and write the script for it, then each group selects three people, one to read the headlines and to share reading the main text with a second 'presenter', the third to read the weather forecast. The others direct the programme. They present their programme to the class.

A6.9 Speaking
Expressing opinions SB page 103

Working in small groups, students are assigned different topics listed in the Students' Book. They prepare arguments for or against their topic, using the words for expressing their opinions. Then select some of the students from each group to present their arguments to the class.

Optional: Students bring in news stories and relate them to the class in English.

A6.10 Language focus
Different kinds of sentences SB page 104

Read aloud each point in the box while students follow in their Students' Books. Pause between each point and ask various students to give you some more examples of: a) a simple sentence b) a compound sentence and c) a complex sentence. Point out the use of conjunctions to join the clauses in a complex sentence and ask pupils to give you sentences containing examples of each. Students then read the box again and join the sentences in the following exercise.

A6.11 Writing
An essay introduction SB page 105

Students look at the three introductions and analyse the strengths and weaknesses of each. Help them to identify the characteristics of a good introduction (e.g. the thesis statement) and language structures used. They write an introduction to one of the topics in **A6.9**, incorporating both simple and complex sentences.

A6.12 Fun with words
Fake biographies SB page 105

Students play the game in small groups following your instructions. Give each student a strip of paper and tell them to pretend to be one of the celebrities in **A6.3**. Read out the instructions below, one by one:
Write the name of your chosen celebrity: *My name is ….*
I was born in …
My birthday is …
I like wearing …
My favourite activity is …
My favourite meal is …
My best friend is … because …
The thing I hate most is …
Students write responses to complete each statement: they can be as ridiculous or humorous as they want! After completing each sentence, students fold over their strips of paper to hide what they have just written, and pass the paper to their neighbour. Students complete the next sentence in the same way, fold the paper again and pass it on. At the end, each student unrolls the paper he or she has just received and reads out the fake biography.

PART B

Objectives

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

Listening – use the present perfect with *for/since*
Speaking – use direct/embedded questions
– use reported speech
– group words according to word stress
Reading – read two descriptive biographies
– read a TV/radio listings/guide
– read an opinion text
Writing – complete sentences with *for/since*
– change sentences into reported speech
– write complex sentences
– record vocabulary for the media in a spidergram
– expand vocabulary with synonyms and antonyms

B6.1 Increase your word power
Words for the media SB page 106

Students copy the spidergram into their exercise books. Discuss what media words they might include under each heading, and write them on the chalkboard, then students complete the exercise.

B6.2 Speaking
Radio and TV programmes SB page 107

1/2 Students read the TV listing and work in pairs to ask and answer questions about specific news items, as suggested in Exercise 2.

3 Students work in small groups to ask more general questions, as in the example.

B6.3 Listening
A radio interview SB page 108

1 Ask students what they know about Tilahun Gessesse and list their suggestions on the board. Students copy the list into their exercise books. Explain that they will listen to an interview about Tilahun Gessesse, and should tick any items on the list that they hear during the interview. Read the text, or play the recording if you have made one.

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Listening script

Interviewer: *Good evening, listeners. Welcome to our programme 'Ethiopia talks'. This evening's interview is with a friend and admirer of that great Ethiopian singer, Tilahun Gessesse. What can you tell the listeners about him, Sir?*

Tilahun's friend: *Well, his real name was Dandana Ayano Gudata. He was born on 29th September 1940, and had been interested in music since he was a child.*

Interviewer: *Who encouraged him to take up music?*

Tilahun's friend: *He told me that Mr Shedad, the Principal of Ras Gobena School first encouraged him. Then, when artists from the Hager Fikir Theatre came to the school to perform, he took the opportunity to discuss his interest in music with Ato Eyoel, who said he should go to Addis Ababa if he wanted to pursue a career in music.*

Interviewer: *So what happened next?*

Tilahun's friend: *Tilahun left school and hid in the back of a loaded truck to get to Addis Ababa. He got his first job with the Hager Fikir Theatre, where he soon became a leading star singer.*

Interviewer: *And after that?*

Tilahun's friend: *He moved to the National Theatre, where his singing made him the most popular tenor singer of the age. During the 1970s and 1980s he helped raise large sums of money to aid famine victims. He received an honorary degree from Addis Ababa University in appreciation of his contribution to Ethiopian music, and won a lifetime achievement award from the Ethiopian Fine Art and Mass Media Prize Trust.*

Interviewer: Yes, we can say that Tilahun was the most dominant figure in Ethiopian music for more than half a century. During his life, he recorded over 400 songs about love, social and national affairs, among other issues. His death on 19 April 2009 was a great shock for all his friends and admirers. He was honoured with a state funeral attended by thousands of his fellow citizens.

Interviewer: *But he still lives on through his recordings of his unforgettable works. Well, thank you very much for giving us so much of your time, Sir. We must sign off now, but next week we will be looking at the life of another Ethiopian celebrity, so don't forget to tune in at the same time to 'Ethiopia talks' …*

adapted from Wonji Times article

2 Explain the meaning of synonyms and let students read the list of words in Exercise 2. Ask them to make two columns in their exercise books and to copy the list on the left into the first column. They listen to the interview again and tick off these words as they hear them. Students then match these words with their synonyms in their Students' Book and write them in the second column. They might like to use a dictionary to help them in this activity.

3 Students listen to the interview again and write the answers to the questions in their exercise books. Read the answers aloud for the students to check them.

B6.4 Increase your word power

Write the opposites — SB page 109

Explain that antonyms give the opposites of words and give a few examples: *good – bad*, *male – female*, *happy – unhappy*. Very often antonyms can be made by adding *–un* or *mis–* to a word (*happy – unhappy*, *understand – misunderstand*). Ask the students to give some pairs of words to show a word and its antonym. Students might then like to try to give the antonyms of the words in the second column in **B6.3**.

B6.5 Language focus

The present perfect tense — SB page 109

1/2 Remind students that we use the present perfect tense for actions that have just been completed. It is formed by using the verb *have* with the past participle. You can find a list of the most common irregular past participles on pages 227–9 of the Students' Book. Ask students to refer to them and make sentences in the present perfect tense. Students work in pairs to make sentences with *for* or *since* from the table in the present perfect tense, then make similar sentences about themselves in this tense.

3 Point out that we use the present perfect tense with *for* or *since* when an action is unfinished. Students read the explanation in Exercise 3 then complete the sentences. Ask individuals to read out their completed sentences.

B6.6 Language focus

Reporting what someone has said — SB page 110

1 In this exercise, reported speech is introduced and the way in which pronouns and tenses change is also shown. Read aloud the note about pronouns in reported speech while students follow in their books. Ask them to study the pictures illustrating this idea. Students can then complete the dialogues in their exercise books, using reported speech. Ask individuals to read aloud the sentences afterwards. You can write these on the chalkboard.

3 Read aloud the dialogue and the example of how the verb tense can change in reported speech. Ask students to study the chart showing the verb changes. Give more examples, if necessary.

4 Students can complete this exercise orally first in pairs. They can write the answers in their exercise books and check their answers with another pair.

5 Students can complete this exercise in pairs, too. They can do it orally and/or in writing. Ask individuals to say/read aloud their sentences to everyone afterwards.

B6.7 Speaking

Who is your favourite celebrity? — SB page 111

1/2 Students note down the details of some of their favourite celebrities and give them to you. You must now pretend to be one of these people. Students

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assume the identity of an interviewer or journalist and ask you a range of questions about the celebrity. You should reply in the role of this personality. Students then report back the information in writing, using reported speech.

3 Students pretend to interview Tilahun Gessesse; one person playing the role of the pop star and the other the interviewer and using the information about Tilahun Gessesse from **B6.3**.

B6.8 Reading

What do you think? SB page 112

1 Students work in groups to brainstorm the advantages and disadvantages of television, and make notes of the views expressed.

2/3 Students read the text, then see if they can add any further points to their lists.

4 Students discuss in their groups their own feelings and experiences, giving reasons for their opinions.

B6.9 Speaking

Word stress SB page 112

Check that the students understand the listed words which are all from this unit. Ask them to copy the table into their books and group the words according to syllable length and stress. Give them some examples first and check their answers orally. Students work in pairs or groups to say each word aloud with the correct stress.

B6.10 Reading

True stories SB page 113

Students read the texts about the two celebrities and compare/contrast their lifestyles by putting information into a table under appropriate headings as suggested. Students then discuss which lifestyle they would like and why.

B6.11 Study skills

Spelling quiz SB page 115

Students read together the spelling rules for forming comparative adjectives, then ask them to write down the comparative forms of the following adjectives: *fast, short, early, large, tall, big, happy, nice, hot, sad.*

Ask various students to read out what they have written so the class can correct their spellings.

B6.12 Fun with words

Sort out the groups SB page 115

Students can write the words in the correct groups in their notebooks, then check the answers with a partner.

Assessment

SB page 115

1 Reading

Make copies of the following passage. Tell students to read it then to discuss in groups how, where, when and why Alem achieved her success in Karate.

Alem Gessesse is 25 years old and one of the sports teachers in the Sport – The Bridge project for street children in Addis Ababa. She teaches street children different kinds of sport – volleyball, football, karate and circus acrobatics. She is particularly interested in karate, which she started to learn in Bern, Switzerland. She trained there as a brown belt for the World Championship in South Africa, and reached second place in the competition in 2008. She says she felt very, very nervous before the World Championships, but also very concentrated at the same time. She is now in training for the exams for the black belt and hopes to take part in the 2012 Olympic Games in London.

Ask individual students to tell you about their own ambitions and what they need to do to fulfil them.

2 Writing

Ask students to write a short, simple introduction of one paragraph for an essay on the topic *The importance of television and newspapers*. Use this activity to assess their writing abilities.

Unit 6 Answers

A6.2

Exercise 1

Radio/TV	Newspapers
programme	*article*
presenter	*editor*
newsreader	*column*
editor	*headlines*
advertisements	*advertisements*
station	*journalist*
aerial	*journalist*
journalist	*reporter*
reporter	*broadcast*
satellite dish	*remote control*

A6.3

1 Lulu Gezu **2** Kibnash Tolossa **3** Aster Aweke
4 Kenenisa Bekele **5** Tabita Hatuti **6** Lulseged Retta

A6.4

a Kibnash Tolossa **b** Aster Aweke **c** Tabita Hatuti
d Lulseged Retta **e** Lulu Gezu **f** Kenenisa Bekele

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A6.6
Exercise 3
The elephant is the biggest animal. The cheetah is the fastest animal. The giraffe is the tallest animal. The mosquito is the most dangerous animal. The tortoise is the slowest animal. The monkey is the most intelligent animal.

A6.7
Exercise 2
1 *Radio, television, newspapers, magazines.*
2 *The Ethiopian government.*
3 *Ten (8 AM and 2 shortwave).*
4 *Ethiopian Television.*
5 *Broadcasts are in a variety of languages.*
6 *Because of the high poverty levels and low literacy rates.*
7 *Private newspapers and magazines.*
8 *They have developed a free press and news services.*
Exercise 3
media – *radio, television, newspapers and magazines*
licensed – *given official permission*
network – *channel*
studio – *place where programmes are made*
literacy – *ability to read*
economy – *national wealth*
community – *local society*

A6.10
1 *Although he didn't work hard enough at school, Liben wanted to be a doctor.*
2 *Since Gifti watched Ethiopian Idols on television, she wanted to be a pop star.*
3 *Unless you train hard to win a place in the team, you will not play in the final match.*
4 *Ayantu wanted to run in the Olympic Games because she saw Derartu Tulu win a gold medal.*
5 *Girmay must pass his exams before he can train to be a doctor.*
6 *We must buy some bananas while the price is very low.*
7 *The dog was sick because it had eaten some bad meat.*

B6.3
Exercise 2
admirer – *supporter*
encouraged – *inspired*
perform – *act*
interest – *fascination*
pursue – *follow*
honorary – *complimentary*
appreciation – *acknowledgement*
achievement – *attainment*
dominant – *foremost*
citizens – *countrymen*
Exercise 3
1 Tewedros Kassahun.
2 He was a famous song-writer.
3 No, he didn't.
4 By his song *Music – My Life* which he dedicated to him.
5 He was charged with causing the death of a young man in a hit and run accident.
6 16 months
7 He met many good people there and had a nice time.
8 He is going to take up the cause of the street children and beggars in Addis Ababa.

B6.4
admirer – *enemy*
encouraged – *discouraged*
perform – *direct*
interest – *indifference*
pursue – *give up*
honorary – *earned*
appreciation – *criticism*
achievement – *failure*
dominant – *inferior*
citizens – *foreigners*

B6.5
Exercise 3
1 *have been living / for*
2 *has been reading / since*
3 *has been learning / since*
4 *has been working / for*
5 *have been singing / since*
6 *have been washing / for*

B6.6
Exercise 1
1 *I said that we have two exercises for homework today.*
2 *I said that it's my birthday tomorrow.*
Exercise 2
1 *He said that our school sports day will be in three weeks.*
2 *He said that we must all do our best to make it a success.*
Exercise 3
2 *She said that she was having a birthday party.*
3 *She said she had invited about 20 people.*
4 *She said that she would have the party in the garden.*
5 *She said Weizero Bontu was going to make a cake.*
6 *She said she hoped I could come to the party too.*
7 *She said she had a very good party last year.*
8 *She said her mother had made a beautiful cake.*

B6.12
morning – afternoon – night
yellow – orange – purple
nurse – doctor – health worker
farm – factory – office
lion – cheetah – leopard
crocodile – lizard – snake
email – letter – phone call
library – book – shelf
maize – cassava – rice
experiment – laboratory – scientist

Suggested further reading

If students have access to a television, encourage them to discuss what they watch and why. What are their favourite programmes? Do they ever watch any programmes or films in English? Do they listen to programmes in English on the radio? Set aside 10-15 minutes in a lesson each week where two or three students at a time present and talk about things they enjoy watching and listening to and why.

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Units 4–6 Revision 2

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

Listening

SB page 116

1 Dictation

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

What is the Internet?

The Internet is a system which links computers all over the world so they can communicate with each other. Computers are linked using telephone cables or mobile phone networks and satellites in space. To use the Internet you need an Internet Service Provider (ISP). You can install an ISP program onto your computer. The Internet is currently used to send emails and to access the World Wide Web, which makes electronic information available like a huge electronic library.

2 Listening comprehension

Tell the students to read the questions in the Students' Book, then listen as you read them the passage below twice, then ask the students to answer the questions

I was 15 when I met a boy who was new in town – Girmay. He was great. We fell in love and he asked me to have sex with him. He seemed so nice and he didn't force me or threaten me. When he told me I was the first one I believed him! When he also said we didn't need to use a condom, I agreed. Anyway, I was with him for about a year before I caught him with another girl and broke up with him.

I was busy with my school certificate and had no time for other boys, but I started being ill with stomach aches and fevers. Mother took me to the hospital and they took some tests. When we got the results, it was terrible! Father shouted at me; Mother cried. As for me, I just wanted to be alone. I kept asking myself how I could be so stupid. Me, who was the first in my class in so many subjects and who was going to be the first member of my family to go to university! Why did I believe Girmay? I wrote him a letter and told him what had happened, but he never replied.

Now the only thing I had to look forward to was a terrible illness and death. We had two horrible months of family arguments and tears. Then a health worker came to see us. She was only about 20 years old and she smiled and made jokes. She told me that HIV is not AIDS, that if you look after yourself, you can delay AIDS for many years. She told me to eat a healthy diet – not too much fat and sugar, plenty of vegetables and fruit, to exercise and to get plenty of rest. If I start to get very ill, then I may be able to get some anti-retroviral drugs from the HIV clinic at the hospital which will keep me well. She told me there was a group of HIV positive students in town. Every month they get together and talk. I started going to it and was inspired by many of the people who are now doing so much with their lives.

So now here am I in my last year at college, hoping to go to university. After university? Who knows, but as long as I'm well, I'm going to go for the things I always dreamed of. Boyfriends? I've had a few, but no sex. It's not essential, you know!

Answers

1. *They didn't use a condom because her boyfriend said she was the first one, so they didn't need a condom.*
2. *She started feeling ill so her mother took her to the hospital and they took some tests.*
3. *Her father was angry and her mother was very upset.*
4. *She just wanted to be alone.*
5. *The health worker told her that she didn't have AIDS and she could delay AIDS for many years by eating a healthy diet, exercising and getting plenty of rest.*
6. *She is in her last year at college.*
7. *She is hoping to go to university.*
8. *Yes, she has had a few, but no sex.*

Vocabulary and spelling

SB page 116

Answers:

1. nutrients
2. carbohydrates
3. a balanced diet
4. patient
5. unprotected sex
6. sympathise
7. immune system
8. infected
9. celebrity
10. media
11. biography
12. programme

Speaking

SB page 116

Students make notes about their chosen celebrity and make some notes about what they want to cover. Listen carefully as each pair gives their talk. Ask them some questions when they have finished about their chosen celebrities.

Language use

SB page 117

Exercise 1

1. worse, worst
2. cheaper, cheapest
3. more untidy/untidier, untidiest
4. earlier, earliest
5. more, most

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6 more expensive, the most expensive
7 less, least
8 better, the best

Exercise 2

1 Cars *must* stop when the traffic lights are red.
2 Cyclists *should* ride carefully in heavy traffic.
3 I think you *should* go to the dentist.
4 Pedestrians *must not* walk in the road.
5 You *should* wash your hands before you eat.
6 I *shouldn't* pick up that snake if I were you.
7 You *must* boil the water to kill any germs.
8 If you are tired, you *should* go to bed.
9 You *shouldn't* eat too much fruit or you might get diarrhoea.
10 Children *must* not be late for school.

Exercise 3

1 *the* **2** *a* **3** *some* **4** *a* **5** *the* **6** *any* **7** *plenty of* **8** *a little* **9** *some* **10** *any* **11** *some* **12** *many* **13** *many* **14** *a kilo* **15** *a few* **16** *an* **17** *the* **18** *much* **19** *any* **20** *a litre*

Reading

SB page 118

Answers:
1 a **2** d **3** d **4** c

Writing

SB page 119

Guide to marking:
Award 1 point for each correct fact. (You may wish to allocate 5 marks for content and 5 marks for spelling, punctuation and grammar.)

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Unit 7 Cities of the future

Learning outcomes

By the end of Unit 7 students will be able to say what the future might look like.

Learning competencies

Listening: Students listen to descriptions and identify main ideas.
Writing: Students use complex/compound sentences.

Language focus

Grammar: future simple: active and passive, comparatives and superlatives
Vocabulary: urban and rural buildings/infrastructure and facilities, social issues/crime
Social expressions: giving different perspectives

PART A

Objectives

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

Listening – listen to descriptions of cities
Speaking – use a range of structures to give alternative perspectives
– use comparatives to compare pictures
– repeat sentences with comparatives and superlatives to show appropriate intonation and stress
Writing – write complex/compound sentences
– write a descriptive passage about a city
– group words in a spidergram and decide which have equivalent/straightforward translation in the mother tongue

Background knowledge

This unit develops students' understanding of life in cities around the world. It helps them understand the complexity of city life and to make suggestions for improving cities in Ethiopia. They discuss what cities might be like in the future and write a letter to suggest improvements to the local environment.

Materials and resources

- Map of the world showing the major capitals.
- World gazetteer giving details for London, Hong Kong and Washington (or information printed from the Internet).

A7.1 Introduction

What do you know about cities of the world? SB page 120

Use the map of the world to identify the locations of different capital cities. Ask questions such as *Where is _____? What is the capital city of _____? Is Hong Kong in Europe?* Discuss the three different cities, their sizes, populations, area, history and outstanding features. Students then work in small groups to write the answers of the quiz in their exercise books. Read the answers aloud for the students to check them.

A7.2 Increase your word power

Matching SB page 120

Students read the quiz again, then work in pairs to match the words with their definitions. They can check their answers in their dictionaries.

A7.3 Listening

Facts about New York, London and Hong Kong SB page 121

1/2 Explain that the students will listen to a description of three cities, and should list the key words for each one. They use these to match the cities to their pictures. Students listen to the three descriptions.

Listening text

***London**, the oldest of the three cities, is situated on the banks of the River Thames. London is the capital of England and is Britain's largest and most densely inhabited city. London has an enormous number of different peoples, cultures and religions living there, and more than 300 languages are spoken within its boundaries. A major settlement for two thousand years, its history goes back to its founding by the Romans, who called it 'Londinium'. London's centre, the ancient City of London, known as the 'square mile', retains its mediaeval boundaries. The City is a major centre for international business and commerce. London is a major tourist destination for both domestic and overseas visitors, who enjoy visiting the Tower of London, the historic buildings of Greenwich, St Paul's Cathedral, Westminster Abbey, Buckingham Palace and Kew Gardens. To celebrate the start of the 21st century, the Millennium Dome and the London Eye were built. London is an important city because the Government of the United Kingdom is located in the Houses of Parliament. London's buildings do not follow any particular architectural style, having been built over a long period of time. With a system serving 270 stations, the London Underground is commonly referred to as The Tube. Dating from 1863, it is one of the oldest, longest, and most widely spread out of underground railway networks in the world.*

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New York City *is situated on a large natural harbour on the Atlantic coast. It is geographically the largest and most densely inhabited city in the United States. New York City is famous as a financial, cultural, transportation, and manufacturing centre. As host of the United Nations headquarters, it is also an important centre for international affairs. The buildings most closely associated with New York City are its skyscrapers. As of August 2008, New York City has 5,538 high rise buildings, with 50 skyscrapers taller than 200 metres, including one of the tallest buildings in the world, the Empire State Building. This is more than any other city in United States, and second in the world behind Hong Kong. Many districts and landmarks in the city have become well-known to outsiders. The Statue of Liberty, unveiled on October 28, 1886, has greeted millions of immigrants as they came to America in the late 19th and early 20th centuries. Wall Street, in Lower Manhattan, has been an important global financial centre since World War II. New York is notable among American cities for its high use of mass transportation, most of which runs 24 hours a day, and for the overall density and diversity of its population. In 2005, nearly 170 languages were spoken in the city and 36% of its population was born outside the United States. Sometimes referred to as "The City that Never Sleeps", the city has also been nicknamed the Capital of the World, and the Big Apple.*

Hong Kong*, in southern China, consists of Hong Kong Island, the Kowloon Peninsula, the New Territories, and over 200 offshore islands, of which the largest is Lantau Island. Hong Kong's population is 95% ethnic Chinese and 5% from other groups. It is frequently described as a place where "East meets West", reflecting the mix of the territory's Chinese roots with the culture brought to it when it was a British colony. As much of Hong Kong is hilly to mountainous, less than 25% of its area is built over, with about 40% of the remaining land area reserved as country parks and nature reserves. Hong Kong's long, irregular coastline provides it with many bays, rivers and beaches. Most of the urban development is on Kowloon peninsula, along the northern edge of Hong Kong Island, and in the New Territories. The high density and tall skyline of Hong Kong's urban area is due to a lack of available space, with the average distance from the harbour front to the steep hills of Hong Kong Island only 1.3 km, much of it reclaimed land. This lack of space caused a demand for dense, high-rise offices and housing, and has resulted in 7,650 skyscrapers. More people live or work above the 14th floor than anywhere else on Earth, making it the world's most vertical city and a centre for modern architecture. Hong Kong has a highly developed transportation network, with over 90% of daily travels (11 million) on public transport. The Star Ferry service operates four lines across Victoria Harbour while Hong Kong Island's hilly terrain has some unusual ways of getting up and down the steep slopes. It was at first served by sedan chair, then, since 1888, the Peak Tram provided a vertical rail transport between Central and Victoria Peak. In the Central and Western district, there is an extensive system of escalators and moving pavements, including the Mid-Levels escalator, the longest outdoor covered escalator system in the world.*

3 Students make sentences about these cities, using the words they have listed. This could be done as a 'chain activity' around the class.

A7.4 Speaking

Comparing cities SB page 121

1 Students choose two or three adjectives for each city picture and make up a sentence using these, e.g. *This city is a busy modern American city*. Their partner tries to guess which city is being described.
2 Using the prompts, students work in pairs to make sentences comparing the cities with one another as in the example. Point out the use of *than* when making comparisons (*more than, less than*) and that by adding *many* and *much* we make the comparisons stronger, e.g. *Addis Ababa has many more beggars than Hong Kong.* Point out also that another way to make comparisons is to use *unlike*, e.g. *New York has many tall buildings, unlike Addis Ababa*. Ask students if they can think of other comparisons between these cities.

A7.5 Language focus

Giving another point of view SB page 122

1 Point out the phrases for giving alternative perspectives on a topic and suggest some examples, e.g.
New York has an interesting history. On the other hand, London is much older.
Hong Kong has the longest outdoor escalator, but then again, London has the greatest number of underground railways.
2 Students work in pairs to make contrasting pairs of sentences, using the phrases listed.
3 Students work in groups to discuss the city they would like to live in, giving the reasons why. Encourage them to use the phrases in Exercise 1.

A7.6 Writing

Where I live SB page 122

1 Students can start off by describing and discussing the pictures in their groups.
2 Students think about things that need improving in their local area. **Note:** You may wish to change this to a discussion about improvements needed in your school. Encourage students to be realistic. Also encourage them to use phrases that they learned in **A6.9** about how to ask for/give opinions and agree/disagree (see **B3.1**). A scribe in each group can record ideas and then a spokesperson can read them aloud to another group. A leader from each group can help everyone to reach a consensus and present the ideas to the rest of the class. Ask students to nominate 8–10 of the best ideas and then vote by a show of hands for the four best ideas from the whole class.
3 Students write a passage describing where they live and how it will change in the future.

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A7.7 Increase your word power

Words about cities SB page 123

Students copy the spidergram into their exercise books. They group words about cities into the appropriate sections and decide which words have an equivalent or straightforward translation in the mother tongue, using dictionaries to help them. Students examine which words do not translate easily and look at why this is so.

A7.8 Language focus

Linking sentences SB page 124

1/2 Refer students to the information about compound and complex sentences in **A6.10** and ask them to give examples of each. Read aloud the information in the box in Exercise 2 while students follow in their books. Discuss the three questions and elicit further examples.

3, 4, 5 Model one or two examples for each exercise. Students can then complete the exercises in their exercise books. Go through the answers together afterwards or collect their work for marking to check their understanding and use of linking sentences.

A7.9 Speaking

Using the correct stress SB page 125

Model the sentences with comparatives and superlatives to show the appropriate intonation and stress. Students practise saying the sentences in pairs, then make similar sentences to say to each other.

A7.10 Reading

A proud old man SB page 125

For notes on teaching poetry, see the Introduction page x. Students read the poem aloud, then work in pairs to answer the questions.

PART B

Objectives

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

Listening – listen to a short story based on life in a large city

Speaking – predict the future using *will*
– use comparative and superlative adjectives
– express their opinions
– discuss vocabulary strategies used so far in the year

Reading – read two descriptive texts about a futuristic city
– read a short story based in an imaginary future

Writing – revise spelling rules for comparatives and superlatives
– use active and passive vocabulary
– set themselves a vocabulary goal for the next unit

B7.1 Speaking

Ethiopia – past and present SB page 127

1 Students work in pairs to list the main differences between the pairs of pictures. They report these differences to their group.
2 Students work in groups to discuss their own town or village and make notes about it.
3 Students look at the two pictures and work in pairs to describe the changes.
4 Students discuss any recent changes in their own town or village.
5 Students in groups decide on three main differences between the past and the present in Ethiopia and the group leaders report these back to the whole class.

B7.2 Listening

Living in Addis Ababa SB page 128

1 Students discuss the photographs of Addis Ababa and the different street scenes. They make a list of what they know about the city, then listen to the following text.

Listening text

My name is Abebe and I live in Addis Ababa. Addis is the largest city in Ethiopia, with a population of around 3 million. It is often called "the capital of Africa", because of its historical, diplomatic and political importance for the continent. Many people from different regions of Ethiopia live in the city, which has recently had a construction boom with tall buildings rising up everywhere. There are more educated, middle class people living in Addis now than at any other time. The architecture is as varied as the city itself. Tall office buildings, elegant villas, functional bungalows, flats, fashionable hotels, conference halls, shopping malls and theatres, many of which have gleaming marble and metal clad walls, catch your attention. These modern buildings contrast with the traditional homes of wattle and daub, roofed with corrugated iron patched with plastic bags and surrounded by cattle, sheep, goat, and chickens, which are set outside the compound walls of the larger buildings. The city is not divided into rich and poor neighbourhoods; over half of the population of Addis lives in slums. Beggars set up a regular pitch outside churches and on street corners, but traffic lights are prized as prime spots from which to make enough money to feed their children. Daily life in Addis begins before dawn. Each morning, the smoke of cooking fires finds its way through the many gaps in the roofs. By night, the sounds of families going early to bed gives way to the howling and barking of dogs across the city, driven to distraction by the hyenas coming down from the mountain to scavenge under cover of dark.

2 Students check what they have written about Addis, then listen again and add any extra details. They suggest differences between Addis and where they live. Write these on the chalkboard and check if all the students agree with them.

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B7.3 Writing

A letter to a newspaper SB page 129

1 Students should read the letter independently – first for general understanding and then for more specific information. They can answer the questions orally with a partner or independently and write the answers in their exercise books. Discuss the answers together with the whole class afterwards. Draw particular attention to how the letter starts and finishes (question 7).
2 You can choose a possible topic with the class, or one of the topics they listed in **A7.6**, then brainstorm and list ideas on the chalkboard before students begin their letters. Alternatively, if you feel your class is able to, let them choose their own topics and make their lists of points themselves, drawing on arguments made in the class discussion. They could do this in pairs or small groups before writing their letters individually. They should use Berhanu's letter as a model (particularly for the beginning and ending) and they should write a rough draft first in their exercise books. Ask them to revise and edit their drafts onto separate paper, making sure their writing makes sense, the information is relevant, the style is appropriate, and the grammar and spelling and punctuation are correct. Once they have revised and edited their work, they can rewrite their letters onto separate paper. Collect their work for marking (focus on the content, structure and style), then display their work and encourage them to read one another's letters. Perhaps you could also choose the best letters to send to a local newspaper about a real community issue?

B7.4 Language focus

Talking about the future SB page 130

1 Students can read the panel about how to talk about the future on their own.

Note: The difference between some of these forms is often difficult to distinguish, e.g. *I'm visiting my aunt at the weekend and I'm going to visit my aunt at the weekends.* The choice of the present continuous or the *going to* future depends on whether or not the speaker sees the visit as fixed, in which case he or she will use the present continuous, or if the speaker sees it as an intention or an idea, in which case the speaker will use the *going to* future.

Give more examples and encourage students to think of some of their own examples too.
2 Students can copy and complete the sentences in their exercise books, and then check the answers with a partner.
3 Students work in pairs or groups and use their dictionaries to find out and list the meanings of the words in the box, then they use these words in sentences. Ask individuals to give you examples of their sentences.
4 While students discuss the questions in pairs, move around and monitor a few individuals' oral skills. Ask volunteers to share their responses with everyone.

B7.5 Speaking

Predicting the future SB page 131

Students work in groups to discuss what developments will take place in their own village or town in the future. They give their opinions and express their different perspectives, giving reasons. Group leaders then present their group's opinions to the class.

B7.6 Reading

Predict the endings SB page 131

1 Students read the two introductory passages and discuss which one they think reflects the future more accurately.
2 They identify the positive and negative words in each passage and write them in their exercise books. They can suggest further ideas to add to each passage.
3 Students read and discuss the two endings and decide which is the best/most likely in the context of the earlier sections. They find the positive and negative words in each, then match the endings to each passage, giving reasons for their choice. Discuss their suggestions with the whole class.

B7.7 Language focus

Passive sentences SB page 132

1 Write the following two sentences on the chalkboard:
Someone has broken the window.
The window has been broken.

Remind students that the first sentence is said to be active: an agent – 'someone' – has carried out the action of breaking the window. The second sentence is passive: no agent is mentioned, we only hear about the window and what happened to it. Both sentences are in the present perfect tense.

Ask students to look at Exercise 1 and say which sentences are active, and which are passive.
2/3 Students work in pairs or groups to change the sentences into active or passive forms and write them in their exercise books. Note that they may have to use different words to change these sentences from one voice to the other. Ask students to give their suggestions to the class.
4 Students work in pairs to decide which sentences can be changed to be passive. They can share their conclusions with the class.

B7.8 Reading

Cities of the future SB page 133

1 Ask the students to look at the photograph and explain that it is called the Burj Kalifa tower in Dubai. At 828 metres, this is the tallest tower ever built. It is expected that 25,000 people will live there, and there are four swimming pools, offices, and restaurants incorporated in the design. Its 124th floor outdoor observation deck is also the world's highest, and its elevators will travel

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the longest distance. This is a taste of things to come. Ask students if they would like to live in a building such as Burj Khalifa. Tell them to work in their groups to list what they think life will be like in a hundred years' time.

2/3 Students read the passage and compare their predictions from Exercise 1 with the suggestions in the text. What would they now add to their predictions?

4 They list the key content words in the passage, then re-tell the information using these words. Ask selected students to read out their sentences, or do this as a 'chain activity' around the class.

B7.9 Language focus

Using the comparative and superlative SB page 133

1 Refer students to the spelling rules for comparative and superlative adjectives (**B6.13**), then tell students to work in groups of three to give more examples of adjectives in these forms: one student suggests an adjective, the second gives the comparative form, and the third the superlative form.

2 Students use the words in the box to make sentences about cities in the future, using the future form *will*. Students can share their sentences with the rest of the class.

B7.10 Study skills

Learning new words SB page 134

Students discuss in their groups their strategies for learning new words that they have used so far this year, and decide which they prefer. List their ideas on the board and add any further ideas they may have missed, e.g. classifying in a spidergram. Students then set themselves goals for learning at least five new words a day, then at the end of the week, they can test their partner on the spelling and meaning of these new words.

B7.11 Fun with words

Riddles SB page 134

Discuss the meanings of riddles and ask students if they know of any. Students read the riddles and suggest the solutions.

Assessment

SB page 134

1 Listening

1 Students should listen and put the pictures in the correct order.

Listening text

Good morning students, I'm very happy to be here today to talk about crocodiles. Many people don't like crocodiles. And why is that? Well, because we fear them, don't we? We have heard many stories of animals and even people being eaten by crocodiles, and let's face it, to our human eyes the poor crocodile doesn't look very beautiful. Well, today I'm going to tell you some facts about this animal that I have been studying for many years and have come to admire and respect.

First of all, do you know that the first crocodiles appeared two hundred million years ago? They have lived longer than many animals that are now extinct, such as dinosaurs. Well, crocodiles are reptiles, like snakes, and they belong to a group of animals called 'crocodilians'. They are found all over the world in warm regions. The kind of crocodile we have in Africa is called the Nile crocodile, which is the biggest and the most famous of all. An adult male can grow to three metres from nose to tail, that's two of you laid end to end! They can weigh as much as 900 kilograms.

You probably already know that crocodiles spend a lot of their time in the water. They breathe air and their nostrils are on the top of the end of their snout, that's the long pointed part of their head. This means they can lie still in the water with their bodies unseen. They are cold-blooded and they have to control their body temperature so they don't get too cold or too hot. They do this by lying in the sun for a while and then going into the water or into some shade to cool off. At night they usually stay in the water.

Generally they eat fish, but they also eat small and large animals, including people of course – though hippopotamuses are more dangerous for humans than crocodiles. Crocodiles hunt in the water. When they see an animal they want, they remain still and wait for it to come into the water. Then they move very fast by means of their long tail and catch their victim in their mouths, with their large teeth. They then swallow it in one piece.

Crocodiles are better parents than other reptiles. The mother lays her eggs in the sand a good way back from the water's edge. She and the father will protect them until they hatch, about three months later. The mother then looks after her young carefully for about two years.

Crocodiles used to be found all over Africa. Now they are mainly found in southern Africa. They have been hunted and poached over the years largely for their skin. This is made into very expensive shoes and handbags.

I hope that you agree with me that the crocodile is a special animal. We must always respect it and remember that it can attack and kill humans, so it is unsafe to go into rivers and lakes if you are not sure that they are crocodile free. They are so clever they will find you long before you can do anything about it! But crocodiles are part of the rich natural world around us in East Africa and we must do what we can to protect them.

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2 Students listen again, decide which are the key words and write them down. They then make a sentence for each of the main ideas.

2 Writing

Students write three compound sentences, and three complex sentences. Ask them to read their sentences to the class.

Unit 7 Answers

A7.1

1 **a** New York – America, the United States of America
b London – Europe, England
c Hong King – Asia, China
2 **a** New York City: population – 8.3 million
b London: population – 7,556,900
c Hong Kong: population – 7,055,071
3 **a** New York City: 790 km3 **b** London: 1,706.8 km^2
c Hong Kong: 1,104 km^2
4 London
5 London
6 Hong Kong
7 London
8 New York
9 Hong Kong
10 New York

A7.2

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

A7.4 *(Possible answers)*

1 Addis Ababa has more open spaces than Hong Kong.
2 Hong Kong has many steep mountains, unlike London.
3 New York is a much more important centre for international affairs than London.
4 London has a greater variety of buildings than New York.
5 Addis Ababa has many more slums than Hong Kong.
6 Hong Kong has a long outdoor escalator, unlike New York.
7 New York has much taller buildings than Addis Ababa.
8 London has many more underground railways than Hong Kong.

A7.8

Exercise 2

1 *contrast* **2** *a speech* **3** *Kassa's – homework, At Berta's house – There, Kassa and Berta – they, Kassa and Berta's – their*

*Exercise 4 (**Note** – answers may vary, as more than one linking word may be used for each sentence. Only one version is given here.)*

1 Shoes are traditionally made of leather, but many shoes are made of plastic these days.
2 Our school hall, which is often used for plays and concerts, is used for assembly every day.
3 There are many potholes in the road into town so traffic moves very slowly.
4 Several countries in Africa have changed their names since independence, for example Zimbabwe, Zambia and Malawi.
5 It takes a long time to travel from Ethiopia to Namibia because there are not many direct flights.

Exercise 5

1 An important scientist, who has written many books, spoke to the school on Speech Day.
2 My aunt has given me a beautiful scarf which I wear a lot.
3 The minister lives in Main Street, where I was born.
4 Ayantu, whose brother is a famous musician, is a good friend of mine.
5 The book that I gave you yesterday is on the table.

A7.10

2 The best title for the first stanza is Health and for the second stanza is Self-control.
3 **a** The old man says
I can walk great distances.
I don't catch cold easily.
I get to sleep easily.
b The old man makes these points of difference:
The youth of today are less able than people in the past to control their sexual appetite.
Although the young men of today may have just one legitimate wife, they have countless mistresses – which is hypocritical and dishonest.
4 The theme or topic of this poem is 'The values of tradition'.
5 Repetition is chiefly used in this poem, e.g. *healthier than me.*

B7.1 *(Possible answer)*

Exercise 1

1 The pictures show traditional village houses and modern high rise buildings.
2 The pictures show a traditional form of education and education in a modern school.
3 The pictures show a man cooking on a coal pot fire in the open and a man cooking in a modern kitchen.
4 The pictures show transport by a donkey and transport by a modern minibus.

Exercise 3 (Possible answer)

The post office and shops have remained the same, but the road they are on has been widened and there is a lot more traffic on it. A lot of other roads have been built, along with a number of cement houses. A big factory has appeared. The huts and shambas have disappeared.

B7.3

1 He suggests that the open drain running through the town centre should be covered.
2 He argues that the open drain is a serious danger to public health and it is also ugly and creates unpleasant smells.
3 **a** It causes diarrhoea because children often play in it and the water is dirty. **b** It causes malaria because mosquitoes breed in the dirty water, especially in the wet season.
4 They can fall in the drain when walking by in the dark.
5 They would feel better if it was covered because it causes unpleasant smells and it looks very ugly.

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6 Berhanu is writing this letter to put forward an idea for improving the town. He hopes that the candidates at the election will pay attention to it and do something about it.
7 **a** Dear Sir/Madam **b** Yours faithfully

B7.4
1 you'll finish **2** I'm not doing **3** is getting **4** are you going to do **5** I'm going to buy **6** is leaving, who will be **7** I'll work **8** I'm not going to do

B7.6
Exercise 3
With the increasing number … fresh air. But with hard work and commitment …
The increasing number of people … easier to access. With improved living conditions …

B7.7
Exercise 1
1 *active* **2** *passive* **3** *active* **4** *passive* **5** *passive*
6 *active*
Exercise 3 (Possible answers)
3 More children will be sent to secondary school.
4 The government will spend more money on the schools.
5 Students receive computers to help them study.
6 More languages will be taught in school.
Exercise 4
1 no change **2** the roads will be blocked by many cars.
3 no change **4** Chelsea was beaten by Manchester United 1-0 yesterday. **5** I have been told by my teachers to work harder. **6** no change

B7.11
a member – m – ember
b a fire
c an onion
d the match

Assessment

1 Listening

Answers
Picture 1 = a, Picture 2 = e, Picture 3 = a, Picture 4 = c, Picture 5 = d

Suggested further reading

If possible, students should read stories, books, poems or articles about cities, both as they are now or in the future. Look for suitable texts in history or geography textbooks, newspapers, magazines or the Internet. Science fiction with details of life in the future can also stimulate interest. Use these sources for reading comprehension, summarising, note-taking or descriptive writing activities. If reading materials are difficult to obtain, then students can re-read the texts in this unit. They can also take turns to read aloud descriptions of a special place.

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Unit 8 Money and finance

Learning outcomes

By the end of Unit 8 students will be able to discuss the topic of money.

Learning competencies

Reading and Writing: Students read descriptions and make basic notes of the main points.
Speaking: Students talk about an imaginary situation.

Language focus

Grammar: second conditional, quantifiers, verb patterns
Vocabulary: money and finance, business
Social expressions: expressing surprise

PART A

Objectives

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

Listening – listen to a lecture about the importance of money
Speaking – pronounce the names of currencies
– practise a dialogue in a bank
Reading – analyse the use of verb patterns and group verbs according to their pattern
– read a descriptive text about an Ethiopian personality
– analyse sentences for correct spelling and punctuation
– read a passage about money
Writing – gap-fill exercises for the practice and revision of verb patterns
– write a conclusion for an essay
– record vocabulary from the unit

Background knowledge

This unit develops students' knowledge about banking – particularly how to open and manage an account. Help them to recognise and appreciate the importance of saving money, especially when they are young, so that they can have money for important things in the future like education, buying a house and raising a family.

Materials and resources

- If possible, try to find samples of bank letters, advertisements or leaflets (look in newspapers, magazines or junk mail), copies of exchange rates around the world, and examples of cheque books and credit cards. Use these for reading, research, discussion and display.
- Calculators for working out currency conversions.
- Large map of East Africa, showing Tanzania, Uganda and Kenya.
- A few geography textbooks or non-fiction books with information about East Africa.

A8.1 Introduction

What is an entrepreneur? SB page 135

1 Begin by asking students to read the introductory text and check they understand the meaning of *entrepreneur*. Ask them for examples of people who they think are entrepreneurs and list them on the board. Students then discuss one of these names and work in groups to list what they do and how they have achieved success. They share their information with the class.
2 Students read the passage in their groups and work out why the speaker became a successful entrepreneur.

A8.2 Listening

The importance of money SB page 136

1 Students listen to the text and note down the important points.

Listening text
Money is important in many ways. It can help relieve the suffering that comes with poverty, and prevent cold and hunger. It can help relieve sickness and ill health, and can provide us with the satisfaction of helping other less fortunate people. With money we can get a better education that will help us get a good job and live in a comfortable home. Having enough money also gives us more time to spare for sport, culture and art.
But how do we acquire money? Some people may have inherited money from their parents, but they still need to work hard to make sure that they do their best to improve the fortunes of their families and nation. Everyone should try to increase his or her wealth by getting a job and earning money. Some people may spend their earnings on their daily needs. Others will save their money to pass on to their children, while some prefer to give their money to charity. Whatever their reasons, everyone who is able to earn money should also learn how to manage it properly, so that it will give them the freedom to choose what they want to do with it.
2 Students discuss what they hear and add further points to their lists.

A8.3 Reading

A successful enterprise SB page 136

Students read the text and copy the key ideas into their exercise books. Elicit strategies for finding key words/ideas and suggest ways of taking notes, e.g. finding the key idea

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in a paragraph, then words in sentences which support the idea. Write some model notes on the board:
Paragraph 1: Thesis – Tadesse's new idea – vehicle assembly plant
Paragraph 2: create local employment – find investment
Paragraph 3: sourcing materials – staffing of factory
Paragraph 4: name and colours of car
Paragraph 5: future plans – environmental improvement
Paragraph 6: final summary – expansion
Students compare these notes with their own key words and ideas. They use their key words in sentences. Ask selected students to read out their sentences.

A8.4 Increase your word power

Money and finance — SB page 137

1 Students should discuss the questions in small groups first, then ask a few volunteers to share their responses with the rest of the class.
2 Students read the list of words and their meanings. Use these words to give a spelling test, then students can work in pairs to quiz each other about their meanings.
3 Students role-play conversations in a bank using the words from Exercise 2. Appoint one person in each group as a cashier, and the others can be 'customers' asking questions.

A8.5 Reading

Opening a bank account — SB page 138

1 Students should read the text and complete the exercise independently. They can check their answers in pairs, small groups or as a whole class.
2/3 Students copy the flow chart into their books, then discuss in groups how to complete it. They check their partner's charts then work in groups to discuss the questions in Exercise 4.
4 Students role-play the dialogue in a bank.

A8.6 Writing

Banking — SB page 140

Students should try to work out the meaning of each word or phrase from the context in **A8.5.** They can check their answers in a dictionary, then write each word or phrase in their vocabulary notebooks.

A8.7 Speaking

Matching money — SB page 140

Students match the names of currencies to countries. They practise pronunciation of currency names.

A8.8 Speaking

Dialogue in a bank — SB page 141

1 Elicit phrases for a dialogue in a bank or exchange bureau and write the students' suggestions on the chalkboard.
2 Select one very able student to read the dialogue with you to the class. Model the pronunciation of key phrases for the students to repeat. Then role-play the dialogue with the whole class before students practise the dialogue in pairs.
3/4 Explain the currency conversion chart in the Students' Book, then ask questions to test students' comprehension of the chart. Students then work out the number of birr they will receive.
5/6 Students read the dialogue in Exercise 2 again, then work in pairs to role-play similar dialogues using the different currencies from the chart. (**Note** – it would be easier for them to use calculators to work out the different sums involved.) Ask different pairs to act out their role-play before the class.

A8.9 Language focus

Verb and verb patterns — SB page 142

Read through the explanation in the box, with students following in their books. Give more examples for each rule. Ask students if they can think of examples too. Write these on the chalkboard. Discuss what the example sentences mean in the final section (number 2) about how the meaning may change depending on whether you use the *-ing* form or the *to* form.

Students copy and complete Exercises 1 and 2 in their exercise books. Check the answers together by choosing individuals to read aloud their sentences.

A8.10 Reading

Success in the fashion world — SB page 143

1 Read the information in the panel aloud while students follow in their books. Ask them to make various statements, and the rest of the class should decide if these statements are *Fact* or *Opinion*.
Examples:
Student A: It is very hot in the classroom. (fact)
Student B: Perhaps we should open a window. (opinion)
Student A: I think it is going to rain. (opinion)
Student B: There are some very dark clouds in the sky. (fact)
2 Ask students to draw two columns in their exercise books, one headed *Fact*, and one headed *Fiction*. Students read the passage and decide in their groups what they would put under each heading. Group leaders can then read their results to the class.

A8.11 Speaking

Discussion — SB page 144

Students prepare to debate the topic: *It is better to be educated than to be rich*. First they write some brief notes about their opinions, then they work in a large group to discuss the statement, using the pointers in Exercise 3.

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A8.12 Writing
Essay conclusions SB page 144

Students read the essay and analyse in their groups the strengths and weaknesses of the three possible endings. Help them to identify the characteristics of a good conclusion and the language used. They then suggest which conclusion they would use and why.

PART B

Objectives

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

Listening – listen to an interview with a famous Ethiopian entrepreneur
Speaking – use cause/result prompts to make sentences in the second conditional
– express surprise
– pronounce the second conditional
– talk about an imaginary situation
Reading – read a descriptive text about a lottery winner
– read factual texts about three African countries
Writing – gap-fill exercises for the second conditional and quantifiers
– make notes about a text
– deduce some spelling rules
– find in a dictionary and use homonyms

B8.1 Listening
A famous Ethiopian entrepreneur SB page 145

Students listen to an interview with a famous Ethiopian entrepreneur and answer the questions.

Listening text
Interviewer: *Good evening, listeners. I would like to introduce you this evening to a 30-year-old Ethiopian entrepreneur, Bethlehem Tilahun Alemu. Can you tell me Alemu what gave you the idea to set up the 'SoleRebels' factory?*

Alemu: *Well, recycling is a way of life here – you don't throw away things you can use again and again. I was trying to think of an Ethiopian product that could become a useful business, when I remembered that the tradition in Ethiopia has been for everyone, from farmers to guerrilla fighters, to turn worn-out rubber truck tyres into cheap, long-lasting footwear. By adding cotton and leather uppers to recycled tyre soles, I have sold many thousands of pairs of handmade flip flops, sandals, shoes and trainers to foreign customers.*

Interviewer: *How did you start your business?*

Alemu: *By following international shoe fashion trends on the web, I designed a range of footwear. Nearly all the materials are locally sourced. I found a supplier who could deliver old truck tyres and tubes, and hired women to spin, weave and dye pieces of locally-grown cotton, jute and hemp, using skills passed on through generations.*

Interviewer: *Did your family help with your business?*

Alemu: *My brother packed pairs of cotton and suede trainers into boxes to be sent to US customers. Shops there agreed to stock the shoes, which were imported duty-free. As word spread, individual customers began to buy directly from the SoleRebels website.*

Interviewer: *As a former accountant, you have been remarkably successful in this enterprise. Have you received any financial support?*

Alemu: *I had no outside support other than a government line of credit to help meet large orders. But it was a struggle at first to compete with cheap Chinese imports. SoleRebels negotiates directly with retailers, and we ensure that most of the final sales price remains in Ethiopia. As a result, I can pay my staff good wages by local standards. In turn, the government earns more taxes, helping to encourage more development.*

Interviewer: *How is the company doing today?*

Alemu: *Just five years after start-up, SoleRebels employs 45 full-time staff who can produce up to 500 pairs of shoes a day. More will be hired after next month once the footwear range goes on sale online in the UK and Japan.*

Interviewer: *Do you only market your products abroad?*

Alemu: *SoleRebels decided to concentrate on the export market, where I reasoned customers would pay good money for uniquely designed products. Workers at the SoleRebels "factory" – a small house on the outskirts of Addis Ababa – frantically cut, sew and glue sandals to fulfil Internet purchases from customers as far away as Canada and Australia.*

Interviewer: *What about the future?*

Alemu: *Our success has enabled SoleRebels to begin construction of a solar-powered factory near the current workshop, to allow for expanded production. People buy SoleRebels because they are good, not just because they are from Ethiopia. Our product speaks for itself.*

B8.2 Speaking
Expressing surprise SB page 146

1 Students read the phrases and work in pairs to make some 'incredible' statements, e.g. *It may sound strange, but I saw a lion in the supermarket today!*
2 Students work in pairs to express surprise in sentences, using the items listed in Exercise 2.

B8.3 Language focus
If sentences SB page 146

1/3 Refer students back to **B4.8** and ask them to read the information in the box and revise the use of conditional sentences to talk about future possibilities. Then read through the explanation in the box about

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unreal conditionals (second conditionals) while students follow in their books. Give more examples and ask students if they can think of some on their own. Model one or two examples for each exercise with the students first. They can then copy and complete the sentences in their exercise books. Check the answers together by asking individuals to read their sentences aloud.

4/5 Model some sentences for students to repeat, then students work in groups to make oral chains around the class.

B8.4 Speaking

Winning the lottery SB page 148

Students discuss in groups how their lives would change if they won a million birr. They should discuss what they would do with the money, rank their ideas and finally reach a consensus of the best way to spend the money (or not).

B8.5 Reading

When I won the lottery SB page 148

Students read the text and answer the comprehension questions which follow.

B8.6 Writing

Making a summary SB page 149

Before students open their books and read about writing a summary, write the following questions on the chalkboard: *What is a summary? How do we write a summary?* Brainstorm and discuss the questions with the class. If necessary, prompt their thinking with further questions, such as: *What information do we include in a summary? What language do we use? What should the paragraphs consist of* (prior knowledge)? Then read through the explanation with students following in their books. Students make brief notes about the winner of the Ethiopian lottery and write a summary in five sentences. Invite students to share their summaries with the rest of the class.

B8.7 Fun with words

Spelling auction SB page 149

Students read the information, and suggest sentences for you to write on the chalkboard. Ensure that there are errors of punctuation or spelling in some of the sentences, so the students can 'bid' for which one is correct. At the end of the game, see which group has the most money and declare them the winners.

B8.8 Reading

Three African countries SB page 149

1 Display the map of East Africa and pre-teach the following key vocabulary: *impenetrable* (impossible to get to or see through). Ask students to identify the places marked on the map.
2 Students work in groups to make notes and order information about one of the countries (jigsaw reading). They make notes about it under the headings given in the Students' Book. Encourage them to read other books and articles to extend their lists.
3 Students share the information with another group who ask and answer questions about the country they have read about.

B8.9 Language focus

Using the quantifiers *many, much, few, a little* SB page 151

Revise countable and uncountable nouns and read the panel aloud while students follow in their books. Ask them to give further examples of each. Students then work in pairs to ask and answer questions about the things on the picture, before they complete the exercise.

B8.10 Writing

Spelling rules/doubling consonants SB page 152

Read aloud the spelling rules for doubling consonants, while students follow in their books. Give more examples for each rule. Ask students if they can think of some examples too. Write these on the chalkboard.

Students should do Exercises 1 and 2 in their exercise books without referring to the rules and then check their answers against the rules. Go through the answers together (write them on the chakboard) and ask students to say the number of the rule which applies in each case.

As follow-up, write the following verbs on the chalkboard and ask students to add *-ed*: *hope*, *permit*, *brush*, *pop*, *bang*, *jump*, *stop*. Write the following adjectives on the board and ask them to add *-est*: *small*, *large*, *slim*, *dark*, *big*, *slow*, *fat*. Talk about the rules that apply in each case.

B8.11 Increase your word power

Homonyms SB page 152

Read the panel aloud, while students follow in their books. Students work in pairs to read the homonyms aloud, then match the words in the sentences with the correct definitions

Tell students to work in pairs to make their own sentences with the pairs of words. Ask students to read their sentences to the rest of the class.

B8.12 Fun with words

Wordsearch SB page 153

Students find the words in the wordsearch, then record them in their vocabulary notebooks, together with their meanings.

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Assessment SB page 153

1 Reading

Give students copies of the following passage about the Ethiopian economy and the chart below it. Tell them to read the passage and complete the chart. Note that not all the boxes can be filled for each economic activity.

The Ethiopian economy is based on agriculture, which accounts for 85 per cent of its exports and of the total employment. The country has the possibility to be self-sufficient in grains, and for the export of vegetables, grains, livestock and fruits. Currently, the country's export is highly dependent on a single crop, coffee, which earns nearly 60 per cent of the foreign exchange and employs 80 per cent of the total population. More than 15 million people earn their livelihood from the coffee sector.

The Ethiopian economy is based on agriculture, which accounts for 45 per cent of its exports and 85 per cent of the total employment. Recently, tourism, from a zero base, has already become the country's second biggest foreign exchange earner after coffee. Over one hundred thousand tourists visit the country annually.

The industrial sector is heavily dependent on imports of semi-processed goods, raw materials, spare parts and fuel. In addition to imported goods, the factories depend upon local agriculture for their raw material needs. The manufacturing industry, including small-scale and handicrafts, contributes about 15 per cent of the total exports. About 3 per cent of total employment is in the manufacturing industry. Out of the country's limited number of manufacturing concerns, goods-producing consumer industries contribute more than half of the sector's output.

The world's biggest container shipping company, Maersk, has recently begun exporting flowers in cooling containers instead of by air. Maersk is expecting to cut more than 50 per cent of the freight costs, which will create a huge boom in the Ethiopian flower industry and the Ethiopian economy. Ethiopian Airlines has expanded its air cargo capacity by leasing two B747-200F Boeing cargo aircrafts. They will be used to export flowers to Europe and cars back to Ethiopia if you judge by the big advertisements for car transport in the Ethiopian newspapers.

www.13suns.com/economy.htm

Main economic activities	Agriculture	Tourism	Industry	Manufacturing	Other
% of employment					
Products					
Exports					
Imports					

2 Writing

Tell students to write basic notes under the headings of the column on the left of the table.

3 Speaking

Students work in groups to make conversations about the following people:

President of Ethiopia
Minister of Tourism
Coffee farmer
Pop singer

Example: If I were President of Ethiopia, I would .....

Unit 8 Answers

A8.1

Possible answers might include: *a good education, a job as an accountant, a new business idea, a head for finance, hard work and commitment, prepared to take risks*

A8.3

commodities – articles of trade or commerce especially an agricultural or mining product that can be processed and resold
ambitious – having a strong desire for success or achievement
assembly/assemble – the putting together of manufactured parts to make a completed product, such as a machine or electronic circuit.
export – send goods or services across national frontiers for the purpose of selling and realising foreign exchange
employment – the work in which one is engaged; occupation
invest – to commit (money or capital) in order to gain a financial return
transport – to carry from one place to another; convey
skeleton form - something reduced to its basic or minimal parts
impoverished – deprived of natural richness or strength
environment – the circumstances or conditions that surround one; surroundings
expand – to increase the size, volume, quantity, or scope of; enlarge

A8.5

Exercise 2

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

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Exercise 4 (possible answers)

1 Opening a bank account is simple if you follow the right steps and understand what it involves.
2 Not being able to read and write may discourage people from opening an account. However, banks are welcoming to people in this situation and will help them with any reading or writing necessary for their account.
3 If young people are earning enough to put aside an amount of money every month, this will allow them to save for the important things they will need in the future.
4 Credit cards can encourage people to spend more than they realise and so get into debt. Many people only pay off a small amount of what they owe the bank for the use of their credit card, and so their debt rises until it gets out of control and they risk being made bankrupt.

A8.6

1 Current account – *a type of bank account that enables you to deposit money into or withdraw money from it at any time.*
2 Savings or deposit account – *a bank account that enables you to save your money and earn interest.*
3 Bank loan – *money that you borrow from the bank and pay back eventually, including the interest.*
4 Paying-in slip – *a form that you fill in when you deposit money into a bank account.*
5 Cheque – *a printed piece of paper that you sign and use to pay for things.*
6 To honour a cheque – *if you have enough money in your account to pay the amount on the cheque, the bank will pay the money to the payee.*
7 Statement – *a document which records all your transactions in your account in the previous month, how much you have deposited and withdrawn, and what your remaining balance is.*
8 Credit card – *a small plastic card with details of your account on an electronic strip on the back, that you can use to pay for goods and services.*

A8.7

Answers can be found in **A8.8** Exercise 3.

A8.8

Exercise 4

a 1982 **b** 2676 **c** 672 **d** 2623.5 **e** 4

A8.9

Exercise 1

1 *dancing* **2** *to come* **3** *to* **4** *to swim* **5** *to do* **6** *getting up* **7** *eating* **8** *to go* **9** *to go* **10** *meeting* **11** *sweeping* **12** *to look* **13** *drinking/to drink* **14** *playing/to play* **15** *seeing* **16** *to lock*

B8.1

1 She remembered how people used to make footwear from worn-out rubber truck tyres.
2 Cotton, leather and recycled tyres.
3 Abroad, to foreign customers.
4 Only a government line of credit to help meet large orders.
5 The government earns more taxes, helping to encourage more development.
6 On the export market.
7 She has begun to build a solar-powered factory to expand production.

B8.3

Exercise 1

1 *If you weren't ill*, you would have to do the test.
2 *If it were cooler,* I would go out and play football.
3 *If my friend were in trouble,* I would help him.
4 *If more people used the bus,* there would be fewer cars on the roads.
5 *If I were a boy,* I wouldn't have to spend so much time doing my hair.
6 *If we all used solar energy,* there would be no energy crisis.
7 *If I were you,* I wouldn't go to Ahmed's party.
8 *If I had the right tools,* I would repair my bicycle myself.

Exercise 2

1 *If I had some money,* I would buy a new CD.
2 *If there were time,* I would do my homework.
3 *If I had a bicycle*, I wouldn't go to school by bus.
4 *If it weren't raining today,* we wouldn't have to stay at home.
5 *If my brother wasn't out*, he would help me with the work.
6 *If you ate fruit and vegetables,* you would be more healthy.

B8.5

1 He could not believe his good fortune.
2 He was besieged by photographers and reporters.
3 They wanted to know what he would do with the money.
4 Strangers wrote to him asking for money.
5 He did not need to work because he now had so much money.
6 He gave some money to his family and to charity and invested the rest in a bank.
7 Good health, friends and family.

B8.9

1 *many* **2** *much* **3** *much* **4** *many* **5** *many* **6** *much* **7** *many* **8** *many*

B8.10

1 *admitting, staying, washing, happening, swimming, helping, visiting, hopping, waiting, getting, running, beginning, coming, baking, shaving, opening*
2 *thinner, slower, redder, blacker, wetter, cheaper, hotter, faster*

B8.12

Across: *cashier, business, credit, loan, bank, interest, cost*
Down: *cheque, deposit, account, cash*

Suggested further reading

If possible, students should read other stories, poems or articles related to the topic of banking. (You could try to get hold of some information booklets advertising different kinds of accounts, loans and so on. Use these for reading exercises like skimming and scanning for information.) Students can also re-read the texts in this unit. They can practise reading them aloud with fluency, expression and the correct pronunciation.

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Unit 9 People and traditional culture

Learning outcomes

By the end of Unit 9 students will be able to give information about some cultural practices in Ethiopia and beyond.

Learning competencies

Reading: Students read an extract from an encyclopaedia and make basic notes of the main points.
Speaking: Students use a range of structures to ask for repetition and clarification.

Language focus

Grammar: prepositions, past tenses, adverbs, *might/could/look like*, *for*, *during* and *while*, *ago*, sequencing words
Vocabulary: adjectives, *come from/based on*, traditional practices and cultural activities
Social expressions: asking for clarification/repetition, rephrasing

PART A

Objectives

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

Listening – listen to a conversation about traditional dances
– use sequencing words
Speaking – give instructions
– use adverbs of manner
– use the time expression *for/during/while*
– use *might/could/look like* to speculate
– role-play a discussion about an Ethiopian tradition
– take part in a debate about keeping Ethiopia's traditional culture
Reading – read a text about an unusual tradition in an African country
Writing – write an informal letter

Background knowledge

This unit develops students' understanding of the cultural life and traditions of Ethiopia and discusses some cultural traditions of other countries. Students are encouraged to value their own traditions, both local and national, and to look up facts in an encyclopaedia.

Materials and resources

- Map of the world showing France (Brittany), Spain, Kenya, Ethiopia, India, Scotland, Mexico, Japan, Ghana and Turkey.
- Copies of an encyclopaedia.
- Traditional Ethiopian objects.
- Means of making Ethiopian coffee.
- Unfamiliar objects or disguised familiar ones.
- Small mystery objects in a cloth bag, for example, fork, shell, pencil sharpener, small bottle, calculator, credit card, mobile phone, etc.
- Sheets of paper for each student for the preposition game in **B9.10**.

A9.1 Introduction

Traditional Ethiopian culture SB page 154

Students work in small groups to discuss what cultural activities they know of or take part in, especially those which involve traditional dancing. They list these, then share their knowledge with the rest of the class.

A9.2 Listening

Traditional dances around the world SB page 155

1 Ask students to find France (Brittany), Spain, Kenya, Ethiopia, India and Scotland on the world map. Tell them they will hear speakers from each of these countries talking about their traditional dances. Explain new words like *castanets, frills, guitar, aprons, lace, stamina, jingling, remote, ethno-linguistic, vitality, jewels, executed, precise, omen, kilt.* Students listen to the descriptions of traditional dances from other countries, and point to the pictures as they are being described.

Listening text

Katarin: *I live in Brittany which is in the far west of France. Breton people have their own language and culture. In our traditional dances, men and women dance in a circle with their little fingers linked together. Each town in Brittany has its own costume. Sometimes the girls wear multi-coloured striped skirts, or skirts with rich embroidery, others wear aprons trimmed with lace. On their heads they wear caps of hand-made lace, some of which can be quite tall, while men wear a costume of black or blue, often with a straw hat called a boater.*

Juanita: *I come from Spain where we are very fond of dancing. Our traditional dance is called the flamenco. In this dance the woman and the man have wooden castanets on their fingers which they click to the rhythm of the dance. The woman wears a gorgeous dress with a full skirt and many frills, while the man wears a traditional black costume. On their feet they wear special shoes which make a tapping rhythm as they dance to the music of the guitar.*

Masao: *I come from the Masai people of Kenya. We have many traditional dances, for example to celebrate when a lion is killed by the warriors or, for the blessing of cattle,*

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and dances performed at wedding ceremonies. Most Masai dances are pretty simple, but the best known is usually called the "jumping dance". It is performed by the men of the village wearing red cloaks, who leap into the air to show their strength and stamina as warriors. Each young man will jump as high as he can while the others stand in a circle and sing. The voices of the men get higher as the jumping increases. The beads that both the men and women wear create a jingling sound while the Masai jump and dance.

Jemal: *In Ethiopia we also have many traditional dances. Possibly the best-known Ethiopian dance is the 'eskista', as performed by the Amhara and Tigrayan people of the Ethiopian Highlands. The dance involves rapid movements of shoulders, neck and head, and is unlike any other African dancing in sub-Saharan Africa. During the three-day annual Festival of a Thousand Stars, which takes place in December at Arba Minch, tribal groups from Southern Ethiopia, many from remote areas, perform their traditional songs and dances. The millennium Festival of a Thousand Stars involved over 1,000 performers representing more than 56 ethno-linguistic groups from all over the south of Ethiopia. People such as the Kafacho performers from the Kaffa region of south west Ethiopia, the Konso, the Wolaita, the Aari, and the Dawuro dancers entertained the crowds with their dancing.*

Dalaja: *In my country, India, we have many different dances, from folk dances to classical Indian dances performed at religious festivals. Folk dances celebrate the arrival of the seasons, the birth of a child, a wedding and festivals. The dances, although very simple with a minimum of steps or movement, are full of energy and vitality. Some dances are performed separately by men and women while in others, men and women dance together. On most occasions, the dancers sing themselves, accompanied by musicians with instruments. Each form of folk dance has a special costume and rhythm. Most of the costumes worn for folk dances are very colourful with many jewels and different designs.*

Ian: *I come from Scotland, where the Highland Sword Dance is a part of our culture and tradition. Popular legends say kings and heroic warriors danced a Highland Sword Dance before a great battle. Dancers executed precise, complicated steps over and between two crossed swords. When the dance went right, a combat was victorious, but when the dancer kicked a sword, it was a bad omen – the chief of the clan would expect to lose the battle. The dancers wear the traditional Highland dress of a pleated tartan skirt called a kilt, tartan stockings, a waistcoat and a white shirt and dance to the music of the bagpipes.*

2 Students demonstrate some movements from traditional dances and give instructions to the rest of the class on how to perform the dance.

A9.3 Language focus

Probability and possibility SB page 156

1 Students look at the illustration and identify the abdomen, antennae and wings of a moth. Read aloud the description of the insect and the answers, while students follow in their books.

2 Talk about in which sentences the speaker is: a) very sure; b) unsure. Read through the note about probability and possibility.

3/4 Demonstrate each exercise with an example on the chalkboard, then ask students to complete the exercises in their exercise books. Check the work together by asking individuals to read aloud the sentences.

A9.4 Speaking

Traditional objects SB page 157

Revise the use of *may/might/could* and ask students to read the panel in **A9.3** again. Show the unfamiliar or disguised familiar objects you have brought into class and ask students to speculate what they are using *may/might/could*, e.g. It looks like something you cook with. *It might/could be a jug.*

Students work in pairs to look at the pictures, describe the objects and discuss what they are used for and where they can be found in Ethiopia.

Notes

1 ***Ethiopian shield*** *In traditional Africa, shields were used not only as defensive weapons, but also as decorative or ritual objects filled with symbolic meaning. They can be carved from wood, woven, made from a variety of hides and even metal. Most Ethiopian shields are made from a very thick, tough leather, said to be hippopotamus hide. It is stretched over (often elaborate) wood forms, dried and removed.*

2 ***Ethiopian headrest*** *Ethiopian headrests come in several forms. Carefully carved and carried by men everywhere they go, they are used as pillows to support the head during sleep and are also used to help protect ceremonial coiffures. The headrests come in various forms, from simple to elaborately carved. Sometimes they are decorated with sophisticated geometric shapes and patterns. The upper part of the headrest is slightly curved.*

3 ***Ethiopian gameboard*** *Ethiopian gameboards use monumental, simple forms to create functional objects that bring status to their owners. This board is used to play the traditional game of Mancala.*

4 ***Ethiopian stool*** *Hand carved from a single piece of wood, Ethiopian stools are simple but elegant, and are noted for their deep, concave surface. They are used in many parts of Ethiopia, e.g. by the Oromo people.*

5 ***Wooden clogs*** *Worn to keep the feet dry in wet or muddy conditions.*

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6 ***Ethiopian basket*** *Used to carry and store various items, these covered baskets were carefully woven, then covered with leather on the outside and tied closed with leather thongs. Each has a leather carrying strap. Some are further embellished with metal beadwork.*

A9.5 Speaking

What do you know about Ethiopian culture and traditions? SB page 157

1 Students work in groups to brainstorm ideas about Ethiopian culture and tradition. They share their conclusions with the whole class. Write them on the chalkboard.
2 Students work in pairs to role-play a tourist and an Ethiopian who is describing some aspect of Ethiopian culture.

A9.6 Language focus

Sequencing words SB page 158

Read through the explanations about sequencing words, while students follow in their books. Talk about the meaning of 'sequence' (to join or connect things together so as to show the order of events).

1 Students re-read the initial text and put the words in the box into the correct group according to their meaning. They can list them in the correct order in their exercise books.
2 Students can add these words to the lists in their exercise books. Choose individuals to call out their answers. Read through the explanation about joining events together using *when* and *then*, while students follow in their books.
3 Give students various simple instructions using sequencing words.

Examples: *Stand up, then clap your hands.*
Before you open your book, put your pen on the table.
After you have closed your book, write your name in your exercise book.
Shake hands with your neighbour, at the same time as you say 'Hello' and their name.
Hold your breath for one minute, then at the end say 'How do you do?'
Wave your hand and finally say 'Goodbye'.

Students perform the actions, then work in pairs to give and follow similar instructions to each other.
4 Students can write the answers in their exercise books. Choose individuals to read aloud their answers.

A9.7 Speaking

Adverbs of manner SB page 158

1 Read through the explanation while students follow in their books. Demonstrate the adverbs of manner in the box, e.g. *tap the table quickly*; *tap the table slowly*; *speak quietly*; *speak loudly (noisily)*; *touch the table lightly*; *pick up an object gently (carefully)*. Let the students say the adverb as you perform the action. Now ask students to follow your instructions, e.g. *raise your hand; lower your hand; turn round; jump; shake your head, twist your body*. Repeat these instructions adding an adverb to each, e.g. *raise your hand* ***slowly***.
2 Students work in pairs to give instructions, one to whisper an action with an adverb of manner; the other to perform the action. The class tries to guess what that adverb of manner is.

A9.8 Language focus

Time expressions SB page 159

Read through the explanation in the box while the students follow in their books. Pause after each time expression and ask students to give more examples. Students complete the exercise in their books.

A9.9 Speaking

Expressing opinions SB page 160

1 Refer students to **A6.9** and write the following sentences on the board.
School holidays are not long enough.
Pop stars earn too much money.
Everybody should learn how to use the Internet.
Listening to the radio is a waste of time.
Ask students to say whether they agree or disagree with these statements. This could be done as a 'chain activity' around the class.
2 Students read the expressions for giving opinions, agreeing and disagreeing, then work in pairs to use these expressions about the sentences above.

A9.10 Speaking

Debate SB page 160

1 Students work in groups to discuss the importance of keeping Ethiopia's traditional culture and give you their conclusions for you to write on the chalkboard.
2 Students then individually say whether they agree or disagree with the different items on this list, and their reasons for their point of view.
3 Students divide into four groups and prepare for the debate, reading and following the instructions.
4 Each group prepares to debate one of the topics in the Students' Book. They brainstorm arguments for and against, then copy the grid into their exercise book and complete it with short notes of their discussions. They use these notes to prepare short speeches for the debate.
5 The four groups join together to present their debates to each other (covering all the debate topics). At the end of each debate, the audience vote in support or opposition.

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A9.11 Increase your word power
Festival words SB page 161

1 Students read the words in pairs, the first reading the word, the second reading the definition. They copy the words and definitions into their vocabulary notebooks.
2 Students read the passage in **A9.12** and find the words, then they use them in sentences of their own.

A9.12 Reading
A festival in Ghana SB page 161

1 Students look at the photograph and discuss it in pairs. Then ask individual students to read aloud a paragraph each. Check their intonation and stress after they have finished each paragraph (not during the reading).
2 Students read the paragraph silently, then answer the questions.
3 Students work in pairs to compare the Ohum festival with a traditional festival in Ethiopia. They should compare, the date, the reason for the festival, where it takes place, any important events, etc.

A9.13 Writing
An informal letter SB page 162

Refer students to the notes on writing an informal letter in **B1.8**. Then they write an informal letter to a friend describing a cultural practice they have taken part in or know of. Students then check their partners' letters for the correct spelling, punctuation and capitalisation.

PART B

Objectives

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

Listening – revise time phrases
Speaking – revise body parts
– give instructions
– ask for repetition and clarification
– focus on speaking, assessment and goal setting
Reading – read encyclopaedia entries about different cultures and practices
– take part in jigsaw reading about different traditions around the world
Writing – spell adverbs
– change adjectives to adverbs
– use *ago* in sentences
– write a guided paragraph about an Ethiopian tradition
– give feedback on their vocabulary targets

B9.1 Speaking
Parts of the body SB page 163

1, 2, 3 Students can write the answers in their exercise books for these exercises. Check the answers together. Talk about the meanings of new words: *forehead, cheek, chin, wrist, waist, abdomen, thigh, calf, ankle, liver, lungs*. Students should point to where these different parts of the body are in the diagram (and on their own bodies). They can record new words in their vocabulary notebooks.
4 Go around the class with each student having a turn to say what's wrong with them (they can pretend). Elicit further descriptions from them by asking. *What's wrong with you? Where does it hurt? How long have you felt like this? Why have you got a ...?*

B9.2 Reading
Poem: Yaa, the Adowa dancer SB page 164

Explain that before the days of writing, song, dance and poetry were all part of the same activity. This poem can be performed so that song, dance and poetry are brought together again. Students should notice how the poem describes the movement of the dance, with variations and repetitions. This can also be seen in the shape of the lines on the page. For notes on teaching poetry, see the Introduction page x.

Students read the introduction, then working in pairs, they read the poem together. Point out the different parts of the body mentioned in the poem and the movement each makes. Invite students to demonstrate the movements as you read the poem. Students then discuss the questions and suggest the answers.

B9.3 Speaking
Asking for clarification SB page 165

1/2 Read the introduction and the examples, with students following in their book. Model the pronunciation of the phrases and sentences for students to repeat.
3 One student gives instructions on how to draw a picture. Their partner stops them frequently to ask for clarification. The first speaker must then rephrase to make their suggestions clearer.

B9.4 Reading
Three different traditions SB page 165

In groups, students read about traditions in three different countries (jigsaw reading). They make notes on their passage and share their information by asking/answering questions.

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B9.5 Language focus
More about adverbs SB page 167

Read through the explanations about adverbs, while students follow in their books. Point out how they are made and their spelling. Ask students to give you more examples, and to spell them as you write them on the chalkboard. Students complete Exercises 1 and 2 and write them in their exercise book, then they read their sentences to their partners to check.

B9.6 Reading
Using an encyclopaedia SB page 168

1 Students read the extract from an encyclopaedia and make basic notes. Explain that the words and phrases are underlined because they refer the reader to other entries in the encyclopaedia.
2/3 Students work in pairs or small groups to identify the topic or main points in each paragraph, then write a brief summary of each article.

B9.7 Language focus
Using *ago* SB page 170

Students read the introductory paragraph then work in pairs to make sentences using *ago* and a period of time. Ask individuals to read their sentences to the class.

B9.8 Writing
Writing a paragraph SB page 170

1 Read the introductory remarks aloud as students follow in their books. Students then read the five points about writing a paragraph and make notes in their exercise books.
2 Students look at three different traditions in **B9.4** and write a topic sentence for each one. They read their sentences to the class.

B9.9 Writing
An Ethiopian tradition SB page 171

1 Using the reading text of the Japanese tea ceremony in **B9.4** as a model, students write topic sentences for a paragraph about the Ethiopian coffee ceremony, for example: *Who takes part? Where does it take place? What happens? What equipment is needed?* They use these notes to write a paragraph about the Ethiopian coffee ceremony.
2 When they have finished, students exchange books with their partners, who must identify the topic sentences and give appropriate feedback.

B9.10 Fun with words
A preposition game SB page 171

Hand out three sheets of paper to each student. Students write *in, on* or *at* on separate sheets. Give them a number of different time phrases, e.g. the week end. Students choose the correct preposition (e.g. **at** the weekend) and hold up their card. Students with incorrect answers are eliminated.

B9.11 Study skills
Vocabulary strategies SB page 171

Students give feedback on whether or not they met their vocabulary target from the previous unit, explaining to their partner what strategy they used, and whether it was successful.

B9.12 Study skills
Focus on speaking SB page 172

1 Students list the types of speaking activities used in the classroom and use smiley faces to evaluate their performance.
2 Students brainstorm and record ways of improving speaking and highlight the ones they use themselves.
3 They decide to focus on one strategy they haven't used before/regularly and practise it in the following lessons.

Assessment

1 Reading

Hand out copies of the following extract from an encyclopaedia and tell students to read it and make basic notes on it.

From Wikipedia

Traditions

The word tradition is used in a number of ways in the English language:

1 *A tradition is a practice, custom, or story that is memorised and passed down from generation to generation, originally without the need for a writing system. Tools to aid this process include poetic devices such as rhyme and alliteration. The stories thus preserved are also referred to as tradition, or as part of an oral tradition.*

2 *A set of customs or practices. For example, we can speak of Christmas traditions.*

3 *A broad religious movement made up of religious denominations or church bodies that have a common history, customs, culture, and, to some extent, body of teachings. For example, one can speak of Islam's Sufi tradition or Christianity's Catholic tradition.*

Traditions are often presumed to be ancient, unalterable, and deeply important, though they may sometimes be much less "natural" than is presumed. Some traditions were deliberately invented for one reason or another, often to highlight or enhance the importance of a certain institution. Traditions may also be changed to suit the needs of the day, and the changes can become accepted as a part of the ancient tradition.

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2 Speaking

Students listen as you read again the information about traditional dances around the world from **A9.2**. Explain that if there is anything the students hear that they do not understand, they must raise a hand and ask for repetition or clarification using the structures they have learned in this unit.

Examples:
I'm sorry. I didn't understand about the use of castanets. Can you read that again, please?
Sorry, but you've lost me. What was that about the "jumping warriors"?

Unit 9 Answers

A9.2
1 *Brittany (France)* **2** *Spain* **3** *Masai (Kenya)* **4** *Ethiopia* **5** *India* **6** *Scotland*

A9.3
Exercise 2
The speaker is very sure in sentences **a** and **b** because the words *can't* and *must* indicate probability. The speaker is unsure in sentences **c, d, e** and **f** because the words *probably*, *might*, *could be*, *looks like* indicate possibility.
Exercise 3
1 *d* **2** *a* **3** *e* **4** *b* **5** *f* **6** *c*
Exercise 4
1 *may/might/could* **2** *must* **3** *can't* **4** *may/might/could* **5** *may/might/could* **6** *must*

A9.4
1 *Shield* **2** *Headrest* **3** *Gameboard for Mancala* **4** *Stool* **5** *Wooden clogs* **6** *Basket*

A9.6
Exercise 1
One event happening after another in a sequence: *at first, then, next, when*
Two events happening at the same time: *while*
One event happening very quickly after another: *immediately*
Exercise 2
One event happening after another in a sequence: *after that, finally, at the end*
Two events happening at the same time: *and, as*
One event happening very quickly after another: *as soon as*
Exercise 4
1 *then* **2** *when* **3** *when* **4** *then* **5** *when* **6** *then/when*

A9.8
1 *for* **2** *during* **3** *during* **4** *while* **5** *while* **6** *for* **7** *while* **8** *during*

A9.12
1 In Ghana.
2 Ohum.
3 The festival marks the beginning of the harvest season.
4 In June/July.
5 September/October.
6 They go to a sacred grave and perform some rituals.
7 They do not make any noise.
8 They cook meals to share with their friends and family.
9 They dance and embrace each other.

B9.1
Exercise 1
1 *g* **2** *h* **3** *d* **4** *e* **5** *f* **6** *i* **7** *l* **8** *n* **9** *o* **10** *j* **11** *m* **12** *k* **13** *p* **14** *p* **15** *r* **16** *s* **17** *t* **18** *c* **19** *a* **20** *b*
Exercise 2
1 *a headache* **2** *a pain in my leg* **3** *earache* **4** *a pain in my side* **5** *a pain in my chest* **6** *toothache* **7** *a stomach ache* **8** *a pain in my shoulder*
Exercise 3
1 *I've got a cold, toothache, diarrhoea, a headache, malaria, a pain in my side, a fever, a cough.*
2 *I feel sick, ill, awful, dizzy, hot, cold.*
3 *My back aches, hurts.*
4 *I've broken my wrist, my ankle.*
5 *I've cut myself, my finger.*

B9.5
Exercise 1
eager – eagerly; dirty – dirtily; beautiful – beautifully; good – well; easy – easily; bad – badly; quick – quickly; nasty – nastily; terrible – terribly
Exercise 2 (possible answers)
1 *politely/well* **2** *softly/quietly* **3** *patiently* **4** *well/beautifully* **5** *impatiently/quietly* **6** *noisily* **7** *well*

Suggested further reading

Students already know a lot of information about their own cultural traditions and festivals. Encourage them to find out more about them, their practices and origins, from libraries, the Internet or from their parents and/or priests. If possible, students should read stories, books, poems or articles about traditions in different countries as well. Look for suitable texts in history or geography textbooks, newspapers, magazines or the Internet. If reading materials are difficult to obtain, then students can re-read the texts in this unit. They can also take turns to read aloud descriptions of a special festival.

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Units 7–9 Revision 3

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

Listening SB page 173

1 Dictation

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

The music of Ethiopia is very diverse, with each of Ethiopia's ethnic groups being associated with unique sounds. Some forms of traditional music are strongly influenced by folk music from elsewhere in the Horn of Africa, especially Somalia. Ethiopian religious music also has an ancient Christian element. In north-eastern Ethiopia, a Muslim musical form called manzuma is sung in Amharic and the Oromo languages. In the Ethiopian Highlands, traditional secular music is played by itinerant musicians called azmaris, who are regarded with both suspicion and respect in Ethiopian society.

2 Listening comprehension

Tell the students to read the statements in the Students' Book, then listen as you read them the following passage.

Mancala is a board game and variations of it are played by different tribes all over Africa. In East Africa there is a Swahili version called Bao, while in Uganda it is called Omweso. It is thought to be the oldest board game in the world as we know that it was played in Ancient Egypt before 1,400 BC.

It is played using holes scooped out of the ground and stones, or a row of pots, or with a wooden board and seeds. The basic Mancala game uses two rows of six holes with a store at each end. It is played by two players who face each other with the board between them. The row in front of a player and one of the stores belongs to that player. Each of the twelve holes is filled with three seeds. Taking it in turns with their opponent, the first player picks up the seeds in one of their holes and sows them around the board, moving in an anticlockwise direction. He or she puts seeds in all holes including their own store, but not their opponent's store. If the player puts their last seed in an empty hole, he or she wins the seeds in their opponent's hole directly opposite and puts them in their store. A player wins an extra turn if their last seed goes into their own store. Play continues until the holes on one player's side are completely empty. That player then adds all the seeds left in their opponent's holes to their store. The winner is the player with the most seeds in their store.

Answers

1 *True* **2** *False* **3** *True* **4** *False* **5** *False* **6** *True* **7** *True* **8** *True* **9** *False*

Vocabulary and spelling SB page 173

Answers:

1 population/inhabitants **2** pollution **3** escalator **4** slums **5** ring roads **6** entrepreneur **7** balance **8** interest **9** birr **10** festival **11** chairperson **12** sacred

Speaking SB page 173

Students work in pairs to describe someone known to both themselves and their partner (it might even be you!). The partner must then guess the identity of the person. You can limit the number of questions to 10, or even 6 to make it harder. Monitor the conversations.

Language use SB page 174

Answers:

Exercise 1

1 The boy has just finished washing the car.
2 The tourist has just arrived in Ethiopia.
3 The cyclist has just won the race.
4 The artist has just drawn a goat.
5 The man has just caught a fish.
6 The weaver has just made a piece of cloth.
7 The builder has just built the new house.
8 The priest has just said some prayers.

Exercise 2

1 If the work is not difficult I shan't need your help.
2 If the women are better educated the whole country will benefit.
3 If I get good exam results I shall go to university.
4 If it doesn't rain we can sit outside.
5 If the trees are all cut down the place will look bare.

Exercise 3

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

Reading SB page 176

Answers:

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

Writing SB page 176

Guide to marking:
Award 1 point for each correct fact. (You may wish to allocate 5 marks for content and 5 marks for spelling, punctuation and grammar.)

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Unit 10 Newspapers and magazines

Learning outcomes

By the end of Unit 10 students will be able to give information about print media and distinguish fact from opinion.

Learning competencies

Reading: Students read authentic materials and scan to obtain specific information.
Writing: Students use basic cohesive devices to structure a paragraph.

Language focus

Grammar: mixed tenses, sequencing words, determiners *every, all, each, both, none*, comparatives/superlatives, reported speech
Vocabulary: newspaper/magazine
Social expressions: having a good reason

PART A

Objectives

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

Listening – predict the content of a news story
– listen to a text and pick out sequencing words
Speaking – revise giving opinions and agreeing/disagreeing
– give reasons to justify a viewpoint
– use determiners *every, all, each, both, none*
– pronounce familiar words and words with shifting stress
– revise reported speech
– read a passage about money
Writing – rearrange jumbled sentences into a coherent paragraph

Background knowledge

This unit develops students' understanding of newspapers and magazines. They should already have some understanding of newspapers as the media was covered in Unit 6. Elicit what they know already and try to build new knowledge and skills on this. Also give them the opportunity to write a newspaper report and to interview local celebrities. This will help make the topic more meaningful and enjoyable. In addition, help students to understand that the facts and the editor's opinion in a newspaper may only reflect one side of an argument, and that they should read other newspapers to get a representative cross-section of opinions about news and views.

Materials and resources

- Collect newspapers and magazines and use these for discussion, reading, research and display. (Allocate a different student each day to bring in a national or local newspaper.) These are needed for **A10.7**.
- Cards for words/phrases related to a news item in **A10.2**
- Sheets of paper for playing *Bingo!*
- Dictionaries.

A10.1 Introduction

What do you know about current affairs? SB page 177

Encourage students to look at the photographs and discuss what they show (Tthe World Cup celebrations in South Africa and the Haiti earthquake).

Students should discuss the questions in small groups first, then ask a few volunteers to share their responses with the rest of the class.

A10.2 Listening

A news story SB page 178

1 Prepare a number of cards in advance which reflect the events of the robbery:
night watchman – glass on pavement – arrival of police
breaking glass – no electricity – suspected robbery
cloth soaked in drugs – night watchman fainted – robbery
broken glass of front door – forced entry – stolen watches
shopkeeper – results of robbery – phoned police
glass on pavement – electricity switch – arrest of thief

Students take it in turns to pick out a card and read it to the class. The class must try to guess what the article is about. When there is general agreement, read the text up to the final paragraph (do not place any emphasis on the words in **bold** however). Students discuss in groups a) how close their predictions were and b) how Inspector Abeba knew who had stolen the watches.

At 5.30 this morning, the owner of the Central Jeweller's shop telephoned the police. He said that thieves had broken into his shop and that they had stolen forty watches.

Inspector Abeba and two policemen went to the shop to see what had happened. ***When*** *they arrived, they found glass all over the pavement. The owner and his night watchman met them outside the shop. Inspector Abeba took out her notebook and said to the night watchman, "Tell me what happened."*

The night watchman said, "I was sitting in my room at the back of the shop. At about four o'clock this morning

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I heard the sound of breaking glass. ***First of all*** *I tried to switch on the lights, but somebody had turned off the electricity at the main switch.* ***In the end*** *I picked up my stick and went out into the shop. The* ***next*** *thing that happened was somebody grabbed me from behind and put a cloth over my mouth and I fainted. The cloth was probably soaked in drugs.* ***When*** *I recovered, I saw what had happened. The thieves had* ***first of all*** *broken the glass in the door and* ***after that*** *they had opened the door.* ***Then*** *they had come into the shop and turned off the electricity.* ***Next*** *they drugged me, broke into the cupboards and stole a lot of watches.* ***When*** *I felt better, I telephoned the owner of the shop. I told him what had happened."*

"I see," said Inspector Abeba. Then she turned to the owner of the shop and said, "And what did you do, sir?"

The owner replied, "I came here as quickly as possible and saw ***first of all*** *what had happened. The thieves had only stolen the expensive watches. They had left the cheap ones.* ***Then I*** *telephoned the police."*

"I see," said the inspector. **Finally** *she turned to the night watchman and said, "Show me the main switch, please."*

"Certainly," said the night watchman. "Come this way, please. It's in my room at the back."

But Inspector Abeba did not follow the night watchman into the back room. Instead, she turned to the other policemen and said, "Arrest this man. The night watchman is the thief. He stole the watches." ***After that*** *one of the policemen put some handcuffs on the offender,* ***then*** *he was taken to the police station.*

2 Students discuss in groups how close their predictions were, and how Inspector Abeba knew that the night watchman had stolen the watches. Then read the final section of the story:
How did the inspector know that the night watchman was the thief?
1 *The glass from the door was outside in the street, so somebody had broken it from the inside.*
2 *The night watchman said that the thieves had switched off the electricity, but the main switch was in the night watchman's room. This is where he said he was sitting when he heard the sound of breaking glass.*
Ask how close were they in their predictions? Did anyone guess the correct ending?

3 Revise sequencing words in **A9.6**. Write the following sequencing words on the board: *first, first of all, next, before then, after, finally, in the end.* Students listen to the text again, then write down any sequencing words they hear (these are the words in **bold**). Now introduce the new sequencing words *subsequently, prior to this* and *beforehand* and explain that they can replace *after/afterwards* and *before*. Write these on the board for the students to copy into their vocabulary books. Now read the story again and ask students to put up their hands when they think one of these sequencing words could replace one in the text.

4 Students in their groups use sequencing words to re-tell the story orally in their own words. Ask selected individuals to report the sequence of events.

A10.3 Speaking

Agreeing, disagreeing and giving opinions SB page 178

1 Revise the expressions for giving opinions, agreeing and disagreeing in **A9.9.** Students work in pairs to make conversations using these expressions.

2/3 Explain that the new expressions in the Students' Book are used to justify your viewpoint. Prepare a list of statements, for example:
Football is boring.
Fashion is important.
A good education is a waste of time.
Money is more important than health.
Disabled children do not need to be educated.
A woman's place is in the home.
Girls should choose their own husbands.
Ethiopia needs more industry.
Tell the students to read Exercise 3 and obey the instructions. Then read out the statements above one by one. The students should follow the instructions in the Students' Book and move to designated areas of the classroom, or along a line, to show the extent to which they strongly agree or disagree with the statement which is read out, changing their positions as you read out each new statement. Students must think of reasons to justify their viewpoint, e.g. *I don't agree with this because* … Ask individual students to explain why they hold the opinion they do. (For larger classes, students could point to one corner, or put a pencil on the edge of a desk or stand up/sit down/half way.)
Note – you may have to demonstrate with a group of more advanced pupils first. Also ask them to suggest further controversial statements.

A10.4 Language focus

Using *all, every, no, none, both, neither, either* SB page 179

1–3 Before students open their books, write the determiners *all, every, no, none, both, neither, either* on the chalkboard. Read through the explanations and the examples, while students follow in their books. Do Exercise 1 orally together with the whole class.

4 Students can write the sentences in their exercise books. Choose individuals to read their sentences aloud. Write possible answers on the chalkboard.

5 Model a few example sentences on the chalkboard first. Students can then write their own sentences in their exercise books. Choose individuals to read their sentences aloud.

A10.5 Speaking

Pronunciation practice SB page 181

1 Students work in groups of nine. Write nine words on the chalkboard related to the topic, e.g. *newspaper,*

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advert, column, headline, magazine, picture, contents, article, crossword, editor, cartoon, columnist, classified, advertisements, editorial, journalist, reporter. Students choose one word each, then stand in the alphabetical order of their words. Check their pronunciation of familiar words and model pronunciation of unfamiliar vocabulary. Selected groups say their words so you can check the order and pronunciation.

2 Students look up any unfamiliar words in their dictionaries, then write them in their vocabulary notebooks.

A10.6 Writing

A bank robbery — SB page 181

Students work in small groups to re-arrange the sentences to make a coherent paragraph, then they add sequencing words.

A10.7 Reading

What is a newspaper? — SB page 181

1 Hand out copies of different newspapers. Students read the passage and list the different parts of a newspaper mentioned in the text. Write the list on the chakboard and ask the students to find out which items in the list appear in the newspapers they are looking at. Which things are common to all newspapers? Discuss why some items on the list do not appear in every newspaper. Discuss which newspapers are published in the local area: are they local, national or special interest papers that are written with a particular target reader in mind, for example dealing with environmental issues, or with issues of particular interest to women?

2 Students read the passage silently, then answer the questions.

A10.8 Speaking

Debate — SB page 182

Organise the students into groups of eight. Give each group a topic from Exercise 1 in the Students' Book, then students follow the instructions to choose and debate a topic. The rest of the class listens and votes on debate put forward by the best group of eight.

A10.9 Speaking

Pronunciation – word stress — SB page 183

1 Talk about what a 'syllable' is: a part of a word that contains a single vowel sound. Demonstrate the number of syllables in different words by clapping them, e.g. yes (1 clap), pro-nun-ci-a-tion (5 claps). Talk about what word stress is: the way in which you say one part of a word more loudly than the rest. Demonstrate stress by saying a word aloud and raising your hand on the stressed syllable. You can also write the word on the chalkboard and mark the stressed syllable as follows: *syllable*. Students then read the information in the panel.

2 Copy the words onto the chalkboard. Ask individuals to come up and write the answers on the chalkboard, while the others check. Encourage students to clap the syllables and to use their hands to indicate word stress. Model how to say each word with the correct stress, while students listen and repeat.

3 Model one or two examples. Demonstrate the word stress with hand movements. Students can then work with a partner or in a small group and copy and complete the exercise in their exercise books. Once they have finished, ask individuals to share their answers with everyone. Write the answers on the chalkboard.

4 Say aloud each word, clearly and slowly. Demonstrate the word stress with your hand. Students listen and repeat. They can then practise saying the words with the correct stress with a partner. Ask more able students if they can think of and say more examples of words for each column. Give more examples to less able students and ask them to practise saying these correctly, e.g. cousin, mother, sister, October, preparation.

A10.10 Fun with words

Play Bingo! — SB page 183

Refer students to the game of Bingo! they played in **B2.12**. Tell them to draw up a bingo card and to complete it with nine words relating to newspapers and magazines. Explain that you will call out a definition of a word. If they think they have written that word on their Bingo card, they can then cross it out.

Call out the following definitions of words:
the type in bold at the top of a news article *(headline)*
information written about an event *(article)*
a commentary on the news written by the editor *(editorial)*
someone who collects the news to go in the paper *(reporter)*
the person who decides what will go in the newspaper *(editor)*
someone who takes pictures to illustrate news items *(photographer)*
a weekly or monthly publication *(journal)*
information about the forthcoming weather conditions *(forecast)*
a word game where you guess the words to fill the squares *(crossword)*
an amusing illustration which comments on the news *(cartoon)*

The first person to cross out all their words is the winner, but check first that the words on the card correspond with the correct definitions.

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PART B

Objectives

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

Speaking – read newspaper and magazine articles and express their views

Reading – distinguish between 'fact' and 'opinion' in magazine and newspaper articles
– read a newspaper article about a well-known event
– use comparatives and superlatives

Writing – write an informal letter
– write a front page for a newspaper/magazine
– develop dictionary skills

B10.1 Language focus

Past, present and future SB page 184

Remind the students about the past present and future tenses, then give them five minutes to complete the table. Students can exchange their books to correct the table, then they work with their partners to make sentences with each form of the verbs.

B10.2 Reading

Newspaper reports SB page 184

Talk about newspapers with the students before they complete the exercises. Ask *How often do you read newspapers? What parts do you read? Why do you read newspapers?* Students then read the introductory paragraph.

1 Students discuss the headlines in pairs. Ask volunteers to share their ideas. Accept any reasonable responses (the purpose of the exercise is to predict).

2/3 These exercises can be done together. Speed is important here as the skills of skimming and scanning, so give the students a very short time limit of a few minutes to do both exercises. They can write the answers in their exercise books. Choose individuals to call out the answers once everyone is finished.

4 Students work in pairs to write sentences about the text, and compare them using comparative and superlative adjectives, as in the example. Ask individuals to share their ideas with the rest of the class.

5 Students in groups discuss what are facts and what are opinions in each article, then students individually choose one article and write the answers to the questions in their exercise book. Ask students to share their answers with the rest of the class.

B10.3 Reading

Fact or opinion? SB page 186

1 Discuss the initial definition, then students read the text of Exercise 1. Explain any difficult words like *verifiable, viewpoint, judgement, demonstrated, confirm, manipulated, surveyed*. Make sure that students recognise the difference between fact and opinion.

2 Students suggest some examples of facts or opinions, and the class decides which each is. Write their suggestions under the appropriate heading *Fact* or *Opinion* on the chalkboard.

3 Ask students to read the report and identify which items are fact and which are opinions.

B10.4 Reading

The Haiti earthquake SB page 187

Selected students read the article aloud, then students work individually to scan the item and answer the questions.

B10.5 Writing

A school newspaper SB page 188

Ask students to look through the newspapers to find examples of the articles listed in the text.

Working in groups, the students can then write their own class or school newspaper. They should elect an editor and an editorial team to organise the news reports. Divide the students into six groups, each group being responsible for writing the articles or copy listed in the Students' Book. Furthermore, some students (as reporters) should be asked to submit articles of local or personal interest, and students selected to be copywriters should write advertisements both for personal wants and needs or for some product that is on the market. The different articles should be written up as a first draft and then corrected by the 'editor' and his/her team. The editorial team selects which articles to include in the first issue of the newspaper and writes some bold, snappy headlines for each story. The team also help the 'editor' to write the editorial. Articles are then typed or written up neatly and illustrated by the 'art department'. The resulting newspaper can either be displayed on the school notice board or in the classroom. Make sure that the articles are about the students' own experiences, and encourage them to suggest how they could improve the school, for example by making a garden, having a different monitor system, sharing textbooks, buying computers and linking them to the Internet, etc. They should be encouraged to include reasons for their opinions.

B10.6 Speaking

Newspaper interview SB page 188

Students work in pairs to select a topic and role-play an interview between a reporter and a witness to the

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incident. Students then perform their interviews to the whole class.

B10.7 Writing

A letter to a newspaper — SB page 189

Students write a short informal letter to a newspaper in response to or commenting on an article from **B10.1**. Encourage them to make brief notes of the points they wish to make before writing their letters.

B10.8 Study skills

Using a dictionary — SB page 189

1 Before students open their books, hand out some dictionaries and ask students to work in pairs or small groups and identify what kind of information is included in a dictionary. Do not expect them to know the technical terms (e.g. *headword*). Write their ideas on the chalkboard, then ask them to study the explanation in the box in the books. Did they identify any of this information?
2 You can do this exercise orally with the whole class. Write the answers on the chalkboard.
3 Students work in pairs to answer the questions, using their dictionaries.

As a follow-up exercise, write the following uses of *slip* on the chalkboard and ask students to make up and write their own sentences with each one: *slip off, slip around, slip down, slip on, slip up, slip your mind*. They should refer to the dictionary definitions to help them use each expression appropriately. Once they have finished, ask volunteers to read out their sentences to everyone.

B10.9 Reading

Poem – *Haiti Survivor* — SB page 190

1 For notes on teaching poetry, see the Introduction page x. Remind students of the passage they read in **B10.3** and explain that a number of poems were written to describe the event. Read the poem aloud with plenty of feeling, while students follow in their books.
2 Students read the poem themselves and answer the questions orally with a partner or write the answers in their exercise books, then check them with a partner.
3 Ask students to read the newspaper report in **B10.3** again, then to compare in groups the facts in the report with the poets' description of the earthquake. Students share their conclusions with the rest of the class.

As a follow-up activity, ask the students to draw a picture of a scene from the poem. They can write a few sentences to explain why they have chosen to depict that particular scene. Display their work on the classroom walls.

Assessment — SB page 191

1 Reading

Make copies of the following article taken from *The Independent*, Wednesday 29th December, 2009. Tell the students to look at the photograph and read the article through twice before answering the questions.

Yidnekachew Seif is 16 and has not been close to a computer ever before in his life. He is so overawed that he sits back from it, about three feet away, allowing his friends to control the keyboard and mouse.

The classroom around him is a hubbub. It is alive with excitement as 60 young entrepreneurs crowd round the 20 computers recently installed in Eweket Leheberele High School in the Ethiopian capital. Some jostle for the seats in front of the Pentium 5 PCs, which have recently arrived from England.

Yidnekachew watches wide-eyed as his two friends, Tenesyen and Amanuel, mystify him with the finer intricacies of the computer. Their fingers move rapidly and the mouse arrow flashes across the screen. "It all looks a mystery to me, but I am fascinated," he says. "This is my first time to operate a computer. It's exciting but very complicated. With the help of my friends I hope to be able to master it."

Yidnekachew has only just recently joined the class but Tenesyen and Amanuel are old hands. They are making a cover to print off for their exercise books. The letters are in 3-D. They have made them recede like the lettering from the poster from some Hollywood epic from the 1950s.

The buzz in the room is as palpable as the intense heat generated by the combination of computers and the scorching Ethiopian afternoon sun. "These children are more enthused about information technology than any other subject," says the school principal Yitayesu Kassa. "And we are as excited as they are. The Ministry of Education made IT one of their core subjects, but until recently it was just an aspiration. We just didn't have the computers."

Answer the questions

1 What new equipment has been installed in the school?
2 Has Yidnekachew Seif ever used a computer before?
3 Why do you think he was 'overawed'?
4 Where did the computers come from?
5 Who will help Yidnekachew Seif learn how to use a computer?
6 Explain how the boys are using the computer.
7 What are the boys making on the computer?
8 Why was the classroom so hot?
9 What did the Ministry of Education do about ICT?
10 Why was the new computer syllabus only an 'aspiration' until recently?

2 Writing

Make copies of the following text and the words in the box and give them out to the students. Tell them to complete the passage with words from the box.

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small ads	journalists	articles	features
columns	editor	front page	reports	headline

Newspapers contain a number of (1) _____. These are written by (2) _____, some of whom are reporters. Reporters send in (3) _____ to the newspaper from different places about something that has happened. Some articles are called (4) _____; these are not news stories but are about interesting subjects such as health advice. The title of each article is called the (5) _____ and it is usually written in a special way, not in a full sentence. The articles are printed in (6) _____. The person in charge of choosing the articles to go in the newspaper is called the (7) _____. The most important articles of the day are on the 8) _____ _____. Inside there are articles about home news, foreign news, sport, entertainment and culture. There are also lots of advertisements including (9) _____ _____ where jobs, places to live and things for sale are advertised.

Unit 10 Answers

A10.4

Exercise 1

1 *Every* **2** *all* **3** *all* **4** *every*

Exercise 2

1 *None* **2** *no* **3** *none* **4** *no*

Exercise 3

1 *either* **2** *Neither* **3** *Both* **4** *neither*

Exercise 4 (possible answers)

1 All the children are slim.
2 Every child had glasses.
3 None of the children have long hair.
4 No child has long hair.
5 All the houses have four windows and a path.
6 Both houses have a garage and coconut trees in the garden.
7 Only one house has two doors.
8 Both girls are wearing shorts and a T-shirt.
9 Neither of the girls is wearing shoes or glasses.
10 One girl is offering the other an orange or a banana.

A10.7

Exercise 2

1 At least five – daily, weekly, Sunday, local and national (apart from special interest papers).
2 Newspapers report daily or weekly the news on any topic, while magazines and journals are often concerned with only one subject or kind of reader.
3 Reporters collect the news and write it up for a newspaper or journal.
4 The editor chooses which stories and photographs to print in the newspaper.
5 Sports pages are usually near the back of the newspaper.
7 An editorial is the sections where the editor comments on the main news items.
8 Classified advertisements are advertisements of the same kind which are grouped together.

A10.9

Exercise 2

1 tall = 1, English = 2, relative = 3, education = 4, characteristics = 5
2 English relative education characteristics

Exercise 3

1st syllable: *breakfast, begin, university, family, beautiful, history, language*
2nd syllable: *September, machine, prepare*
3rd syllable: *information, understand*

B10.2

Exercise 2

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

Exercise 3

1 Provincial Governor Abebe **2** 5,386 birr
3 a security guard **4** laugh
5 Islamic College has won the Provincial Volleyball tournament. **6** City Hospital

B10.3

Exercise 2

Facts:

Indians read on average 10.7 hours a week.
The NOP World Culture Score index surveyed 30,000 people in 30 countries.
Britons and Americans scored 50 per cent lower than the Indians' hours.
Japanese and Koreans were even lower at 4.1 and 3.1 hours respectively.
R Sriram is chief executive officer of Crosswords Bookstores, a chain of 26 book shops around India.
NOP survey of 30,000 consumers aged over 13 saw China and the Philippines take second and third place respectively.

Opinions:

Self-help and aspirational reading could explain India's high figures.
R Sriram says Indians are extremely entrepreneurial and reading "is a fundamental part of their being".

B10.4

1 12th January (the article was written on the 13th, the day after the earthquake).
2 3 million people (the total population is 9 million).
3 By air.
4 They were put by the side of the road and covered with sheets.
5 The United States and other nations, from Iceland to Venezuela
6 No, they did not.
7 She was looking inside a destroyed four-storey apartment block.
8 It had totally collapsed.

B10.8

Exercise 1

headword: pollute
pronunciation: /pə'luːt/
definition: to make air, water, soil, etc. dirty or dangerous
part of speech: v
grammar: [T]

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example sentence: *companies that pollute the environment/The beach was polluted by an oil spill.*
Exercise 2
1 *verb* **2** *ship, tip* **3** *the spelling of 'sliped' is incorrect (slipped)* **4** *on, out of, away, through, into, around, off, down, from* **5 a** = 5 **b** = 2 **c** = 1 **d** = 4 **e** = 8
Exercise 3
1 /'θʌrə/
2 narration
3 article: (n) a paragraph or section of news
4 preposition
5 cast (n) = the people who are acting in a play
cast (v) = to fling or throw away
cast (v) = to throw a line when angling
6 enjoyable

B10.9
1 The building collapsed on her during the earthquake.
2 She was buried deep under the rubble.
3 They were injured by the falling masonry.
4 Her legs and body; only her head and arms were free.
5 They were pulling bodies out of the rubble.
6 Two weeks and three days.
7 A dream that she would start a new life.
8 Some French rescuers.

Assessment

1 Reading

1 20 computers
2 No, he hasn't.
3 He is amazed at what the computer can do.
4 From England
5 His friends, Tenesyen and Amanuel.
6 They are making a cover to print off for their exercise books.
7 The letters are in 3-D. They have made them recede like the lettering from the poster from some Hollywood epic from the 1950s.
8 Because of the sun and the heat generated by the computers.
9 The Ministry of Education made IT one of their core subjects.
10 Because the school didn't have any computers.

2 Writing

1 *articles* **2** *journalists* **3** *reports* **4** *features*
5 *headline* **6** *columns* **7** *editor* **8** *front page*
9 *small ads*

Suggested further reading

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

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Unit 11 Endangered animals

Learning outcomes

By the end of Unit 11 students will be able to discuss the issue of endangered animals.

Learning competencies

Speaking: Students can express cause and effect.
Writing: Students can structure a paragraph using a topic sentence and supporting ideas.

Language focus

Grammar: past simple, past continuous, present perfect, relative clauses (*which/that*), quantifiers, cause and effect, indefinite article
Vocabulary: wild animals, conservation, extinction, hunting, national parks and job roles
Social expressions: counter arguments

PART A

Objectives

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

Listening – listen to a short description of animals and fill in charts identifying their physical characteristics
Speaking – use the past simple and past continuous tenses
– use the present perfect tense
– use determiners *every, all, each, both, none*
– express cause and effect
– make suggestions/recommendations
– express counter arguments
Reading – read a text on endangered animals
Writing – write a paragraph about an endangered animal
– use the articles *a, an, the* plus a relative clause

Background knowledge

This unit develops students' understanding of endangered animals and conservation, particularly in Ethiopia. It explores why animals are in danger, and what the effect might be. Check with the science teacher at your school to find out how much the students know about different types of African animals and their habits. Students describe animals using the correct vocabulary, use idiomatic expressions involving animals, and read and discuss a traditional story and a poem about a monkey. Acknowledge what they already know about animals and encourage them to relate any personal experiences they have had with animals.

Materials and resources

- Collect pictures of animals from different animal groups, for students to discuss and display on the classroom walls.
- Encyclopaedia, textbooks and information books about animals.

A11.1 Introduction

Animal families SB page 192

Talk about the different animal families. Ask students what they know about each family (background knowledge). Explain the meaning of *mammal* and *reptile*.

1 Help students to name the animals. They can check their answers with another pair.
2/3 Do not expect the students to know all the answers to the questions in this exercise and the next one. If possible, provide textbooks and/or other reference books for students to use as a resource in these exercises. Ask volunteers to share their answers with the class.

A11.2 Increase your word power

Animal words SB page 193

Help students with naming the different animal parts in the sketches. Explain the meaning of new vocabulary: *claws, beak, tail, fins, trunk, jaws, scales, hooves, feathers, webbed feet, antenna*.

A11.3 Listening

Which animal is being described? SB page 193

Students copy the chart into their exercise books and listen as you read the following text, pausing between each description to write down the details on their charts.

Listening script

1 *It has got four legs. It is a large animal with tawny yellow fur. It usually hunts other animals in packs.*
2 *It is long and thin. It has got smooth scales, but no legs. It often kills other animals with its poisonous fangs.*
3 *It is a very big bird with a strong beak and large wings. It has a bald head with no feathers. It eats dead animals. It is often seen in groups.*
4 *It is a big green insect. It has got very long back legs which it rubs together to make a chirping sound. It has two other pairs of legs and a pair of long antennae. Its body has a hard outer covering. It feeds on decaying plant material.*
5 *It is a very large mammal with four legs and a trunk. The females live together in groups. It lives to a very old age. It eats grass and leaves. Its skin is grey and wrinkled. People hunt it for its tusks.*

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Students make sentences about what the animals look like, where they live, and what they eat e.g.
The lion looks like a leopard in shape.
The impala is like a deer.

A11.4 Speaking

Talking about animals SB page 194

1 Model the exercise by talking about your favourite animal to the class. Also brainstorm descriptive vocabulary with them and list this on the chalkboard. Monitor a few individuals' oral skills (vocabulary, confidence, etc.): Choose individuals to describe their animals to the rest of the class.
2 Model this exercise with your own example too. For example, you can talk about an ibex you saw in a national park, or when a snake came into your house. Try to include as much descriptive detail as possible to elicit a better response from the students. Refer them to the descriptive words on the chalkboard. When students have finished talking in pairs, ask for volunteers to share their experiences with the rest of the class.

As an extension activity, more able students can write about their interesting experience with an animal. Less able students can write about their favourite animal.

A11.5 Language focus

Past events SB page 194

1 Before students open their books, write all of the example sentences from the explanation onto the board. Choose individuals to come up and underline these verbs in the past simple and the past continuous. Point out that we use the past simple tense *for when an action has been completed,* and the past continuous tense to describe *a continuing past action which is interrupted by another past action*. Read through the explanation while students follow in their books. Give other examples and ask students if they can think of their own examples too.
2 Students look at the pictures and work in pairs to make similar sentences to the example.
3 Students copy and complete the passage in their exercise books. Then they change their sentences into question form.

A11.6 Language focus

Revising the present perfect tense SB page 196

Read through the examples and notes on the present perfect tense, while students follow in their books. Ask students to give more examples of sentences in the present perfect tense. Students can copy the sentences into their exercise books, then use them in the present perfect. Check together by asking individuals to read their sentences aloud. Students then work in pairs to make these sentences into questions and to give an appropriate answer.

A11.7 Language focus

Using *a, an* and *the* SB page 196

1 Read the rules in the box aloud while the students follow in their books. Talk about countable and uncountable nouns: countable nouns are things you can count. They are often (but not always) objects, such as *apple* or *house*. Uncountable nouns are things that you cannot count, such as substances like *water*, qualities like *happiness*, collections like *money* and other things which we do not see as individual objects like *electricity*. For each sentence, give other examples or ask students to think of examples. Write the answers on the chalkboard.
2 Students can do the exercise orally first with a partner, and then copy and complete it in their exercise books. Once they have finished, choose individuals to read the sentences aloud. Refer students to the rules explained in the box in the case of misunderstandings.
3 Students work in pairs to write three sentences about each animal in the box, as in the example. Ask selected individuals to read their sentences aloud.
4 Students identify the countable nouns and write a sentence for each.

A11.8 Increase your word power

Animal expressions SB page 197

1 Students work in small groups to match up the words. Explain that each word 'represents' an accepted characteristic of an animal. Ask them to share their answers with the class.
2 These words are in preparation for the reading passage. Students arrange them in alphabetical order, look them up in a dictionary and write their definitions in their vocabulary notebooks.

A11.9 Reading

The world in danger SB page 198

Discuss the meaning of *extinct*. Ask the students to name any extinct animals, e.g. dinosaurs. Discuss the role of game parks and zoos in helping to maintain wildlife that is under threat of extinction. Ask students to look at the pictures of the animals. Discuss why the rhino, mountain gorilla and elephant are under the threat of extinction (destruction of habitats, illegal poaching of rhino horns and elephant tusks, illegal hunting). The students then read the passage silently and find examples of these threats in the text. Ask them what they would do to ban the poaching of ivory. Students then read the text again and answer the questions.

A11.10 Language focus

Cause and effect SB page 199

Read through the examples and notes on the conjunctions while students follow in their books. Ask students to give more examples of sentences using *because, as, since* and *so*. Students can copy the sentences into their exercise

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books, then join them using these conjunctions: Check together by asking individuals to read their sentences aloud. Note that some alternative answers may also be acceptable.

A11.11 Speaking

Endangered animals SB page 199

1 Students discuss some endangered Ethiopian animals, and ask where they live. Ask students to find out as much about them as possible (this could be done as homework), then to make sentences about them.

2/3 Ask students what makes an animal endangered (loss of habitat, hunting, over-development, population increase, droughts, insufficient food, etc.) and list their suggestions on the chalkboard. Students debate the causes for the animals becoming extinct. They agree or disagree with the points raised, using the phrases in the Students' Book, and give their reasons. Finally they give suggestions on how this problem should be resolved.

4 Ask students to suggest some future plans, and list them on the chalkboard. Students work in pairs to discuss one of these suggestions, as in the example. Possible suggestions could be: having a party, joining a pop group, forming a junior football team, etc.

A11.12 Writing

A description of an animal SB page 200

1 Ask students to look at the picture of the guinea pig and to describe its appearance. Also ask them to share anything they know about this animal (background knowledge).

Note A guinea pig is a small furry animal with no tail that is often kept as a pet.

Students then read the paragraph silently and make a note of the key points in their exercise books.

2 Revise topic sentences and model writing a paragraph with a topic sentence and supporting ideas, using contributions from the students. Students compose their own paragraphs, using the model. They can do this for homework. If they cannot find a real animal to observe, ask them to look at a photograph or picture instead. Once students have written their descriptions, they can swap them with a partner to check spelling and punctuation. They can then rewrite them neatly and display them in the classroom with an illustration.

PART B

Objectives

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

Speaking – use quantifiers in sentences
– give feed-back on a speaking goal
Reading – read a story about animals
Writing – use the past simple, past continuous and present perfect tenses
– write a narrative passage about an endangered animal
– assess their writing skills
– set a writing goal

B11.1 Listening

How the elephant got its trunk SB page 201

1 Students listen to the following story and make brief notes.

Listening text

A long time ago, elephants had no trunks. They only had short noses. Mother Elephant warned her child never to go near the river because that was where Crocodile lived. For a long time Baby Elephant obeyed his mother and stayed away from the river. However, one day he was very thirsty and decided to go to the river for a drink. While he was drinking, the crocodile swam silently up to him and grabbed Baby Elephant's nose with his teeth. Baby Elephant screamed and tried to pull his nose free. Both animals pulled as hard as they could and Baby elephant's nose grew longer and longer. At last Baby Elephant pulled his nose free, but it was now a very long trunk. From that day to this, elephants have a trunk instead of a nose.

2/3 Students re-tell the story in pairs, then select individual students to re-tell the story to the class.

B11.2 Language focus

Quantities SB page 201

1 Read aloud the explanation while students follow in their books. Give other examples. Ask students if they can think of other examples too. Do the exercise orally with the whole class. Choose individuals to give the correct word for each sentence.

Read through the explanation about other quantifiers with the students. Give more examples and ask students if they can think of other examples too.

2 Copy the table onto the chalkboard. Choose individuals to come up and write quantifiers in the correct columns, while the others check.

3 Students copy and complete the sentences in their exercise books. Check the answers together afterwards by asking individuals to read aloud their sentences.

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B11.3 Reading

How Lion and Warthog became enemies SB page 202

1 Before the students read the story, ask them if they know what an animal fable is (prior knowledge). Explain that a fable is a traditional story that teaches a moral lesson (a lesson about life). Also ask them to look at the picture and to describe what they see. Encourage them to predict the story from the picture. What has happened to the lion? What is the warthog going to do?

   Students should read the text silently to themselves. Encourage them to read for general understanding first, then again for more specific information. They can write the answers to the questions in their exercise books. Check the answers together.
2 Students can discuss these questions in pairs, small groups or as a whole class.
3 Explain the meanings of new words before students do Exercises 3–6., e.g. *deceitful* (someone who tries to make others believe something that is not true); *inquisitive* (a person or animal that is very interested in everything). Students can then work in pairs and write the answers in their exercise books. They can check their answers with another pair.

B11.4 Writing

An endangered animal SB page 204

Students choose an endangered animal and write a first-person narrative (as that animal).

B11.5 Speaking

Group discussion SB page 204

1 Talk about what each heading means. Discuss one or two more examples. Students can then copy and complete the exercise in their exercise books. They can check their answers with a partner.

   Brainstorm ideas with students and write these on the chalkboard. Students can then add them to the lists in their exercise books.
2 Students can write P (polite) or NP (not polite) next to the expressions in their exercise books.
3 Model an example discussion, using some of the expressions from the previous exercises. Encourage students to try to use different expressions for each short discussion. While they are practising in pairs, move around and monitor a few of them. Choose a few pairs to demonstrate a dialogue for everyone.

B11.6 Reading

A poem: *Law of the Jungle* SB page 205

1 For notes on teaching poetry, see the Introduction page x. Discuss the illustrations with the students. What do they think the poem is about? Read the poem verse by verse and discuss its structure. Point out the small comments at the end of each verse, which is a kind of ironic footnote to the verse. Ask students who they think is saying these lines. Ask why the poem is called *The law of the jungle.* Do the students think this is a good title? Whom do they sympathise with most, the monkey or the poet?
2 Students read the poem again, then work in pairs or small groups to discuss the answers to the questions.

B11.7 Writing

Revising verb forms SB page 206

Revise the past simple, the past continuous and the present perfect tenses. Ask students to give you examples of each. Students then copy the sentences into their exercise books, and complete the sentences by choosing the correct form of the verbs in brackets.

B11.8 Study skills

Speaking participation SB page 206

Students assess their level of speaking participation throughout the last units and give feedback on their speaking activities.

B11.9 Study skills

How well do you write? SB page 206

Students brainstorm the skills needed to write well and assess their writing abilities themselves. They share their strategies for writing, and each student chooses one strategy to work on.

B11.10 Fun with words

From one word to another SB page 207

Copy the sample onto the board and demonstrate how the word puzzle works. Students can then copy and complete the exercise in their exercise books. They can check their answers with a partner.

As follow-up ask students to try and make up their own word puzzles similar to the ones in the Students' Book. They can get a partner to try to solve them.

B11.11 Language focus

Relative clauses SB page 207

Remind the students about the use of the relative pronouns *who, whom, whose, which* and *that* to link sentences together. Ask them to give you some examples and write them on the chalkboard. Students then complete the sentences then exchange their book to mark each others' work.

Assessment SB page 207

1 Speaking

Tell students to describe an endangered animal that they have learned about in this unit. They should describe its appearance, where it lives and why it is endangered.

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2 Writing

Tell students to write a paragraph about an animal or bird that they know by answering the questions below. It can be a domestic animal, a wild animal or an endangered animal. Write the questions on the chalkboard and tell them to answer them in note form before they write their paragraph.

a What kind of animal is it? (You could use this as your heading.)
b Where does (or did) it live?
c Where is it?
d What does it look like? Is it big or small? Has it got fur, feathers, skin or scales? What colour is it? What size is it?
e What does it eat? How does it obtain its food?
f Is there anything especially interesting about this animal?

Unit 11 Answers

A11.1
Exercise 1
swordfish = *fish*, snake = *reptile*, lion = *mammal*, bee = *insect*, swallow = *bird*
Exercise 2
a They lay eggs. **b** Their skin is smooth. **c** It is cold.
d Some eat plants and some eat animals.

A11.2
a *3* **b** *10* **c** *13* **d** *7* **e** *11* **f** *8* **g** *2* **h** *6* **i** *9*
j *4* **k** *1* **l** *12* **m** *5*

A11.3
Exercise 2

Animal	Size	Number of legs	Skin covering	Food
vulture	large bird	two	feathers	eats dead animals
lion	large animal	four	fur	catches other animals
snake	long and thin	none	smooth scales	poisonous fangs
cricket	large insect	six	hard outer covering	eats decaying plant material
elephant	very large body	four	grey wrinkled skin	grass and leaves

A11.5
Exercise 2
1 *Uncle Abel was watching TV while the children were playing outside.*
2 *Mother was reading a newspaper when the children were playing outside.*
3 *Father was writing a letter while the children were playing outside.*
4 *Grandmother was playing with the baby while the children were playing outside.*
5 *The dog was chewing a bone while the children were playing outside.*
6 *The cat was watching a mouse while the children were playing outside.*
Exercise 3
I *was walking* home from school when I *saw* an accident. A man *was cycling* along the road when a car *came out* from a side road. The car *hit* the cyclist and the man *fell off* his bicycle onto the road. Some people *went* to help him. Everyone *was talking* excitedly when a policeman *arrived*. He *asked* the crowd what had happened. A woman *started* to explain. As she *was talking*, the car suddenly *drove* off so fast that no one could stop it.

A11.6
1 My father has worked in his office. *Has my father worked in his office? No, he hasn't.*
2 The people of Axum have built a new secondary school. *Have the people of Axum built a new secondary school? No, they haven't.*
3 Weizero Eden has gone to the court house. *Has Weizero Eden gone to the court house? No, she hasn't. No, they haven't.*
4 The soldiers have repaired the bridge over the river. *Have the soldiers repaired the bridge over the river?*
5 Abeba and her father have gone to Aksum. *Have Abeba and her father gone to Aksum? No, they haven't.*
6 The people have met at the king's palace. *Have the people met at the king's palace? No, they haven't.*
7 Ato and Weizero Bontu have worked in their vegetable garden. *Have Ato and Weizero Bontu worked in their vegetable garden? No, they haven't.*
8 Kasech has met her friend in town. *Has Kasech met her friend in town? No, she hasn't.*
9 Ayantu has sung in the choir. *Has Ayantu sung in the choir? No, she hasn't.*
10 I have gone to Addis Ababa. *Have I been to Addis Ababa? No, I haven't.*

A11.7
Exercise 1
a = 1, **b** = 3, **c** = 1, **d** = 3, **e** = 1
Exercise 2
Last Saturday I was in **a** big shop in Addis Ababa with one of my brothers. We were talking to **an** assistant when **a** woman came into **the** shop. She was crying. She told us that **a** man had stolen her purse. We ran into **the** street. It was full of people and traffic. It was impossible to know where **the** man had gone. Just then **a** policeman came into **the** shop. He had **a** purse in his hand. When **the** woman saw him, she was very pleased. **The** policeman said that **the** man who had stolen it was **a** thief whom they had been trying to catch for a long time. Now he was at **the** police station.
Exercise 4
Countable: *lion, deer, goat, sheep, wolf*
Uncountable: *water, fur, money*

A11.8
Exercise 1
1 d – as stubborn as a mule
2 g – as strong as an ox

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3 a – as cunning as a fox
4 e – as timid as a mouse
5 f – as slow as a tortoise
6 b – as busy as a bee
7 c – as blind as a bat
Exercise 2
domestic, extinct, horn, ivory, prey, settler, skeleton, tusk

A11.9
1 *On the island of Mauritius in the Indian Ocean.*
2 *They killed them for fresh meat.*
3 *The pigs destroyed the eggs and ate the young dodos.*
4 *Dodos are now extinct.*
5 *Elephants are like dodos because they are being killed in large numbers, just as the dodos were.*
6 *No, they kill elephants to make ornaments and jewellery from their tusks.*
7 *No, because if people continue to buy things made of ivory, the elephants may become extinct one day.*
8 *More animals in the world will die out.*

A11.10
1 *Many species of wildlife are being destroyed because the rain forests are being destroyed.*
2 *People are destroying the habitats of animals, so the animals are running away.*
3 *Since pigs ate all the dodo's eggs, the dodos became extinct.*
4 *Many forests are being cut down, so animals no longer have food and shelter.*

A11.12
a It moves quite slowly. Its back feet are 4 cm long and have three toes and its front feet are 2 cm long and have four toes.
b It has white fur and weighs about half a kilo.
c Its ears are black and not covered by fur. Its eyes are pink and it has four long front teeth.

B11.2
Exercise 1
1 *some* **2** *any* **3** *some* **4** *any* **5** *any* **6** *any, some*
Exercise 2
Countable nouns: *no, some, a few, one, both, a lot of, most, not many, plenty of, any, all*
Uncountable nouns: *no, a lot of, most, not much, plenty of, any, all*
Exercise 3
1 *any* **2** *a lot of, a few* **3** *a little, some* **4** *any* **5** *some* **6** *no* **7** *both* **8** *Most* **9** *many, a few* **10** *plenty of*

B11.3
Exercise 1
1 He was out hunting alone.
2 He had been trapped for days.
3 He heard Lion crying and it made him curious.
4 He felt sorry for Lion.
5 He asked Warthog if he could eat one of his youngsters, because he was so hungry.
6 He agreed to Lion's request, because he knew he could trick him.
7 He made Lion show him how he was trapped and Lion was caught once again.
Exercise 2 (guide to answers)
1 *Lion behaved foolishly because he wasn't grateful to Warthog and wanted to eat one of his children. You could say that Warthog was foolish because he decided to help Lion, even though Lion couldn't be trusted.*
2 *Warthog is the winner as he managed to trick Lion and save the lives of his children. Lion is the loser because he was trapped again and he eventually died.*
3c *'Don't bite the hand that feeds you.'* This means that you should be grateful to those who help you – you shouldn't try to hurt them, because you will just hurt yourself.
Exercise 3
1 Warthog – *unselfish, trusting, clever, friendly, inquisitive*
2 Lion – *greedy, selfish, deceitful, stupid, cowardly*
Exercise 4
1 tawny **2** litter **3** disgust **4** plead **5** limp

B11.6
1 The speaker says that people have decided to protect animals at the expense of human beings.
2 He thinks it is crazy that people care so little about their fellow human beings.
3 Three years' imprisonment with hard labour..
4 The monkey had eaten the crops in his garden.
5 Twelve.
6 Yes, they are. When the speaker defends himself, he does it in the first person i.e. the poet is speaking.
7 Students discuss in groups the opinions of the judge and the poet, i.e. the issue of wildlife conservation versus the welfare of human beings, and then report their conclusions to the class.

B11.7
1 *have you given* **2** *celebrated* **3** *has washed* **4** *arrived* **5** *was feeding* **6** *brought* **7** *said, felt* **8** *got, demanded* **9** *saw, thought* **10** *were playing*

B11.10
1 man, *mat*, *bat*, bit
2 coat, *cost*, *most*, *mist*, miss
3 hand, *sand*, *send*, *seed*, seem

B11.11
1 *that* **2** *whose* **3** *that, who* **4** *that* **5** *who* **6** *who* **7** *which* **8** *that* **9** *that* **10** *which/that*

Suggested further reading

Encourage students to find out more about endangered animals by reading newspaper reports, articles, books and looking on the Internet. They can also find out information from wildlife conservation societies, e.g. World Wildlife Fund (WWF), Wildlife Conservation Society, Whale and Dolphin Conservation Society, etc. Students might also like to find out what Ethiopia is doing to conserve its endangered animals.

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Unit 12 Stigma and discrimination

Learning outcomes

By the end of Unit 12 students will be able to discuss the impact of stigma and discrimination.

Learning competencies

Speaking: Students can use a range of structures to address misconceptions.
Writing: Students write a guided essay in 3-4 paragraphs using a writing scaffold for support.

Language focus

Grammar: *the* + singular adjective, present perfect continuous (*for/since*), passive infinitive, *there is/there are, enough/too*
Vocabulary: stigma/discrimination, care/support, negative/positive perceptions
Social expressions: addressing misconceptions

PART A

Objectives

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

Listening
- listen to a text about an individual who has gone through a lot of ups and downs and been subjected to discrimination
- listen to a text, talk about the situation and relate it to their own experiences
- use the present perfect continuous with *for* and *since*

Speaking
- use *the* + singular adjective
- use passive infinitives
- ask and respond to questions about people with special needs
- use polysyllabic words with the correct word stress

Reading
- read a short text with a variety of uses of definite/indefinite articles; and a list of the article rules.

Writing
- complete a cloze text
- write topic sentences
- write questions
- revise *there is/there are*

Background knowledge

This unit develops students' understanding of the impact of stigma and discrimination on individuals. Students are encouraged to find out about disabilities and the kinds of people who are discriminated against. They discuss how they can help people with special needs. Encourage students to find out more from official government sources and charities about relief agencies and how they deal with special needs cases. The unit not only makes students aware of discrimination and special needs in the community, but also encourages them to become more active in helping people with disabilities.

Materials and resources

- Collect articles from newspapers and magazines about special needs, and also official leaflets on different care agencies. Display these items in the classroom.

A12.1 Introduction

How much do you know about disability? SB page 208

Note: As this may be a difficult topic for children suffering from a disability, or who have close personal connections with someone who has a disability, treat this topic with great care and sensitivity, being aware of the stigma and discrimination they may have encountered.

Write the following words on the board with their definitions: *stigma, healthcare, mobility aids, crutches, disabled, artificial, schizophrenia, Braille, prosthetic, dyslexic.* Students should copy them into their vocabulary notebooks.

Read the introductory text while students follow in their books. Discuss whether students agree or disagree with the views expressed. Students read through the questions as a class. They may not immediately know the answers to all the questions, but this can give rise to discussion with the whole class. Students then work in pairs to write the answers in their exercise books. Ask individual students to read out their answers for the class to check.

A12.2 Listening

An orphan's story SB page 208

1. Students read the introductory text, discuss in pairs their predictions about the passage they will hear and note down their predictions. Read the passage twice, once for general gist, the second time so they can find the answers to the questions.
2. Students listen as you read the following passage, then compare it with their predictions.

   Birtukan says that Ethiopia is still haunted by the famine of 1984–85. "Both the good and bad parts of my life are the direct consequences of the famine," she says. "In my village, there were children with swollen stomachs and people deranged with hunger. Everyone was dying, so my parents left with my two older sisters to search for food and water. But they died of malnutrition in a resettlement camp. A few weeks later, I was run over by a car. It was days before I could get to see a doctor. When I finally did, my leg was so infected, it had to be amputated. So I lost my leg and

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my family, but still, I was one of the lucky ones. I was picked up and taken to a local orphanage by an aid worker. I used to cry with jealousy and frustration when other children were adopted from the orphanage and wonder why I was never chosen. But the carers at the orphanage taught me to believe in myself. They funded me through school, where I excelled academically, and they provided ongoing financial support so I could train for a profession. I have a prosthetic limb, but I'm alive." Today, proud and independent, Birtukan speaks without a shred of self-pity, and is optimistic about the future. "I work for the government's education division and now have a boyfriend who loves me as I am. It makes me so proud to be able to support myself financially. I could never have imagined things would work out so well."

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3 Students answer the questions in their exercise books. Ask individual students to read out their answers for the class to check. Tell students to discuss question 9, then report their answer with supporting evidence.

A12.3 Speaking

Discrimination SB page 209

1 Students brainstorm in their groups the reasons for discrimination and the kinds of people that are discriminated against, e.g. the uneducated, the elderly, the mentally ill, beggars, the poor. Encourage discussion and write the suggestions on the chalkboard. Highlight the use of *the* + singular adjective to describe groups of people. Ask students to suggest other groups, using *the* + singular adjective.
2 Students look at pictures of people with special needs. Encourage them to discuss what their needs are and how much we can help them using the passive infinitive, e.g. *They need to be helped for some things. They don't need to be looked after all the time.* Students then write sentences using the passive infinitive about the people shown in the pictures. Ask for feedback from various students. Students then agree or disagree with the statements.

A12.4 Writing

Asking questions SB page 210

Students write questions to ask one of the people in the pictures in **A12.3**.

A12.5 Speaking

Helping the disabled SB page 210

1 Students make a list of people with disabilities (they should try to add further disabilities to those pictures in **A12.3**) then discuss in their groups how they would help them.
2 Students work in paired groups to ask and answer questions about the people they listed in Exercise 1. Group 1 can use the questions from **A12.4** and add further questions for additional disabilities they may have listed. Group 2 can use the information they listed in Exercise 2 for their replies. Students then change roles.

A12.6 Writing

A guided essay about disability and discrimination SB page 210

Give the students a writing scaffold for the essay and write it on the chalkboard:
Topic sentences
Paragraph headings
Useful language patterns.
Ask students to suggest ideas under these headings. Students then make notes under the headings in the Students' Book and relate them to what is on the chalkboard. Students write three paragraphs using this writing scaffold for support.

A12.7 Language focus

The present perfect continuous tense with *for* and *since* SB page 210

1 Read aloud the note about the present perfect simple and the present perfect continuous while students follow in their books. **Note:** In the example sentence, *has been running* indicates an action that has not stopped; *she has achieved* indicates an action that happened once or maybe more times, but we don't know when.
2 Ask students to follow the table on how to form the present perfect continuous and demonstrate it with further examples, e.g. *has/have been reading/learning English*. Read aloud the notes on the use of the present perfect continuous and the use of *since* and *for* with this form of the verb, while students follow in their books. Complete the exercise with the whole class. Ask volunteers to make up sentences. Write them on the chalkboard.
3 Students can copy and complete the sentences in their exercise books, then check their work with a partner. Write the correct sentences on the chalkboard afterwards, too.
4 Model another example with a volunteer, if necessary. While students are doing the exercise in pairs, move around and monitor their use of the present perfect continuous and present perfect simple. Choose a few pairs to demonstrate a conversation for everyone.

A12.8 Listening

Chala's story SB page 212

Read the following story twice, once for general comprehension, then again for the students to make notes of the main points. They work in pairs to make sentences using *for* and *since*.
Chala Roba, 13, had been crawling on his hands and knees since contracting polio in early childhood. He had never been to school or played with other children. Remembering his childhood he says, "When I tried to play with my

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neighbours' children their parents forbade them to play with me, thinking that my disability was contagious. After some time I was hidden in a room at home to keep my parents' dignity and to prevent my disability from spreading to others.

"Fortunately, my parents heard the Cheshire outreach team was nearby and took me there. They told me my legs could be corrected. I didn't trust them but I was happy to be taken to the Menagesha Home. It is not overstated to call it living in paradise. I saw the children performing drama, presenting poems and dancing in front of the staff. I was surprised at their confidence but eventually I developed the same courage."

Chala has gone through all the processes of rehabilitation and has been given walking appliances. He was being provided with walking training during the interview. He was eager to return home and start formal education.

"The staff taught me to read and write. Now I am excited to be going back to my community and to show them all the miracles Cheshire brought to my life. Hopefully all will put their hands to their mouths, being so surprised. I no longer discriminate myself and never allow others to deny my rights. I will teach other people that I don't deserve pity but respect."

A12.9 Speaking

Pronunciation – polysyllabic words SB page 212

1 Refer students to the notes on word stress in **A10.9**. Explain the meaning of *polysyllabic* (having three or more syllables). Students then arrange the words in alphabetical order and copy them and their meanings into their vocabulary books.

2-4 Copy the words on the board. Model the pronunciation of these words and mark the stress. Students repeat, practise and make their own sentences with the words. They can give each other a spelling test with these words.

A12.10 Writing

Topic sentences SB page 213

Students look at the list of topic sentences and decide if each suggestion is suitable or unsuitable. For the suitable ones they write down the topic and write a brief outline of the controlling idea.

A12.11 Language focus

Using the articles *a, an* and *the* SB page 213

1/2 Students read the information in **A11.7** again about the use of articles. They read the passage in Exercise 2 and match the use of the articles in the passage to the rules 1–5.

3 Students complete the passage with the correct articles.

A12.12 Language focus

Demonstrative *there is/there are* SB page 214

Students read the information in the box about *there is* and *there are*. Ask students to suggest further examples. Students complete the exercise in their books, then check their partner's work.

PART B

Objectives

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

Listening – listen to an interview with a person with special needs

Speaking – use a range of social expressions to address misconceptions

Reading
- express purpose with *for* or *to*
- read an autobiographical account of a person living with HIV/AIDS
- infer meanings of new words using contextual words
- read guidelines on how to support the development of people with special needs

Writing
- join sentences using discourse markers
- write a descriptive paragraph
- assess their level of competency in speaking, listening, writing and reading

B12.1 Listening

An interview with Tesfahun Hailu SB page 214

1 Discuss the illustration and point out the prosthetic limb. Students discuss in groups how Tesfahun might have received his injury. They then listen to the interview and identify who is talking about what.

Listening text

How old were you when you lost your leg?

I lost my leg when I was thirteen years old – six years ago. I was playing with a landmine that my friends and I had found. I was curious. I heard some rattling and wanted to see what was inside. When I tried to open it, it exploded.

How much do you remember?

I remember it very clearly. Surprisingly, I didn't feel any pain, probably because the nerves in my leg were burned. I mostly felt shock because it happened so fast and I didn't expect it.

Where do you live?

I live in a small village and it took a while to get treatment. We first had to see the police, to report the accident. When we reached the hospital, 25 minutes away, they told me I couldn't be treated there. I had to go to another hospital that could help me.

What did you do before the accident?

My mother died when I was five years old so I was always working, doing odd jobs like shoe shining. After

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the accident I wondered how I could continue to work.
Is it difficult walking with an artificial leg?
I was so eager to walk. When the limb-fitting centre gave me my first artificial leg, I started running and the thing broke! But it wasn't difficult to learn how to walk with an artificial leg. I could do it immediately, even though the first one was heavy and not very comfortable.
How often do you have to replace the artificial limb?
I have had to get a new leg every six months. There have been seven so far, because I've grown so quickly. I'm one metre ninety now, but I don't think I will need to replace it so often because I've stopped growing.
What advice can you give other people in a similar situation?
First, people need to learn about the dangers of landmines. Both parents and children must know what can happen if they hold or play with one. If they are injured like me, they need to accept that they are disabled and not let it defeat them.
Do you think disabled people should be pitied?
A lot of disabled people sit at home and feel useless because society doesn't give them a chance. But if they are given a chance they can really lead full and active lives. They must exercise and practise using their artificial limbs so they can be independent.
What about the future?
Even with a disability, you can do almost everything, but it does take hard work. Me, I plan to go to university to study to become a doctor. In the village where I live, there is only one doctor for 6,000 people. We need more doctors.

2 Students listen to the interview again, note the key points and discuss whether they have had any similar experiences, or know of someone who has broken an arm or a leg.
3 Students first choose a disability each, and their partners draw up a list of questions to ask and answer about the incident. They then swap roles.

B12.2 Reading
Stephanie's story — SB page 215

1 Students read the passage silently, then work in groups to report the key ideas to the class.
2 Ask the students to read the story again and to tell you any words they do not understand. Write these on the chalkboard. Ask them to deduce the meanings from the context. They then write sentences with these new words in their exercise books. Ask individuals to read their sentences aloud.

B12.3 Speaking
Are these sayings true? — SB page 216

1 Students read the list of popular misconceptions and discuss their meanings. Read the list aloud and ask students to tick off whether they think they are true or false, e.g. 1 = false
2 Students work in pairs to comment on each saying, in Exercise 2 using the social expressions listed as in the example.

B12.4 Language focus
Expressing purpose with to, *so as to, in order to, so that, for* — SB page 216

Read aloud the note about *to, so as to, in order to, so that*, for while students follow in their books. Give more examples and ask students if they can think of any too. Write these on the chalkboard.

1/2 Model one or two examples for Exercises 1 and 2 for students. They can copy and complete these exercises in their exercise books and check the answers with a partner.
3 Students talk about what each thing is used for with a partner, then match the pictures and make sentences as in the examples. They check their answers with another pair. Go through all the answers with the whole class afterwards.
4 Students complete their sentences with their own ideas. Ask individuals to read aloud their sentences to share their ideas with everyone.

B12.5 Reading
Special needs development — SB page 219

1 Students read the text and note the main recommendations.
2 Students discuss which they think are the most important points in the extract and which are the least important and write each of them in their exercise books, putting them in order of priority, imagining that money for such projects is limited.
3 They identify the topic sentences and the supporting points.
Example:
Topic sentence: It is a recognised fact that most (children) learn best in a regular classroom.
Supporting points: Inclusion has a number of social, economic and psychological benefits; most people recognise it as the most widely accepted modern method of educating them.

B12.6 Writing
Linking words or discourse markers — SB page 220

Read the first paragraph aloud with students following in their books. Write the linking words on the chalkboard. Ask volunteers to make sentences with them. Students then join the sentences with linking words.

B12.7 Writing
What do they feel? — SB page 220

1 Students choose a picture of a person with special needs from **A12.3** and draw a head. Inside the head they write the person's feelings, e.g. *lonely, confused, anxious.* Outside the head they write the external pressures on that person, e.g. *challenges of getting to/from work.*

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2 Students write a descriptive paragraph about their chosen person, then select students to read the paragraphs to the class, who try to match the paragraph to the photograph in **A12.3**.

B12.8 Reading

Poem – *Song of a schoolboy* SB page 221

For notes on teaching poetry, see the Introduction page x. Discuss the picture and the title of the poem with the students. What do they think the poem will be about? Teach the following words: *quivering* (shaking in the breeze), *yearning* (longing for). Read the poem again and ask *How does the boy feel?* Elicit the reply *He feels happy when he looks out of the window*. Ask if any of the class have sometimes felt that way during a lesson. Write the words *sad, happy, tired, cold, hungry* on the chalkboard then ask the students to make similar sentences about their own feelings. Encourage students to read the poem aloud in pairs or groups, with plenty of expression.

Students then work in pairs or groups to imagine the feelings of a disabled child and write a similar poem.

B12.9 Writing

Group research and report on local disability SB page 221

Students work in groups to research and write an essay describing the range of special needs in their own area and the support systems in place. They make recommendations for improving the situation using the given paragraph topics.

B12.10 Language focus

Quantities – *too much, too many, enough* SB page 221

Revise the expression of quantities *too much, too many, enough* and ask students to make sentences with these phrases. Write their sentences on the chalkboard. Students could extend the practice by making sentences with *too few* and *too little*. Students then complete the sentences in their books. They can exchange books to mark their partner's answers.

B12.11 Study skills

Self assessment SB page 222

Students complete the table to self assess their level of competency in speaking, listening, writing and reading. They then discuss in groups how and what they would like to improve in Grade 10.

Assessment SB page 222

1 Writing

Copy the following task onto the chalkboard:

Imagine that you are disabled. Write four paragraphs about a day in the life of a disabled child, using the following scaffold:

Paragraph 1 – Introduce yourself and describe your disability and how you feel about it.

Paragraph 2 – Describe the limitations that you experience in your daily life.

Paragraph 3 – Describe the people who help you overcome these limitations.

2 Speaking

Ask students to look at the picture of a disabled child and use a range of structures to say in what way this child might suffer from discrimination, and how the child could be helped.

Suggested further reading

Encourage students to find out more about disability and discrimination. Various charitable organisations and NGOs offer support and education to those with special needs and disablement. Find out if there are any in your local area and obtain leaflets and information about their work. The Internet is another useful source of reference. If texts are difficult to obtain, they can re-read the passages in this unit.

Unit 12 Answers

A12.1

1 It is estimated that 10% of Ethiopia's population – about eight million people – live with a disability, though accurate statistics are hard to come by because disabled people tend to be hidden from society.
2 Physical and mental.
3 He or she is blind.
4 By using special books printed in Braille, a system of raised dots on a page with a different pattern for each letter of the alphabet.
5 A prosthetic.
6 Dyslexic.
7 Crutches.
8 With the help of a wheelchair.
9 By using a sign language, different signs meaning different words.
10 Schizophrenia is an illness that affects the mind.

A12.2

Exercise 3

1 Because of lack of food during the famine.
2 They went to search for food and water.
3 They died of malnutrition.
4 She was run over by a car.
5 Her leg had become infected.

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6 Other children in the orphanage were chosen for adoption, but she wasn't.
7 They taught her to believe in herself and funded her through school.
8 She works for the government's education division.
9 Student's individual answers.

A12.7
Exercise 3 (Possible answers)
1 I have been doing this exercise for a few minutes.
2 Halima has been washing the clothes since I got home.
3 Almaz has been making stew for two hours.
4 The boys have been studying geography since last year.
5 My partner and I have been writing an essay for half an hour.
Exercise 4
1 *I've been working* **2** *I've been playing*
3 *I've finished* **4** *I've been eating*
5 *I've eaten* **6** *I've broken*
7 *I've known* **8** *have you been doing*
9 *I've been studying*

A12.9
Exercise 2
academic, artificial, consequence, development, difficult, disability, discrimination, independent, misconception, optimistic, organisation, schizophrenia, unnecessarily, withdrawal

A12.11
Exercise 2
an article the Internet The article a child the virus the correct anti-viral drugs The following the article a weakness a strength the things a reason the diagnosis a life-changing and bad beginning the person
Exercise 3
There are two species of camels: *the* dromedary or Arabian camel has *a* single hump, and *the* Bactrian camel has two humps. Camels are native to *the* dry desert areas of West Asia, and Central and East Asia, respectively. Almost 14 million dromedaries alive today are domesticated animals (mostly living in Somalia, *the* Sahel, Maghreb, Middle East and t*he* Indian subcontinent). It is estimated that a quarter of *the* world's camel population is found in Somalia and in *the* Somali Region of Ethiopia, where *the* camel is *an* important part of nomadic Somali life. They provide *the* Somali people with milk, food and transportation. *The* camel's thick coat reflects sunlight, and also insulates it from *the* intense heat radiated from *the* desert sand. *A* shorn camel has to sweat 50 per cent more to avoid overheating. *The* camel's long legs help by keeping it further from *the* hot ground. Its mouth is very sturdy, able to chew *the* thorny desert plants. Long eyelashes and ear hairs, together with sealable nostrils, form *a* barrier against *the* sand of the desert. Their gait and their widened feet help them move without sinking into *the* sand.

A12.12
1 *are* **2** *is* **3** *are* **4** *is* **5** *is* **6** *is*

B12.4
Exercise 1
1 *for* c **2** *for* f **3** *to* e **4** *for* a **5** *to* d **6** *to* b
Exercise 2
a hearing aid
a walking aid
a walking frame
a wheelchair
Exercise 3
1 A pair of compasses is used to draw circles.
A pair of compasses is used for drawing circles.
2 A protractor is used to measure angles.
A protractor is used for measuring angles.
3 A thermometer is used to measure temperature.
A thermometer is used for measuring temperature.
4 A balance is used to measure weight.
A balance is used for measuring weight.
5 A tape measure is used to measure long lengths.
A tape measure is used for measuring long lengths.
6 A calculator is used to make calculations.
A calculator is used for making calculations.

B12.6 *(possible answers)*
1 We went to watch the football match *although* we had not finished our homework.
2 There was lots of cake to eat at the party *in addition* to all the sweets and jellies.
3 Liben has not done well at school *since* he was diagnosed with HIV.
4 Gebre wanted to watch the film on TV *although* it was after midnight.
6 Almaz works hard at school *in contrast* to her cousin Aamina.
7 I want to train as a doctor *whereas* Neima wants to be a pop star.
8 Jemal speaks Amharic very well; *furthermore* she speaks English as well.

B12.10
1 *too many* **2** *enough* **3** *too many* **4** *too many* **5** *enough* **6** *too many* **7** *too many* **8** *too much, too many* **9** *too many* **10** *too much*

Suggested further reading

Encourage students to read newspapers, books and magazines which contain articles on disability and discrimination. They could also contact aid agencies and charities to obtain further information about their activities. If these are difficult to obtain, they can re-read the passages and dialogues in this unit (they may practise reading aloud once they have read and understood a passage well).

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Units 10–12 Revision 4

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

Listening

SB page 223

1 Dictation

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

What do you know about rabbits? Wild rabbits do a lot of damage on a farm because they eat the seeds and crops. They live in burrows and harm the roots of the growing plants. Some people keep tame rabbits for their fur and meat. Rabbits give birth to four or five litters a year. Baby rabbits are born blind without any fur. Within a fortnight their eyes open and they can run about. When they are big enough, the farmer can sell his tame rabbits in the market.

2 Listening comprehension

Students listen as you read the following text. Read the text twice, then students list the main points of the article.

When people with mental illness are asked to name the greatest obstacle to recovery, discrimination and stigma is by far the most common answer. Stigma is a prejudice, based on stereotypes, leading to discrimination. Discrimination remains endemic throughout Ethiopian society.

The practical result of discrimination is the everyday avoidance of people with mental illness: we choose to walk on by rather than engage with the most isolated people in society. Many people with mental illness are so accustomed to these rejections that they have stopped making the effort to meet new people. But a lack of adequate social networks for themselves can increase the chances of relapse and reduce overall recovery.

Tackling discrimination and stigma is thus crucial in order for people with mental health problems to live as equal citizens in society. Finally, the media is a source of negative stereotypes of people with mental illness and should use its considerable influence to combat rather than to encourage stigma.

Dignity and respect are values we all seek for ourselves. For patients who have been treated well in their illness or conversely patronised, neglected or coerced, these values have special resonance. Human rights and non-discrimination are inseparable principles for people with mental health problems and learning disabilities. They need to be addressed together.

Students discuss in pairs whether they agree or disagree with the article. Walk round and assess their comprehension of the passage.

Vocabulary and spelling

SB page 223

Answers:
1 editor **2** correspondence **3** in columns
4 Headlines **5** extinct **6** endangered **7** habitat
8 predator **9** lame **10** deaf **11** disabled
12 stigma

Speaking

SB page 223

Write the following adjectives on the chalkboard

good	thin	clever	intelligent	pretty	ugly
		thoughtful	hungry		

Students work in pairs to play the game, each trying to outdo the other by using one of the adjectives from the box and his or her partner using the comparative of the adjective, as in the example.

Language use

SB page 224

Answers:
Exercise 1
was walking, was lying, was gathering, was talking, were … shouting, were arguing, was … arguing
Exercise 2
1 have been learning
2 has been boiling
3 have been playing
4 have been working
5 has been designing
Exercise 3
1 When I *reached* the stadium, the players *had been playing* for one hour.
2 The teacher *had been meeting* the students before the head teacher *called*.
3 I *had been reading* this book before it *started* to rain.
4 The President *had been touring* the exhibition before he *listened* to the lecture.
5 The local football team *had been doing* very well until their star player was injured.
Exercise 4
1 *all* **2** *all* **3** *neither* **4** *either* **5** *both*
6 *all/none* **7** *all* **8** *every*

Reading

SB page 225

Answers:
1 *b* **2** *c* **3** *a* **4** *b* **5** *c* **6** *b*

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Writing

SB page 226

The students decide on the correct order for the pictures and write at least one sentence to describe each picture. Accept any reasonable suggestions that form a coherent story, for example:

e) A child is playing with a ball beside a road.
b) The ball rolls into the road and the child runs after it without looking out for cars.
d) The child is knocked down by a car.
a) The car driver and passenger put the wounded child into the car.
f) They take the child to the clinic.
c) Inside the clinic, the doctor bandages the child's head and arm.

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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, grammar, vocabulary and spelling. There are three sections and students should answer all sections. The total mark for Paper 2 is 60 and students have an hour and a quarter 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 schedule) 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 Tests 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 Tests in the course to create a more valid and comprehensive 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 preparing, 40 minutes writing and 10 minutes checking your work.
For Section B, you are advised to spend 5 minutes preparing, 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 300 to 500 words.

1. Describe your favourite place. It can be a place in a city, town or village. Describe the sights, sounds and smells of the place, as well as the feelings you experience when you are there.
2. Write a story about a journey you have taken. The journey may be real or imaginary. Describe where you went, how you travelled and what happened on the way.
3. Explain the importance of conserving energy: Why do we need to save energy? What things can you do at home and at school to save energy?
4. Write a summary about different kinds of animals. Name the families that we group animals into and state what distinguishes one family from another. Give examples of animals belonging to each family and describe the characteristics and habits of particular animals. Your summary should include main points and supporting details.
5. Write an interview between a newspaper reporter and a pop star. Write it in the form of a dialogue and include features of natural speech.

Section B (40 marks: 20 per question)

Answer Question 1 and ONE other question. Each of your compositions should be 150 to 250 words.

1. Write a short report about the importance of a balanced diet. Your report should consist of main points and sub-points. Write about the nutrients you should include in your daily diet, their functions and examples of foods containing these nutrients. Also write about other important things you should include in a balanced diet and things you should limit.
2. Write an informal letter to a friend about your first year in secondary school. Write about your subjects, teachers, friends and any new sports, interests or hobbies you have started this year. Begin and end your letter appropriately.
3. Write a formal letter to the principal of your school asking him/her for permission to talk to the rest of the school at an assembly about an anti-litter campaign that your class is planning. Give reasons for the campaign and explain how you wish to involve the whole school. Begin and end your letter appropriately.
4. Write a brief speech that you would make to thank a doctor, nurse or health worker who has come to talk to your class about HIV/AIDS. Mention what you have learned from the talk and any ideas you have about promoting awareness and understanding about HIV/AIDS at your school.
5. Write a short newspaper article about a school outing you have been on this year. Give your article a headline and describe where you went, what you did and what you learned. You may include personal opinions and direct speech in your article.
6. Write detailed instructions for making a traditional dish of your choice. Your recipe should include a list of ingredients (with the correct measurements) and step-by-step instructions for making the food. You should include a heading and sub-headings in your recipe and you should number the instructions.

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Paper 2 (Reading comprehension, grammar, vocabulary and spelling)

1 hour 15 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.
For each section, you are advised to spend about 20 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.

Natural energy

Two hundred and fifty years ago, people used only natural sources of energy. Animals pulled ploughs, windmills ground corn and the main source of energy was human muscle. Now muscle provides less than 1 per cent of energy used in developed countries and most of the energy in these countries comes from fossil fuels – coal, oil and gas. However, the age of fossil fuels is coming to an end as supplies are limited and these resources are running out. In the coming decades we have to rely less on fossil fuels and more on natural, renewable forms of energy.

One of the oldest and most developed sources of natural energy is water power. Three thousand years ago, water wheels were used by people to power mills for grinding corn and to move water in irrigation systems. These large wooden mills were the forebears of today's giant hydro-electric power stations. Here, turbines extract energy from moving water as it flows down a river and use this energy to turn electrical generators. Building a dam on a river means that greater amounts of water can flow through the turbines and create more power. The largest hydro-electric power station is at the Three Gorges Dam on the Yangtze River in China, which will provide 10 per cent of China's electricity in future.

Wind power is one of the cheapest and most abundant forms of natural energy. For thousands of years, people have used wind energy to pump water and to grind grain. Early windmills have led to modern-day wind turbines that consist of two or three wing-like blades attached to a horizontal shaft, which turns an electrical generator. Many turbines are often grouped together on wind 'farms' – an increasingly common feature of landscapes across the world, particularly in Europe and North America. Wind power already supplies electricity for more than 10 million households worldwide. In Denmark 13 per cent of electricity comes from this source of natural energy.

Many scientists believe that solar power has the greatest **potential** as a natural, renewable energy source for the future. This is because sunlight is everywhere – even in areas that are regularly covered by clouds, the sun's energy can be **absorbed** to produce power. For centuries, people have used the sun's energy by 'catching' the rays of the sun onto a flat, shiny surface and then directing it to another surface to create warmth and fire. Nowadays, solar power is generated along similar **principles** using 'flat plate collectors' or mirrors to absorb the sunlight. This is then **converted** into electricity.

Thus, in the coming decades, increasingly, energy supplied to our homes, schools, businesses and industries will come from renewable sources. Many new energy technologies are based on centuries-old methods of extracting power from natural resources such as water, wind and sunlight.

a What was the main source of energy two hundred and fifty years ago?
b What is meant by the term 'human muscle'?
c Why will we have to rely more on natural energy resources in the future?
d What were the earliest forms of today's hydro-electric power stations?
e How does a dam help to generate more hydro-electric power?
f What are 'wind farms'?
g What were used from early times to pump water and to grind grain?
h Why do scientists believe that solar power has the greatest potential to provide power in the future?
i How is solar power generated today?
j Give one example of a new energy technology that is based on a centuries-old method of extracting power from a natural resource.

2 Choose the correct meaning for each word, as it is used in the text.

a irrigation
1 a method of pumping water
2 the supply of land and crops with water
3 a system for grinding corn

b abundant
1 existing in large quantities
2 existing in limited quantities
3 existing everywhere

c extract
1 to move something from one place to another
2 to pump something out of another thing
3 to remove or take out something from another thing

d forebear
1 something that existed in the past
2 something that exists in the present
3 something that will exist in the future

e converted
1 replaced
2 created
3 changed

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3 Complete these sentences with the following words from the text: *generator, potential, absorbed, principles, turbine*. Make sure that you use the correct form of each word.

a Solar power is based on the_____ of converting sunlight into heat and electricity.

b The Three Gorges Dam in China has the _____ to provide 10 per cent of the country's electricity in the future.

c A wind farm may have tens or hundreds of _____ which generate power from the wind.

d Solar panels on the roofs of houses are black, because this colour _____ more heat than any other colour.

d A _____ converts moving water, wind or sunlight into electricity.

Section B: Grammar (20 marks)

1 Write the correct verb form for each sentence.

a My father _____to work every day. (cycle)

b Our teacher _____very strict, but kind. (be)

c On Saturday she____ to town and bought new shoes. (go)

d Please _____ the kettle on and make some tea. (put)

e If I pass all my exams, I _____happy. (be)

2 Write the questions for these answers.

a Yes, my sister is older than me.

b He likes reading books.

c The police station is next to the post office.

d There are five children in my family.

e Tomatoes cost five birr a bag.

3 Choose the correct word to complete each sentence.

a Chimpanzees are the _____ animals.

1 more intelligent 2 most intelligent 3 intelligent

b I'm sorry, but I don't have _____ money to lend you.

1 some 2 no 3 any

c Are you going to _____ library now?

1 the 2 a 3 an

d A giraffe is a tall animal and _____eats leaves.

1 they 2 he 3 it

e _____ of the two girls are wearing glasses.

1 A few 2 Neither 3 None

4 Rewrite the following sentences as instructed.

a Ibrahim scored the winning goal. (Begin with: *The winning goal*...)

b It is raining. We won't walk. (Begin with: *If*...)

c My brother is tall. My sister is taller. (Join with: *but*)

d I am not a good singer. I won't be a pop star. (Begin with: *If*...)

e The bus station is not far from here. (Begin with: *Could you tell me* ...)

Section C: Vocabulary and spelling (20 marks)

1 Use these words to complete the following sentences:

conserve myth lines whistle pleaded

a The actor didn't learn his _____, so the director was cross with him.

b The beggar _____ with the policeman to let him go.

c We must try to _____ the environment and not harm it.

d The referee blew his _____ and the match began.

e It is a _____ that you can cure AIDS by having sex with a virgin.

2 Match the words in bold with one of the following phrases:

worked hard dirty or poisonous no longer exist

ran with short steps unpleasant smell

a Warthog flicked his tail and **trotted** away.

b All day the man **toiled** in the hot sun.

c The **stench** of the tannery hit me before I entered the market.

d You must not drink **contaminated** water because it will make you ill.

e Dinosaurs are **extinct**, although there are some fossils remaining.

3 Write a brief definition for each of the following words:

a inquisitive

b crisis

c transmit

d impenetrable

e compensation

4 Give the correct spelling.

a questionaire – questionnaire

b archaeoligist – archaeologist

c nutritous – nutritious

d iresponsible – irresponsible

e encyclopedia – encylopaedia

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Guide to marking and answer key

Paper 1 (Writing) (40 marks)

Section A (40 marks)

1 The essay should describe the sights, sounds and smells of the place. Descriptive adjectives and expressions should be used to create a vivid picture of the place in the reader's mind. This descriptive composition should be written in the present tense and should consist of paragraphs with an introduction and a conclusion.
2 The essay should clearly state the destination, mode of transport and events that occurred during the journey. Descriptive words and phrases should be used to convey the details of what happened. This narrative composition should be written in the past tense and should consist of paragraphs with an introduction and a conclusion.
3 The essay should explain why it is important to save energy, giving reasons relating to the current world energy crisis. It should also give suggestions on how individuals can save energy at home and at school. These suggestions should be feasible and practical. The essay should consist of main points and supporting details, and should be written in paragraphs with an introduction and a conclusion.
4 The summary should name different animals and explain what distinguishes one animal family from another. There should be examples of particular animals belonging to each family with a description of their characteristics and habits. The summary should consist of main points and sub-points with examples. There should be paragraphs with an introduction and a conclusion.
5 The interview should be written in dialogue form, indicating who is speaking and what is being said. Features of natural speech should be included too. The interview should start and end appropriately.

For Section A, you may wish to award a general mark out of 40 for the essay or you may wish to allocate 10 marks to specific categories such as content, vocabulary and spelling, grammar and punctuation, to make up a total mark. Combine the marks from each category to form the total mark (40). Use this rubric as a guide:

Marks	Level of performance
10-9	Excellent
8-7	Very good
6-5	Good
4-3	Fair
1-2	Poor

Section B (40 marks — 20 marks per question)

1 The report should be about the importance of a balanced diet. It should state the nutrients that one should include, their functions and examples of foods containing these nutrients. It should also mention other important food and drink that contribute to a balanced diet, and things that one should limit. The report should be written in paragraphs with main points and sub-points.
2 The letter should be structured correctly with an appropriate greeting and ending. It should be dated as well. The content of the letter should include interesting news about the student's first year in secondary school (subjects, teachers, friends and sports, interests or hobbies).
3 The letter should be written in an appropriate formal style. The layout should be formal too with the correct addresses, greeting and ending. It should be dated as well. The content should request the principal's permission to conduct the anti-litter campaign and should give reasons and suggestions for involving the whole school.
4 The speech should be written in an appropriate formal register. It should be clear what the speaker is thanking the visitor for and what he/she has learned from the talk. It should also mention ideas about how the topic can be furthered by the students in the school.
5 The newspaper article should have a headline and contain other features of report writing such as personal opinions and speech quotations. It should clearly describe where the school outing took place, what the students did and what they learned.
6 The recipe should have a heading and sub-headings indicating the ingredients and the method. The exact amounts for the ingredients should be given. Instructions should be written in the correct form such as the imperative or second person. They should be ordered logically. The recipe should be for a traditional dish with which the student is familiar.

For Section B, you may wish to award a general mark out of 20 for each piece of functional writing or you may wish to allocate 5 marks to specific categories such as content, vocabulary and spelling, grammar and punctuation, to make up a total mark. Combine the marks from each category to form the total mark (20 each). Use this rubric as a guide:

Marks	Level of performance
5	Excellent
4	Very good
3	Good
2	Fair
1	Poor

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Paper 2 (Reading comprehension, Grammar, Vocabulary and spelling) (60 marks)

Section A Reading comprehension (20 marks)

1 **a** Human muscle.
b Physical power of human beings.
c Supplies of fossil fuels (oil, coal and gas) are limited and are running out.
d Water wheels or mills.
e It helps greater amounts of water to flow through the turbines that generate electricity.
f Wind turbines that are grouped together in tens or hundreds to generate power.
g Windmills.
h Sunlight is everywhere, even in areas where there is cloud cover.
i Sunlight is absorbed onto flat plate collectors or mirrors and then converted into electricity.
j Wooden water wheels or mills were the forebears for modern hydro-electric power stations; windmills from early times have led to the development of wind turbines. (Note: Students must give one example only.)

2 **a** 2 **b** 1 **c** 3 **d** 1 **e** 3

3 **a** principle **b** potential **c** turbines **d** absorbs **e** generator

Section B Grammar (20 marks)

1 **a** cycles **b** is **c** went **d** put **e** will be

2 **a** Is your sister older than you?
b What does he like doing? or What does he like reading?
c Where is the police station? or What is the police station next to?
d How many children are there in your family?
e How much do tomatoes cost?

3 **a** 2 **b** 3 **c** 1 **d** 3 **e** 2

4 **a** The winning goal was scored by Kassa.
b If it rains/is raining, we won't walk.
c My brother is tall, but my sister is taller.
d If I were a good singer, I would be a pop star.
e Could you tell me if the bus station is far from here?

Section C Vocabulary and spelling (20 marks)

1 **a** lines **b** pleaded **c** conserve **d** whistle **e** myth

2 **a** ran with short steps **b** worked hard **c** unpleasant smell **d** dirty or poisonous **e** no longer exist

3 **a** very interested in everything
b a very bad or dangerous situation
c to pass something from one person or place to another
d impossible to see or go through
e money that someone is given because they have been injured or badly treated

4 **a** questionnaire **b** archaeologist **c** nutritious **d** irresponsible **e** encyclopeadia

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Area of competency	Grade 9
Listening	Listen to a variety of text types (such as instructions, dialogues, stories, descriptions, lectures, songs, questions in an interview) and a variety of speakers and be able to: • predict the content using a variety of contextual clues (such as the first line, the situation) • identify gist • identify main ideas • identify key content words • identify specific information • follow the structure and logic of a text through identifying discourse markers such as sequencing words • relate what they have heard to their own lives • retell simply what they have heard Task types should include taking notes, filling in tables, charts, maps and gaps in sentences, ticking items, answering questions (open and true/false), ordering/ranking information ordering/matching pictures, exchanging information, matching definitions, speaking exercises. If possible texts should include the use of both native and non-native speakers
Speaking	• use previous knowledge to pronounce new words and structures • use a range of structures to: – ask for information – give reasons for actions/viewpoints – address misconceptions – give an alternative perspective – ask for repetition and clarification – express sympathy – express surprise • express their opinion and support this using basic language • agree, disagree and express simple counter arguments • describe the location of places and give simple directions • give instructions using a range of structures and sequencing devices • express cause and effect • recount stories using two past tenses • talk about possible and planned futures • express future actions decided at the moment of speaking • talk about an imaginary situation • talk about themselves, others and their daily lives • ask and respond accurately to a basic range of open and closed questions (including follow on questions) • describe pictures, people, places, animals, objects, etc. using appropriate language • compare pictures, people, places, animals, objects, etc. using appropriate language • contribute to and develop (at a basic level) conversations around the unit topic in pair, group, plenary activities using language that is comprehensible (if inaccurate, limited or hesitant) and which communicates the intended message)

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Area of competency	Grade 9
Reading	Read a variety of text types (instructions, labels, magazine articles, leaflets, stories, descriptions, directions, newspaper articles, letters etc.) on familiar topics including some authentic materials and be able to: • predict the content of a text from pre-reading activities • infer meanings of new words using contextual clues • scan to obtain specific information • skim to get the general idea • express their views • retell in outline (mainly stories) • make basic notes of main points • relate what they have read to their own experience • distinguish between fact and opinion • follow instructions and directions 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/headings/definitions, physical response, writing/speaking exercises etc.
Writing	• write complex and compound sentences • use basic cohesive devices to structure a paragraph • structure a paragraph using a topic sentence and supporting ideas • write a short simple introduction to an essay • write a short simple conclusion to an essay • punctuate sentences correctly • make notes from 2 to 3 paragraphs • write a guided essay in 3-4 paragraphs using a writing scaffold for support • write a short informal letter • write 1-2 paragraph narrative and descriptive passages using language that is comprehensible (if inaccurate or repetitive) and which communicates the intended message
Language items	Past simple and past continuous Present perfect simple and continuous (including with 'for' and 'since') Relatives 'will' for spontaneous decisions Verb patterns (verbs that take gerund and verbs that take the infinitive) Adverbs (of manner, place and frequency) Articles Zero, first and second conditional Embedded questions
Vocabulary	Perform with and understand a total number of 1250 words in different contexts such as tourism, hobbies and crafts, food and health, HIV and AIDS, media, cities and towns, money, culture, endangered animals, discrimination etc. Students make a note of useful vocabulary for themselves related to their subjects and their interests.

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Unit 1: Learning to Learn *(11 periods)*

Learning Outcomes: By the end of Unit 1 students will be able to identify strategies to help them learn more effectively

Language focus

Grammar: present simple, present continuous, 'wh' questions, 'will' for spontaneous decisions, should/need to/have to
Vocabulary: classroom language, learning styles, English speaking countries, adjectives for countries
Social expressions: classroom English

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to descriptions and identify the main ideas • listen to instructions and identify specific information	**A. Listening** 1. Different voices explaining how they like to learn 2. Different voices saying how they record and memorise vocabulary Following simple instructions Stand, sit, open, draw, form groups of, close, etc.	Students match listening descriptions to learning prompt sheet on learning styles Students list vocabulary learning strategies Teacher gives instructions and students do as they are told – draw picture
• talk about themselves, others and their daily lives • ask and respond accurately to a basic range of open and closed question • express their opinion and support this using basic language • express future actions decided at the moment of speaking. • use a range of structures to ask for repetition and clarification	**B. Speaking** Pronunciation – rising intonation 'Wh' questions using present simple/present continuous E.g. 'Where is your mother?' What is she doing? What is this? Ground rules Getting to know your activities Map of the world with countries with English as a mother tongue shaded English – where evident in school? Expressing obligation and advice (revision) E.g. Should, need to, have to What skills do you need to be good at English? Will for spontaneous decisions E.g. A: It's very hot B: I'll close the window Classroom English and pronunciation E.g. Sorry, I don't understand Could you repeat that, please? Could you spell that, please? I'm sorry I can't hear that Excuse me, can I leave the room? I'm sorry I'm late	Students draw two squares in the centre of a sheet of paper. In the first square they draw a cartoon picture of themselves and write their name. In the second square they draw pictures of their favourite possessions e.g. new pen. Around the outside, they draw pictures of the people they love/admire most. Teacher models rising intonation for questions. In pairs students ask and answer questions in order to identify drawings in the pictures Teacher asks the question – What 'rules' do we need to follow to make sure we can all be happy and learn well in our class? He/she takes one or two suggestions from the class as examples, and then asks students to work in threes to provide additional ones, e.g. being on time; listening quietly when someone is speaking, following instructions, participating in activities, treating each other with respect, doing homework on time, bringing books/pen to school. The teacher displays his/her 'ground rules' and the students compare with their list. Additional points from the students can be added to the list. Students copy the list into their exercise books and add a 'because' for each, e.g. we must listen quietly because we need to hear what people are saying. The teacher displays the list on the classroom wall and refers to it whenever anyone breaks one of the 'rules'. Introductory activities Students sit in groups of six. They each think of three things they like, and three they do not and write these on a piece of paper. They join another group and swap papers. Through questions and answers each group tries to identify the owner of each paper, e.g. do you like spiders? In groups, students discuss and label on the map of the world the names of countries where English is spoken.

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Competencies	Contents	Learning activities and resources
Students will be able to:		Students fill in the names of the countries using a list provided. Students match the country with the adjective e.g. Australia = Australian, Kenya=Kenyan, India=Indian. They try to identify adjectives for countries that do not end in '-an' e.g. Britain – British, Japan = Japanese, Thailand + Thai, etc. They discuss the question of why English is also studied in other countries ,e.g. Ethiopia. Find something written in English. Students find examples of English use in their school – e.g. notices, labels, library. Teacher revises modals Students list the skills they need to be good at English. They compare to a chart and complete chart assessing areas of strength and areas to develop, e.g. what they find the easiest/hardest; what they are good at and why; what they can do to improve. • I should….. • I might …… Teacher explains self-assessment and goal setting. After introducing and practicing the use of 'will' for spontaneous decisions, students are given 'being helpful' scenarios to act out. E.g. Student A doesn't have a pen ("I don't have a pen.") Student B offers help using 'will' ("I'll lend you one.") Teacher models and students practise the pronunciation of expressions.
• read an article and predict the content of a text from pre-reading activities • read an article and make basic notes of main points • read a letter and skim to get the general idea • read a letter and relate what they have read to their own experience	**C. Reading** ***Reading text 1:*** Article: Why study English? ***Reading text 2:*** A light-hearted letter from an uncle to his nephew who is just starting secondary school, giving advice on how to do well at school, e.g. importance of attendance and punctuality; good behaviour; how to fit homework in; how to take care of equipment and books; taking part – trying –not being afraid of making mistakes	Students are given the question – 'Why is it important to study English?' With a partner, they list reasons. Students read the text and underline, then list the main ideas. They tick off the points that they have made which also appear in the text. They add additional points from the text to their list. Students skim the text to get a general idea of the content and purpose. In pairs, students read the text aloud taking alternate paragraphs each. Students relate the content to their Grade 8 experience and decide which ideas would have applied then. They list these in one column using simple headings – e.g. be on time In the second column, they draw a ☺ if they think they are good at this; a ☹ if they find it difficult, and a ✗ if they know it is not strength. They each complete a statement which they write in their exercise books e.g. I am good at ……. This year I will try harder to ……

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Competencies	Contents	Learning activities and resources
Students will be able to: • punctuate sentences correctly • write a short informal letter	**D. Writing** Punctuation revision Capitals, full stops, question marks, commas for lists, apostrophes for contractions, exclamation marks Letter writing Posters/slogans Learning styles questionnaire 'will'	Teacher writes sentences on the board, and invites students to come to the front and put in correct punctuation marks from a list. Teacher gives positive encouragement to students who have volunteered, but who make mistakes. Teacher asks students to brainstorm ideas in response to the statement – 'It's okay to make mistakes'. She/he lists the responses on the board. She/he asks students to help her/him give advice to a student who is too frightened to answer in class in case they make mistakes with their English. The teacher takes suggestions from the class. In threes, students decide which advice from reading text 2 would be the most helpful. They write a short informal letter to a friend, using the reading text as a model. Students create posters/slogans for the classroom on the subject, using words and drawings. Students complete learning styles questionnaire following teacher's instructions Gap fill exercise for use of 'will' for spontaneous decisions. Teacher gives examples and students complete gap fill.
	E. Additional Learning Strategies Dictionary work – alphabetical order Vocabulary notebook	In rows, students sit themselves according to alphabetical order. They then say their names out to check. Students record objects/furniture in the classroom in their notebooks in alphabetical order with pictures as definitions.

Assessment:

Skill	Minimum learning competency	Task
Listening	Listen to instructions and be able to identify specific information	Teacher uses speaking activity for assessment
Speaking	Talk about themselves, others and their daily lives	Teacher uses speaking activity for assessment

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Unit 2: Places to Visit *(11 periods)*

Learning Outcomes: By the end of Unit 2 students will be able to give detailed information about places to visit in Ethiopia

Language focus

Grammar: present simple, present perfect contrasted with past simple (been/gone), going to (for future plans), how long …?
Vocabulary: places to visit, holiday accommodation/facilities, buildings, itinerary, travel
Social expressions: asking for information, asking for and giving directions

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to a dialogue and identify specific information	**A. Listening** A dialogue about holidays	Students listen to two people talking about holidays. They answer questions.
• describe places using appropriate adjectives • ask and respond accurately to a basic range of open and closed questions • talk about possible and planned futures • use a range of structures to ask for information • describe the location of places and give simple directions	**B. Speaking** Present simple, e.g. This is a picture of Lalibela. Present perfect (contrasted with past simple), e.g. Have you ever been to Gonder? Yes, I have. When did you go? Last year. What did you do? I visited a castle. Going to, may, might, e.g. What are you going to do in the summer? I am going to visit my grandmother in Awassa. I might/may visit my grandmother in Awassa. How long does it take…? How long does it take to get to school from your house? About 10 minutes on foot. Social expressions: asking for information (using some indirect questions), e.g. Could you tell me…? Do you know…? Could I ask..? Asking for and giving directions Imperatives for directions, e.g. Turn left, go straight on Adverbs and prepositions of place/time, e.g. The hotel is past the bridge on the right. Go along the street and turn left after the garage. Pronunciation Have (contraction with Present perfect) Past participles Going to	Students look at pictures of famous places in Ethiopia and describe them. In pairs, students ask/answer questions using prompts to practise "Have you ever …?" and past simple Then in small groups, students ask/answer questions and complete a "Find someone who …" questionnaire. In pairs, students make oral sentences/phrases about future plans with "going to/may/might" from a substitution table. In pairs, students ask/answer questions about summer vacation/summer break. They use the listening text as a model. Students make a holiday itinerary and talk about their plans using a scaffold, e.g. Day 1 – travel to Awassa Day 2 – visit grandmother Teacher writes "how long does it take …?" on board and asks questions about traveling between local places/ towns. Teacher models dialogue with students and elicits time answers. Students make similar dialogues in pairs. In pairs, students change direct questions into indirect/ embedded questions using a substitution table. E.g. Where do you live? – Could you tell me where you live? How long does it take to get to Awassa? – Do you know how long it takes to get to Awassa? Teacher revises words and phrases for giving directions and demonstrates recording of vocabulary with pictures. Information gap: Students have a map of a town with places to visit. Student A has half the information; Student B the other half. Together they ask/answer questions about locations of places and how to get there. Teacher writes sentences using present perfect on the board. Students are shown contraction of verb "have". Teacher models pronunciation (E.g. /aiv/) and students repeat/practise (individually/pairs/whole class). Students also practise pronunciation of past participles. Teacher writes sentences using "going to" on the board. Students are shown contractions of "am/is/ are". Teacher models pronunciation of contractions and pronunciation of going to/am/are/is/and students repeat/practise (individually/pairs/whole class)

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Competencies	Contents	Learning activities and resources
Students will be able to: • read directions and follow instructions and directions • read authentic materials and scan to obtain specific information • read magazine articles and skim to get the general idea • read magazine articles and make basic notes of main points	**C. Reading** Reading text: directions Reading text 2: hotel brochures, tourism office leaflets Reading text 3: magazine article about travel/holiday destinations	Students read a text, plot the route described and locate buildings/places of interest Students scan texts and answer questions Students are given two minutes to skim the text and say what it is about. They identify and underline the content words that helped them to do this. Students are given headings and take notes.
• write 1–2 paragraphs of descriptive passage	**D. Writing** Spelling of past participles Sentence completion (going to/may/might) Gap-fill sentences (been/gone) Gap-fill text about a holiday Descriptive passage	Students practise spelling of past participles of common verbs (regular/irregular). Students are encouraged to keep a list of verbs. Students are given a list of 20 common verbs. They write corresponding past participles (regular/irregular) and check with partner/teacher. Students play bingo activity. They choose nine past participles from the list and write one in each box. The teacher calls out base form and students cross off matching past participle Students complete sentences using "going to/may/might" using prompts, e.g. Tomorrow I … Students complete gap-fill sentences using "been/gone". Teacher explains difference in meaning, e.g. Where's your brother? Oh, he's gone to the market. You look happy! Where have you been? Students read text about a holiday and fill gaps with vocabulary given. Students use dictionary/teacher for help. Text should help distinguish meaning of key words, e.g. holiday/vacation, travel/trip/journey/outing, set out/off, by car/on foot, etc. Teacher talks about where students live and elicits ideas/adjectives/phrases. Teacher groups language under headings, e.g. name/location/activities/feelings and writes example descriptive paragraph on board. Students copy. Students then write their own description of a place to visit in Ethiopia (using scaffold and dictation as a model).
	E. Additional Learning Strategies Accessing English outside the school Accessing libraries, reading box, Internet if possible	Students brainstorm where they can access English outside the school and bring examples into class (if possible). Students access one facility and complete a task, e.g. library – teacher and librarian give information about the library and show students how to use it. Teacher follows this up with an immediate task: choose a book of your choice and complete a questionnaire.

Assessment:

Skill	Minimum learning competency	Task
Reading	Read authentic materials and be able to scan to obtain specific information	Read a description of a place and answer 10 multiple choice questions
Writing	Write 1–2 paragraph descriptive passage using language	Teacher uses writing activity for assessment

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Unit 3: Hobbies/Crafts *(11 periods)*

Learning Outcomes: By the end of Unit 3 students will be able to talk about their hobbies

Language focus

Grammar: present simple, adverbs of frequency, determiners
Vocabulary: hobbies and crafts, make and do
Social Expressions: expressing agreement and disagreement

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to descriptions and be able to identify specific information	**A. Listening** Present simple E.g. I usually knit. We always swim in the pool in our free time.	Students listen to speakers talking about their hobbies, and fill in a chart using the information they heard from the description.
• ask and respond accurately to a basic range of open and closed questions. • talk about themselves, others and their daily lives • agree, disagree and express simple counter arguments.	**B. Speaking** Adverbs of frequency Always, usually, sometimes, often, never, Rarely, hardly ever Pronunciation – of Determiners All/none/most (of), a few (of), e.g. All the students enjoy reading. None of them like swimming. Most of them enjoy walking. A few of them like gardening. Do/Make Social expressions: agree/ disagree, e.g. You're absolutely right I agree That isn't true/is true Yes, I know what you mean I agree with you but … I don't see it like that … Yes, but don't you think …	Students ask and answer questions about their hobbies (in pairs), using 'Wh' questions, and adverbs of frequency when talking about themselves, e.g. A: What are your hobbies? B: Listening to music. A: When do you do that? B: I usually do it most evenings. Teacher models pronunciation of 'of' and students repeat and practise. Students conduct a class survey and ask questions about their hobbies. Report back to own group using determiners. Teacher explains the distinction between do and make and asks for examples. Students read a list of hobbies (including the words do and make) and classify into groups, e.g. Crafts/sports/ individual activity/group activity. Vocabulary may fit more than one classification. After the activity students reflect on whether they find it useful as a way of remembering the words. They also think of other ways to classify these words. Students, in groups, rank hobbies in order of importance/popularity/cost etc., working towards consensus and using agree/disagree expressions.
• read a letter and infer meanings of new words using contextual clues	**C. Reading** Agree/ disagree expressions A letter to a friend	Teacher lists agree/disagree expressions on the board, students group, classify and record. Students read the passage and match new words to definitions (multiple choice). Students re-read the text and identify/comment on text features e.g. layout/ formulaic phrases/useful expressions, e.g. Dear Mohammed etc.; How are you?

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Competencies	Contents	Learning activities and resources
Students will be able to: • write a short informal letter • write 1 or 2 paragraph description	**D. Writing** Sentences with determiners All/none/most (of), a few (of), e.g. All the animals are dogs None of the animals are cats An informal letter Phrases/sentences with do/make, e.g. I made a cake. Let's make a plan. Do – harm/good/business with somebody Do – somebody a favour Make – an offer/ a decision/ arrangements /an effort One week of a diary	Students match sentences to pictures. Students write an informal letter to a penfriend (taking the reading text as a model) describing what they do in their free time. Students construct correct phrases/sentences using do/ make Students form collocations for words related to hobbies, e.g. play tennis / do athletics / go for a swim / collect coins. Students write about the activities/hobbies they have done that week.
	E. Additional Learning Strategies Recording vocabulary (classifying into groups) Reading strategy – underlining Assess and set goals	Students are given a list of words and shown two ways of grouping them (by verb e.g. play, go, do or by lexical set, e.g. hobby, craft, sport). Students should be encouraged to come up with alterative groupings, e.g. things I do/don't do. Discussion of why we read, e.g. enjoyment, information, as a writing model. Using highlighting/underlining as a strategy. Students use a grid to self-assess reading competency and set a personal target.

Assessment:

Skill	Minimum learning competency	Task
Speaking	Ask and respond accurately to a basic range of open and closed questions	Teacher asks questions about hobbies/ activities. Students respond accordingly
Writing	Write a short informal letter	Teacher uses writing activity for assessment

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Unit 4: Food for Health *(11 periods)*

Learning Outcomes: By the end of Unit 4 students will be able to discuss issues related to food and health

Language focus

Grammar: present simple passive, adjectives of colour/shape, prepositions of place, first conditional (with unless, provided, as long as), which/that to join sentences, comparatives/superlatives
Vocabulary: food, nutrition, health
Social Expressions: giving advice

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to descriptions and identify specific information • listen to a talk and identify specific information	**A. Listening** Descriptions of food items Present simple/present passive This fruit grows in southern Ethiopia. This meat is eaten with a tomato sauce. A talk about nutrition.	Group quiz: students listen to a description of a food item and match to a word in a list, e.g. This fruit is long. It is yellow on the outside. It grows on a tree. Monkeys love it. People peel and eat it. It is ……. (a banana). Students listen to a nutritionist talking about what you should/shouldn't eat. Students tick/cross food items.
• express their opinion and support this using basic language • talk about themselves, others and their daily lives • express cause and effect	**B. Speaking** Adjectives and prepositions, e.g. brown/green /orange/ white round/long, outside/inside/ from/ on the outside Social expressions: revision of opinions, agreeing and disagreeing 'Wh' questions, e.g. What do you eat for breakfast? Comparatives/superlatives, e.g. Milk is healthier than fizzy drinks. Eating fruit every day is the best way to stay healthy. First conditional If, provided, as long as, unless, e.g. If you eat too many cakes, you will get fat. Unless you study hard, you will fail the test. Pronunciation of ei/ie, e.g. protein, diet, variety, eight, ingredient, piece, believe	Teacher introduces topic with the proverb 'an apple a day keeps the doctor away.' Teacher elicits ideas from class. Teacher revises adjectives and prepositions using pictures. Students classify foods/drinks into healthy/unhealthy. They discuss why. Students write down the foods/drinks they eat/drink during a typical day/meal. They interview each other and compare diets using comparatives/superlatives. Teacher revises first conditional and introduce the different alternatives to 'if' and their concise meanings. Students make sentences from a substitution table using "If/provided/as long as/unless+ will". In small groups, students discuss the dangers of eating badly. They are encouraged to use first conditional phrases. Students practise pronouncing words containing the letter "ei" and "ie". Teacher gives some examples but also encourages students to think of some more.

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Competencies	Contents	Learning activities and resources
Students will be able to: • read labels and scan to obtain specific information • predict the content of the text from pre-reading activities • read a leaflet and scan to obtain specific information	**C. Reading** Word search Labels of canned/packed/ bottled foods A nutrition leaflet about carbohydrates/proteins/fats.	Students find fruit/vegetable/drink words in a wordsearch grid. Students scan texts for information and match labels to products. Then they complete table showing ingredients, manufacturer, place/country of production, production/expiry dates, nutrient values etc. Students read the title of the text and predict ideas/ words that might appear in the text, e.g. It talks about/ It might be about/I think it is about. Students read the text silently to complete chart with questions relating to each food groups: E.g. carbohydrates How does the body use them? They are used for energy. Where are they found? They are obtained from plants. Which foods? Bread, potatoes, pasta, injera
• punctuate sentences correctly	**D. Writing** Revision of past participles Revision of comparatives/ superlatives Food pyramid Dictation Sentences joined using which/ that Product description Punctuation of a paragraph A leaflet Giving advice, e.g. should/ shouldn't, ought to, why don't you..? Vocabulary network for food/ drink Spelling rule (ie/ei)	Students revise past participles. In pairs, student A says a verb and student B writes the past participle. They then swap roles. They check each other's answers for correct words and spelling. Students are given an adjective prompt and two or more types of food/drink to compare in writing, e.g. healthy / apples / chocolate Apples are healthier than chocolate. Students complete a food pyramid by putting foods in the correct row and labelling the rows, e.g. Bottom row = foods you should eat regularly (fruits, vegetables etc) Top row = foods that are bad for you and should rarely be eaten (chips, chocolate etc) Students take dictation of the descriptions of food items (see Speaking section). They then join sentences using which/that, e.g. Bananas, which are long and yellow, are eaten by monkeys. Students choose a product and write a description using given verb-preposition combinations such as made of, made by, made in, e.g. You must use it by, it is made up of, etc. Students copy a short unpunctuated paragraph. Students use comma, question mark and full stop to punctuate the paragraph. They take turns to read punctuated sentences. Students write a nutrition leaflet for younger children using the reading text as a model. They proofread the text at the end. Students collect vocabulary related to food/drink from the unit and record in lexical sets. Students are encouraged to add more words they know. Students are given the spelling rule: "i before e except after c when the sound is ee". They list as many words as they can that follow this rule, e.g. believe, receive. Teacher should highlight any exceptions e.g. protein.

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Competencies	Contents	Learning activities and resources
Students will be able to:	**E. Additional Learning Strategies** Accessing English outside the classroom Recording parts of speech for vocabulary items	Students bring labels written in English to the classroom. They expand information on labels to explain them and display explanations/labels on classroom walls. Students suggest random words from the unit and teacher writes them on the board. They discuss what part of speech each word is and group words in table according to part of speech, e.g. nouns/ adjectives/verbs/adverbs, etc. If available, students use dictionaries to check.

Assessment:

Skill	Minimum learning competency	Task
Listening	Listen to a talk and identify specific information	Teacher reads aloud information about her weekly diet and students tick food items as they are mentioned
Writing	Punctuate sentences correctly	Teacher uses writing activity for assessment

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Unit 5: HIV and AIDS *(11 periods)*

Learning Outcomes: By the end of Unit 5 students will be able to describe the symptoms, treatment and impact of AIDS and HIV

Language focus

Grammar: present continuous, past simple, zero conditional, mixed modal verbs, indirect questions
Vocabulary: implements/tools, health
Social expressions: expressing sympathy

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to a description and identify specific information.	**A. Listening** Listening text – HIV and AIDS Zero conditional: If…, this means …	Students listen to a radio/TV broadcast text about HIV and AIDS and answer questions about cause/effect. Optional: If possible, Teacher invites guest lecturer(s) from health centres/ hospitals/ Kebeles to give a speech in English. Students listen and ask/answer questions.
• describe pictures using appropriate language • express their opinion and support this using basic language • use a range of structures to express sympathy	**B. Speaking** Past simple, e.g. HIV and AIDS caused many deaths in Africa last year. Present simple, e.g. What causes HIV and AIDS? A virus causes it. Present continuous, e.g. There is a woman sitting alone They are avoiding her. Modal verbs (can, should, must, mustn't, have to, don't have to), e.g. We must not ignore the problem of HIV and AIDS. HIV positive people can live full and active lives. Zero conditional: Cause and effect, e.g. If people keep their status secret, this leads to stigma. Social expressions: express sympathy, e.g. Oh no I'm really sorry to hear that What a pity What a shame That's sad What a nuisance! Poor you! How awful!	Students brainstorm a list of ways that HIV/AIDS can be transmitted (e.g. infected blade/needle) Students look at pictures related to HIV and AIDS and interpret, e.g. woman sitting on her own in crowded cafe. Modal verbs: Teacher says a modal verb, and students suggest phrases/sentences where it could be used. In groups, students discuss how to treat/help people who are living with HIV and AIDS. Using a spidergram to help them organise their responses, they discuss and identify the social, economic and psychological problems that HIV and AIDS brings to the country. Students act out an HIV and AIDS message presentation for younger children. Activity to revise zero conditional: Students are given phrases related to the topic which they put into the formula – If … plus present simple, + result (present simple) Teacher lists sympathy phrase in order of seriousness of situation. In pairs students are given situations; one person gives the bad news, and the other person responds in an appropriate way, e.g. (bike stolen) A: My bike's been stolen B: How awful.

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Competencies	Contents	Learning activities and resources
Students will be able to: • read a leaflet and get the general idea • read a leaflet and scan in order to obtain specific information	**C. Reading** Leaflet about HIV and AIDS, containing statistics: numbers and percentages Posters about HIV and AIDS	Students are given two minutes to skim the leaflet and say what it is about. They read it again and list down what they feel are the three most important new facts they have learned. They scan the text in order to answer questions about the statistics. Students are given words from the leaflet and they identify parts of speech Students expand the main ideas they get from the posters, e.g. HIV and AIDS is transmitted by …
• write one or two paragraph narrative passage	**D. Writing** Have to/don't have to contrasted with must/mustn't e.g. You don't have to understand every word when you read (= it is not necessary) You mustn't cheat (= you are not allowed to) Narrative Revision of indirect/ embedded questions, e.g. Could you tell me how many people there are in Ethiopia living with AIDS?	Students are given figures and percentages and they match these to words and phrases, e.g. majority, minority, most, half, a small number of, a large number of. Discrete gap fill sentences using 'have to'/'don't have to' contrasted with 'must'/'mustn't' Students choose one picture (from Speaking section) and make up a story/paragraph about it. Students write five questions (a mixture of direct/ indirect) about HIV/AIDS they would like to be answered by guest speaker/ expert Teacher (see Listening section).
	E. Additional Learning Strategies Recording vocabulary exercise Follow up on reading goal Focus on listening strategies – key words	Students are given a list of words to categorise under parts of speech Teacher checks whether students have met their reading goal from Unit 3. Teacher and students discuss the skill of listening and how they feel about it. Teacher and students discuss 'How do we listen?' Teacher uses extracts from listening texts to demonstrate how we identify key words. Baseline test of listening competency. Keep record of scores – set goal to increase in next unit.

Assessment:

Skill	Minimum learning competency	Task
Speaking	Describe pictures using appropriate language	Students describe pictures using present continuous
Reading	Scan text to obtain specific information	Read short narrative description and answer true/false questions

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Unit 6: Media: TV and Radio *(11 periods)*

Learning Outcomes: By the end of Unit 6 students will be able to discuss the topic of TV and radio

Language focus

Grammar: present perfect (for/since), comparatives/superlatives, indirect/embedded questions, reported speech, like/look like
Vocabulary: media, adjectives for describing people, jobs
Social expressions: expressing opinions, follow on questions.

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to descriptions identify specific information through matching pictures • listen to questions in an interview and identify key content words • listen to questions in an interview and identify main ideas	**A. Listening** Description of celebrities Interview with celebrity Present perfect with for/since, e.g. I've lived in Addis Ababa for 24 years. I've been interested in music since I was a child.	Students listen to descriptions of celebrities (known or unknown to students, but with different jobs or physical characteristics) and match to pictures. Students are given a list of words in two columns. Half the words are content words occurring in the listening text; the other half are synonyms for these words or closely related words. Students listen to an interview with a media celebrity who describes his/her life and tick the content words they hear in the text (using the synonyms to help them). Students listen again and answer comprehension questions. Students identify present perfect verbs in interview. They create new sentences about themselves using these verbs.
• describe people using appropriate language • ask and respond accurately to a range of open and closed questions • agree, disagree and express simple counter arguments	**B. Speaking** Describing people: Like/look like, e.g. What's he like? What does he look like? What does he like … -ing? Comparatives/superlatives Follow on and indirect/embedded questions E.g. You said … Does that mean …? Can you tell me …? Reported speech, e.g. "Where are you from?" "I'm from Ethiopia" He said he was from Ethiopia. Expressing opinion, e.g. I think … I suppose … I'm pretty sure that … It's my opinion that … I'm convinced that … I wonder if … Pronunciation (word stress)	Students look at pictures of celebrities and describe to their partner. Teacher pretends to be a celebrity (that students are familiar with). Students assume identity of interviewer/journalist and write list of questions. Students ask questions and teacher replies as this personality. Students then report back information in writing. In pairs, students roleplay interviewer/celebrity using listening text and teacher roleplay as models. Interviewers ask primary questions and follow-on questions. In groups, students make a news programme. They write the script (giving current local or international events or school news); two students read the news; one reads the weather forecast; others direct. They present to the class. In small groups, students prepare arguments for/against a topic using opinion expressions given by teacher on board. Students are assigned different topics relating to TV/radio/celebrities, e.g. watching TV is a waste of time; nowadays people prefer TV to radio; celebrities have too much money. Some of the students then present arguments to the class to give examples of each. Optional: Students bring in news stories and relate to the class in English. Students are given words from the unit and asked to put them in groups according to syllable length and word stress. Teacher gives examples first. Students practise saying words in groups, e.g. Ooo radio media Oo handsome lifestyle oOoo celebrity

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Competencies	Contents	Learning activities and resources
Students will be able to: • read descriptions and express their views • read authentic materials and scan to obtain specific information • read an article and relate what they have read to their own experience	**C. Reading** Descriptive passages TV/radio listings/guide Opinion text	Students read texts about two celebrities (information about job/home/family, etc.) and compare/contrast lifestyles by putting information into tables. Students say which lifestyle they would like/why. Students read TV/radio listings/guide and answer questions, e.g. What time is the news and on which channel? You want to watch a football match, what time/which channel? Students read a text about someone's views on the advantages/disadvantages of TV/radio. In small groups, they discuss and relate to their own experiences and what they brainstormed.
• write a short simple introduction to an essay • write complex and compound sentences	**D. Writing** Sentence completion (for/since) Reported speech, e.g. "I am Ethiopian" = She said she was Ethiopian Complex sentences Simple biographies TV/radio news broadcast Essay introduction	Students complete sentences, changing given verbs into present perfect and choosing either "for" or "since". Students are given direct speech sentences/phrases. They change them into reported speech. Students are given linking words/conjunctions, e.g. when, if, although They join sentences using most appropriate linking word to make complex sentences. If necessary, changes to punctuation are made. In small groups, students write fake biographies of celebrities. Each student writes one sentence, folds over paper to hide this sentence and then passes to neighbour who then completes the next sentence. At the end, one student reads out all the sentences (the fake biography of that person). Teacher should give prompts for each sentence: My name is…/My birthday is…/I live in….etc Students write TV/radio news broadcast (see Speaking). Students look at three introductions related to a TV/media theme and analyse the strengths/weaknesses of each. With the help of the teacher, students identify the characteristics of a good introduction (e.g. thesis statement) and language structures used. They write an introduction to one of the topics used in the debates (see Speaking) incorporating both compound and complex sentences.
	E. Additional Learning Strategies Recording vocabulary Expanding vocabulary (synonyms/antonyms)	Students write a vocabulary spidergram for media: nouns, verbs, people, places, adjectives connected with the topic of media. Students take list of synonyms in Listening section (interview with celebrity) and write matching antonyms. They use dictionary/teacher for help.

Assessment:

Skill	Minimum learning competency	Task
Reading	Read an article and relate what they have read to their own experience	Student reads an article about a famous person and tells teacher how the information given relates to his/her own experience
Writing	Write a short simple introduction to an essay	Teacher uses writing activity for assessment

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Unit 7: Cities of the Future *(11 periods)*

Learning Outcomes: By the end of Unit 7 students will be able to say what the future will look like

Language focus

Grammar: future simple: active and passive, comparatives and superlatives,
Vocabulary: urban and rural buildings/infrastructure and facilities, social issues/crime
Social expressions: giving different perspectives.

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to descriptions and identify main ideas • listen to a story and relate what they have heard to their own lives	**A. Listening** Listening text 1 – descriptions of town/cities Listening text 2 – short story based on life in a large town/ city	Students listen to descriptions of cities and list key words for each. They use these to match cities to pictures. Students listen to the story. They compare the setting with where they live, listing the differences and similarities, e.g. city A is much bigger than our city. They check their lists in a small group, and decide where they would prefer to live and the reasons why.
• use a range of structures to give alternative perspectives • compare pictures using appropriate adjectives. • talk about themselves, others and their daily lives • talk about possible futures • express their opinion and support this using basic language	**B. Speaking** Alternative perspectives On the other hand But then again look at it this way Even so … Okay, but Very true but, Comparatives There are more buildings in the new picture The buildings are closer together Predicting the future Will (prediction) (passive and active), e.g. Every building will have its own solar power generators. Ring roads will be built. Comparative and superlative, e.g. Cities will be cleaner. More people will live in cities than in the country, so they will be more crowded. Pronunciation: Modelling sentences with comparatives and superlatives to show appropriate intonation and stress Social expressions: give opinions, e.g. I think cities will have faster transport system.	Teacher illustrates giving an alternative perspective with examples In pairs, student A makes a statement about the future; student B gives a different perspective using one of the expressions. Students look at a mixture of past/present pictures of Ethiopia and list the main differences that they see. They each decide on the three main general differences and report back on these to a group. Working in pairs, they each choose 2/3 adjectives for each picture, and their partner guesses which picture the adjectives apply to. Students work in groups and think about what their village/town looks like regarding size, kinds of buildings, transport system, communication etc. Teacher asks the question: "What will your village/ town/city look like in 50 years time?" Before discussing in groups students practise a variety of structures. Students are given prompt words (e.g. clean) which they use in sentences using 'will' and comparatives and superlatives. Students transform active verbs into passive, e.g. The government will build ring roads = ring roads will be built. Students repeat sentences. Students work in groups to answer the question "what will your village/town/city look like in 50 years' time?" They give opinions and express their different perspectives giving reasons. Students present opinions to class (a representative from each group).

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Competencies	Contents	Learning activities and resources
Students will be able to: • read a description and predict the content of a text • read a text and retell in outline	**C. Reading** Two descriptive texts about a futuristic city (one with negative perspective and one with positive) Short story based in an imaginary future	Students read both texts and predict the ending. They underline the negative and positive words/phrases In both texts and compare. They are given the endings to each text and underline the positive and negative phrases in each. They discuss the endings and decide which is best/most likely in the context of the earlier section, giving reasons and match them. They record key content words, and retell the story using these as prompts.
• write complex and compound sentences. • write a one to two paragraph descriptive passage	**D. Writing** Revision of spelling rules for comparatives/superlatives Complex/compound sentence A descriptive passage about a city	Students given examples of comparatives and superlatives spellings; they deduce the rules and give further examples. The teacher gives examples of simple compound sentences on the board. She changes them to complex using while, if, when, because, etc. Students create own sentences. They write either a positive/negative projection about their own town/city.
	E. Additional Learning Strategies Vocabulary –translation Vocabulary strategy Active/passive vocabulary Goal	Students group words from unit in vocabulary spidergram and decide which words have equivalent/ straightforward translation in mother tongue. Students use teacher or dictionaries for help. Students examine which words do not translate easily and look at why this is so. Students list and discuss vocabulary strategies used so far in the year and say which they prefer. Teacher adds any extra strategies. Students are given a list of words related to the topic and they mark those which they think they will use in the future and say why and how. Students set themselves a vocabulary goal to use a specific strategy for recording vocabulary in the next unit.

Assessment:

Skill	Minimum learning competency	Task
Listening	Listen to descriptions and identify main ideas	Student reads an article about a famous person and tells teacher how the information given relates to his/her own experience
Writing	Use of complex/compound sentences	Students write three compound sentences and three complex.

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Unit 8: Money and Finance *(11 periods)*

Learning Outcomes: By the end of Unit 8 students will be able discuss the topic of money

Language focus

Grammar: second conditional, quantifiers, verb patterns
Vocabulary: money and finance, business
Social expressions: expressing surprise

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to a short lecture and identify gist • listen to an interview and identify specific information	**A. Listening** Lecture about importance of money Interview with a famous Ethiopian entrepreneur	Students listen to a short lecture about the importance of money and note down gist. Students listen to an interview with a famous Ethiopian entrepreneur and answer questions.
• use previous knowledge to pronounce new words • contribute to and develop conversations around the unit topic • use a range of structures to express surprise • talk about an imaginary situation • express their opinion and support this using basic language	**B. Speaking** Pronunciation of currencies Dialogue in a bank A: Good morning. How can I help you? B: Good morning. I'd like to change some dollars into birr, please? A: How much would you like to change? B: What is the exchange rate? A: 9 Birr to the dollar B: OK. I'd like to change $20, please A: That will be 180 birr and 2 birr commission B: That's fine A: Here you are B: Thanks 2nd Conditional, e.g. rich – buy car If I were rich, I would buy a car. Expressing surprise, e.g. Believe it or not, ... You may not believe it but… It may sound strange but… Surprisingly, … Funnily enough, … Guess what? Do you know what? You won't believe this, but... Pronunciation: second conditional	Students match names of currencies to countries. They practise pronunciation of currency names. Teacher elicits phrases for a dialogue in a bank/ exchange bureau and writes on board. Teacher models pronunciation of key phrases and students repeat. Teacher roleplays dialogue with class. Students then practise model dialogue in pairs. Students are given a currency conversion table. They roleplay customer/teller in a foreign exchange bureau (bank). Students ask and answer questions about currencies, amount and conversion. Using cause/result prompts, students make sentences orally using second conditional. Expressing surprise activity: students are given surprising news scenarios and in pairs they choose an appropriate phrase and make a sentence. They practise saying the information, e.g. find 100 Birr note in the street Do you know what? I found 100 Birr in the street this morning. Students are asked to discuss how their lives would change if they won a million birr. In small groups, they discuss what they would do with the money, rank ideas and finally reach consensus. Students debate the topic: "It is better to be educated than rich" and record comments in note form. Teacher writes second conditional sentences on board, models pronunciation and students repeat. Students practise in pairs. In groups, students make oral chains; student A makes cause clause and student B says result clause. Student C changes result clause into cause clause and oral chain continues, e.g. Student A: If I were rich, Student B: I would buy a car. Student C: If I bought a car, Student D: I would drive to Awassa, etc.

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Competencies	Contents	Learning activities and resources
Students will be able to: • read an article and identify specific information • read an article on entrepreneurship and infer meanings of new words using contextual clues • read descriptions and make basic notes of main points • read an article and distinguish between fact and opinion	**C. Reading** Descriptive text about a lottery winner Verb patterns - +to + infinitive, e.g. I want to go, I intend to go, I hope to go Verb patterns - + gerund (-ing), e.g.I enjoy swimming, I consider going, I imagine sitting … Factual texts about African countries Descriptive text about an Ethiopian personality Sentences for correct spelling/ punctuation A passage about money	Students read a text about a winner of the Ethiopian national lottery. They answer comprehension questions. They analyse use of verb patterns and group verbs according to their pattern. Students complete vocabulary exercises inferring the meaning of new words. Jigsaw reading: in groups students read about three African countries; one country for each group. Text should include facts and figures about economy and finance of countries. Students make notes of main points and order information. Students share information (ask and answer questions) about the country they have read about. Students read text about a famous Ethiopian enterpreneur. They separate the main points into factual information and opinion. They write questions they would like to ask him. Auction Game: students form groups. They are given 500 birr to spend (imaginary!). Teacher writes sentences on board one at a time – some have correct spelling/punctuation; some do not (sentences could be taken from students' writing). In groups, students bid for each sentence if they think it is correct. If the sentence is correct, the group keeps the money bid. If the sentence is incorrect, the teacher keeps the money. The group with the most money at the end is the winner. Note-making activity: students read a short passage and copy/highlight key words/ideas. Teacher elicits strategies for finding key words/ideas and gives advice on making notes. Students then read model notes and compare information given with their own key words/ ideas.
• make notes from 2 to 3 paragraphs • write a short simple conclusion to an essay	**D. Writing** gap-fill exercises for practice/ revision: Secondnd conditional Quantifiers, e.g. much/many/a lot of/few/little Verb patterns (to+infin; -ing) Note making Conclusion for an essay Spelling, e.g. running/ swimming/hitting (infinitive ends in consonant, vowel, consonant) coming/baking/shaving (infinitive does not end in consonant, vowel, consonant) 'open (opening) v begin (beginning)	Students complete gap-fill exercises on: second conditional quantifiers verb patterns Students make notes on text about a winner of the Ethiopian national lottery (see Reading). Students read an essay related to a money/finance theme and look at three possible essay conclusions and analyse the strengths/weaknesses of each. With the help of the teacher, students identify the characteristics of a good conclusion and language used. They write a conclusion to the topic used in the debate (see speaking) using notes previously taken. Teacher writes a variety of verbs with –ing on the board. Students deduce spelling rules and copy verbs into groups according to their spelling.

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Competencies	Contents	Learning activities and resources
	E. Additional Learning Strategies Dictionary usage Recording vocabulary – personal favourite	Students look at words with more than one meaning (drawn from the reading text) e.g. can (auxiliary verb/ noun). Students look at such words in sentences and match to the correct definition using dictionaries for help, e.g. She can play tennis – auxiliary verb/ability I'd like a can of beans, please – noun/container Students record vocabulary from unit in the way they find most useful. They can choose from previously demonstrated strategies if they like.

Assessment:

Skill	Minimum learning competency	Task
Reading and writing	Listen to descriptions and identify main ideas	Student reads an article about a famous person and tells teacher how the information given relates to his/her own experience
Speaking	Talk about an imaginary situation	Students are given different imaginary situations (e.g. you are President of Ethiopia) and they say what they would do, e.g. If I were President of Ethiopia, I would …

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Unit 9: People and Traditional Culture *(11 periods)*

Learning Outcomes: By the end of Unit 9 students will be able to give information about some cultural practices in Ethiopia and beyond

Language focus

Grammar: prepositions, past tenses, adverbs, might/could/look like, for, during and while, ago, sequencing words
Vocabulary: adjectives: come from/based on, traditional practices and cultural activities
Social expressions: asking for clarification/repetition, rephrasing

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to a dialogue and identify main ideas • listen to instructions and follow the structure and logic through identifying sequencing words	**A. Listening** Conversation Sequencing words, e.g. before you, after you, at the same time as, for, during, while, finally Revision of time phrases: in/on/at	Students listen to people talking about traditional dances and order pictures. Students demonstrate some movements from traditional dances and give instructions. Rest of class listens and follows instructions. Teacher gives instructions using a variety of sequencing words, e.g. before you open your books, put your pen on the table Preposition game: students write in/on/at on separate sheets of paper. Teacher gives time phrase, e.g. the weekend. Students choose correct preposition (e.g. at the weekend) and hold up their card. Students with incorrect answer are eliminated.
• give instructions using a range of structures and sequencing devices • to describe objects using appropriate language • express their opinion and support this using basic language • use a range of structures to ask for repetition and clarification	**B. Speaking** Instructions – e.g. raise, lower, turn round, jump, shake, twist Revision body parts – shoulder, neck Adverbs of manner Quickly, slowly, quietly, noisily, carefully, lightly, gently For/during/while, e.g. I listened to the radio for an hour I listened to the radio while watching the goats I listened to the radio during the day Might/ could/look like, e.g. It looks like something you cook with. It might/could be a jug Role-play	First activity – Teacher gives instructions; students follow and then practise giving and following instructions in pairs. Second activity – teacher adds adverb to instruction. Third – students are given action/adverb. They act out the action and the class guess the adverb. Teacher explains difference between 'for, during, while' giving examples and highlighting parts of speech. Students do gap fills and sentence transformations. They read their sentences to their partner to check. Teacher brings in unfamiliar objects or disguised familiar ones. Students use might/could/look like to speculate Students describe pictures of traditional clothes, artefacts/crafts (including unfamiliar objects) and identify regions. Students brainstorm Ethiopian culture and traditions. In pairs, students role play a tourist and Ethiopian who is describing some aspects of Ethiopian culture. Teacher elicits views on the importance of keeping Ethiopia's traditional culture. Students offer opinions for and against. Teacher gives guidance on debate structure and main roles. In fives, students take on the roles of chairperson, main speaker supporting the motion; main speaker opposing the motion; second speaker supporting the motion; second speaker opposing motion.

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Competencies	Contents	Learning activities and resources
Students will be able to:	Debate Roles and Procedures One person from your group will act as Chairperson. Two people from your group will support the motion Two people from your group will oppose the motion Role of the Chairperson: greets audience and introduces speakers and topic Social expressions: giving opinions and agreeing and disagreeing, e.g. In my view, … I support this motion because … I disagree with the previous speaker as … Social expressions: Ask for repetition and clarification, e.g. Please repeat that Sorry, I didn't catch the last part Sorry, you've lost me What was that again? Are you with me? Is that clear? Okay so far? What I mean is What I meant was Let me put it another way.	Each group prepares to debate one of the following topics: • It doesn't matter that traditional cultures will soon disappear. • It is better to lead a traditional life in the country than in the city. • Ethiopia should do all it can to keep its traditions and culture. • It is not possible for Ethiopia to become a developed country without destroying its traditions and culture. The group brainstorm arguments for and against. They draw a four square grid on a sheet of paper. In the two left hand squares they divide the arguments in support of the topic. In the right hand squares they divide the arguments opposing the topics. They use their notes to write short speeches. Four groups join together to present their debates to each other (covering all debate topics). At the end of each debate, the audience vote in support or opposition. Teacher introduces social expressions and checks pronunciation with the class. One student gives instructions on how to draw a picture. Their partner stops them frequently to ask for clarification. Speaker has to rephrase.
• read a description and relate what they have read to their own experience • read an extract from an encyclopaedia and make basic notes of main points.	**C. Reading** A text about an unusual tradition in an African country Encyclopaedia entries about different cultures and their practices Jigsaw reading about different traditions around the world	Students read text and answer questions. They compare with traditions in Ethiopia. Students read extracts from the encyclopaedia, make notes and then present their findings to the class. Jigsaw reading: In groups, Students read about traditions in three different cultures/countries – one country/culture for each group. They share information by asking/answering questions.

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Competencies	Contents	Learning activities and resources
Students will be able to: • write a short informal letter • structure a paragraph using a topic sentence and supporting ideas	**D. Writing** Spelling of adverbs (-ly) Adverbs Students change from adjective to adverb including irregulars, e.g.She is a slow worker/ She works slowly She is a good cook/.She cooks well Ago – phrases, e.g. a week ago I played football eight years ago it was the year 2000 in England An informal letter A guided paragraph about an Ethiopian tradition	Teacher gives examples and students deduce the rules, and give extra examples. Teacher explains/highlights position of adverbs/ adjectives. Gap fill exercise practising transformation of adjectives to adverbs Teacher introduces activity – matching dates with ago phrases. Students complete chart. Students write a letter to a friend describing a cultural practice they have taken part in. Students exchange their exercise books and check for correct spelling, punctuation and capitalisation. Teacher explains the function of topic sentences and writes examples on the board. Students write down what they would expect to read in the paragraph from the topic sentence given. Students are given examples of three short paragraphs; they write a topic sentence for each. Students write a guided paragraph about a tradition in Ethiopia (using reading text as model). They are given a scaffold/prompts, e.g. Who takes part?/Where?/ What clothes RE worn? When they have finished they identify topic sentences in their partner's work and give appropriate feedback.
	E. Additional Learning Strategies Vocabulary target – feedback Focus on speaking, assessment and goal setting	Students give feedback on whether or not they met their vocabulary target from the previous unit, explaining to their partner what strategy they used, and whether it was successful. Students list the types of speaking activities used in the classroom and use smiley faces to evaluate their performance in each. Students brainstorm and record ways of improving speaking and highlight the ones they use themselves. They decide to focus on one strategy they haven't used before/regularly and practise in the following lessons.

Assessment:

Skill	Minimum learning competency	Task
Reading	Read an extract from an encyclopaedia and make basic notes of main points	Students read extract and make notes
Speaking	Use a range of structures to ask for repetition and clarification	Assess in-class activity

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Unit 10: Newspapers and Magazines *(11 periods)*

Learning Outcomes: By the end of Unit 10 students will be able to give information about print media and distinguish fact from opinion

Language focus

Grammar: mixed tenses, sequencing words, determiners (every, all, each, both, none), comparatives/superlatives, reported speech
Vocabulary: newspaper/magazine
Social expressions: having a good reason

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to descriptions and predict the content using a variety of contextual clues • listen to a news report and be able to follow the structure and logic of a text through identifying discourse markers such as sequencing words • listen to a news report and be able to retell simply what they have heard	**A. Listening** News stories Higher-level sequencing words, e.g. subsequently, prior to this, beforehand	Teacher has a series of cards containing words/phrases relating to a news report. Students take it in turns to pick out a card and read it to the class, e.g. stolen – midnight – main street Class try to guess what the article is about. When there is general agreement, the teacher reads the article aloud, and the class see how close their predictions were. Students are asked to listen to the text a second time and pick out any sequencing words, e.g. subsequently, prior to this, beforehand. They write these down and then note the order of events. Using the sequencing words, students reconstruct the article orally.
• agree, disagree and express simple counter arguments • use a range of structures to give reasons for actions/ viewpoints • express their opinion and support this using basic language	**B. Speaking** Mixed tenses (past/present/ future) Revision of giving opinions, e.g. I think that; I like; I prefer. Revision of agreeing/ disagreeing, e.g. I agree/don't agree with you. Having a good reason, e.g. The reason why … Because … That's why … For this reason … Plus the fact that … In addition, … Also, … Not only that, but … Determiners: every, all, each, both, none Pronunciation Revision of reported speech Pronunciation: Shifting stress, e.g. adver'tising/ ad'vertisement 'Photograph/pho'tography/ pho'tographer 'Product/pro'duce	The teacher prepares some simple statements on controversial subjects. Students revise the vocabulary of giving opinion/agreeing/disagreeing. When the teacher reads a statement out, students move to designated areas of the classroom, or along a line to show the extent to which they strongly agree or disagree with the statement which is read out, changing their positions to reflect their views as the teacher reads a new statement, e.g. 'Football is boring' or 'Fashion is important'. (For larger classes, students could point to one corner, or put pencil on edge of desk, or stand up/sit down/half way.) After the second statement, students are asked to think of a reason to justify their viewpoint e.g. I don't agree with this because … The teacher asks individual students to explain why they hold the opinion they do. The students sit down and the teacher models the use of determiners in relation to the controversial statements. The students are asked to think how they could use these in sentences themselves, e.g. "None of my friends like football"/ "Every boy I know likes football" /"Both of my sisters like watching television". Teacher writes 9ninewords on the board related to the topic: Newspapers/Magazines, e.g. newspaper, advert, column, heading, magazine, picture, contents, article. In groups of nine, students choose one word each and then stand in the alphabetical order of their words. Teacher checks pronunciation of familiar words and models pronunciation of unfamiliar vocabulary. Selected groups say their words so the teacher can check the order and pronunciation.

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Competencies	Contents	Learning activities and resources
Students will be able to:		Students check understanding of the vocabulary, using dictionaries if available, or by word bingo. Students in pairs draw a 9-box table, and write one of the words in each square. The teacher calls out a definition and the students cross out the word to which it applies. When they have a row of three crosses, they shout BINGO – teacher checks they are correct. Students are organised into groups of eight. Each group is given a topic and students take on the following roles. 1. Three students argue for the topic 2. Three argue against the topic 3. One person observes and makes notes of the points made in support of the argument 4. one observes and makes notes of the points made in opposition of the argument. Sample topics: There should be more articles for young people in newspapers; We no longer need newspapers now we have the Internet; Newspapers don't always tell the truth; Magazines are more interesting than newspapers. Observers report back. Teacher writes vocabulary on the board and highlights how different parts of speech from a root word are often pronounced differently. Teacher models pronunciation/word stress and students repeat. Students groups words according to their stress patterns and read words in their groups.
• read a newspaper/ magazine article and distinguish between fact and opinion • read authentic materials and be able to scan to obtain specific information • read a newspaper/ magazine article and be able to express their views	**C. Reading** Fact and opinion sentences A newspaper article on a well-known event e.g. Tsunami, September 11th etc. Magazine and newspaper articles Comparatives and superlatives, e.g. This is the best article This is more interesting	The teacher explains the difference between 'fact' and 'opinion' giving and asking class for examples. Using an exemplar text on the board, or from the text book, the teacher asks the students to underline/points out facts and opinions. Students read the questions and scan the newspaper report to find the answers. Teacher produces a range of magazine/newspaper articles (if feasible), for students to read and share ideas about in groups. In whole class feedback, students give their opinions on some of the texts they have enjoyed reading comparing them using comparatives and superlatives. Each group chooses one of the texts they have been working on and answers the following: a) What is the article about? (content) b) Write down two facts from the article. c) Write down one opinion given in the article. d) What do you think about the writer's opinions?

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Competencies	Contents	Learning activities and resources
Students will be able to: • use basic cohesive devices to structure a paragraph • write a short informal letter • write a 1-2 paragraph narrative or descriptive passage	**D. Writing** Jumbled sentences from a magazine article An informal letter Newspaper/magazine page	Students are given a series of jumbled up sentences from a short magazine article written for young people. In small groups they rearrange the sentences to make a coherent paragraph and add sequencing words. Students write a response to the article in the format of an informal letter to the magazine. In groups, students write a school newspaper/ magazine front page.
	E. Additional Learning Strategies Develop dictionary skills	Students read an extract from a dictionary (preferably linked to topic of unit). They label the information given, e.g. pronunciation/part of speech/meaning 1/ meaning 2/collocations, etc. Students complete a worksheet to find specific information in a dictionary, e.g. how do you pronounce 'thorough', what is the noun for the verb 'narrate'?

Assessment:

Skill	Minimum learning competency	Task
Reading	Read authentic materials and scan to obtain specific information	Students read a newspaper article and answer 10 comprehension questions.
Writing	Use basic cohesive devices to structure a paragraph	Students read a cloze passage and write most appropriate cohesive device (from a given list) in gaps

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Unit 11: Endangered Animals *(11 periods)*

Learning Outcomes: By the end of Unit 11 students will be able to discuss the issue of endangered animals

Language focus

Grammar: past simple, past continuous, present perfect, relative clauses (which/that), quantifiers, cause and effect, indefinite articles
Vocabulary: wild animals, conservation, extinction, hunting, national parks and job roles
Social expressions: counter arguments

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to descriptions and identify key content words • listen to a short story and retell simply what they have heard	**A. Listening**	Students listen to a short description of animals and fill in charts bout their physical characteristics. Students listen to a short story. Teacher asks students the main events in the story. Students present the main events. Teacher writes them on the blackboard.
• recount stories using two past tenses • describe animals using appropriate language • express cause and effect • express their opinion and support this using basic language • use a range of structures to give counter arguments	**B. Speaking** Past simple and past continuous, e.g. While the deer were grazing, a leopard saw them Like/look like, e.g. The tiger looks like a leopard in shape. The impala is like a deer Present perfect, e.g. This has led to a decrease in the number of elephants The lion has become extinct Quantifiers There are a few walya ibex left in the Semien mountains National Park. Cause and effect People are destroying the habitats of animals, so animals are running away. Suggestions/ recommendations, e.g. In my opinion… I think … I believe … I suggest … It would be a good idea to … We should/ought to … Social expressions: counter arguments, e.g. Yes, but don't forget … That would be great except … That's a good idea but, … Even if that is so … That may be so, but … Possibly, but …	Students work in pairs and take turns to retell the listening text story to each other by looking at main events in the story. Teacher asks individual students to retell the story to the class. Students look at pictures of animals and make sentences about where they live, what they eat and what they look like. Teacher gives examples of animals in Ethiopia that are endangered. Students work in small groups and brainstorm why the animals are in danger and what the effect might be. Students debate the causes for animals becoming extinct. They agree or disagree with the points raised and give reasons. Finally they give suggestions/ recommendations on how this problem should be resolved. Students work in pairs. Student A has a plan Student B has an objection/reservation Student A uses counter argument to persuade them, e.g. have a party neighbours would object invite the neighbours.

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Competencies	Contents	Learning activities and resources
Students will be able to: • read a description and scan to obtain specific information • read and retell in outline	**C. Reading** A reading text on endangered A story about animals	Students read the text and answer comprehension questions. Students read the text again and fill in charts/tables with facts/figures about different animals Students identify and make a note of the key content words in the text and they retell the story. Students look at the use of the tenses in the story.
• structure a paragraph using a topic sentence and supporting ideas • write a 2 paragraph narrative passage	**D. Writing** Past simple, past continuous and present perfect Paragraph writing – writing about one endangered animal. Articles: a, an, the plus relative clause, e.g. A crocodile lives in rivers and on land. Crocodiles live in rivers and on land. (both these sentences can be used to generalise) The crocodile is an animal which lives in. Countable/uncountable words especially for animals, e.g. deer, sheep Narrative tenses	Students are given sentences with verbs in brackets. They choose the correct form of the verb and copy the sentences Teacher revises topic sentences, and models the writing of a paragraph with topic sentence and supporting ideas, using contributions from the students. Students compose their own paragraphs, using the model. Students are given a list of animals (mixture singular and plural). Students write three sentences for each animal: A crocodile lives Crocodiles live The crocodile … which is … lives Teacher gives a list of words and students decide whether countable/uncountable/both. They use the countable words in sentences. Students choose an endangered animal and write a first-person narrative (as that animal) entitled: "A Day in the life of a/an [animal]"
	E. Additional Learning Strategies Speaking – self assessment Writing Goal setting	Students give feedback on speaking goal – they use smiley faces to self assess on their level of participation in speaking activities throughout the last unit. Students brainstorm: what skills you need to write well. They use the smiley faces to assess themselves on these skills. Students share strategies they use for writing – each student chooses one strategy to work on

Assessment:

Skill	Minimum learning competency	Task
Speaking	Express cause and effect	Students will be asked to describe an animal and state one cause for/effect of animals becoming extinct.
Writing	Structure a paragraph using a topic sentence and supporting ideas	Assess in-class activity

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Unit 12: Stigma and Discrimination *(11 periods)*

Learning Outcomes: By the end of Unit 12 students will be able to discuss the impact of stigma and discrimination

Language focus

Grammar: the+singular adjective, present perfect continuous (for/since), passive infinitive, there is/are, enough/too
Vocabulary: stigma/discrimination, care/support, negative/positive perceptions
Social expressions: addressing misconceptions

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to a story and predict the content using a variety of contextual clues • listen to a story and identify specific information • listen to an interview and be able to identify gist • listen to a story and relate what they have heard to their own lives	**A. Listening** Listening text about an individual who has gone through a lot of ups and downs and been subjected to stigma/discrimination Interview with special needs person Present perfect continuous (with for and since) I've been using a hearing aid for two years	Students are given title/situation and predict content. Students listen to a text read by the teacher and check predictions. Students listen again and answer questions, e.g. What caused …? Who is responsible for …? Students listen to the interview and identify who is talking about what. Students listen again and note down the main points. In groups they talk about a situation described and relate to their own experiences. Teacher uses the context of the listening to introduce the present perfect continuous with 'for' and 'since'. Students make sentences about the topic and their own lives.
• agree, disagree and express simple counter arguments • ask and respond accurately to a basic range of open and closed questions • use a range of structures to address misconceptions	**B. Speaking** The + singular adjective, e.g. the poor Passive infinitive They need to be helped for some things They don't need to be looked after all the time Social expressions: address misconceptions: 1. Introducing phrases: Many people think … Some people say … You've probably heard that.. It may seem … 2. Linking phrases: But in fact.. But actually … But the truth is … Pronunciation: Word stress / polysyllabic words, e.g. discriminated/ discrimination development/developed misconception perception	Students brainstorm the reasons for discrimination and the kinds of people that are discriminated against, e.g. the uneducated, the elderly, the mentally ill, beggars, the poor. Teacher encourages discussion. Teacher puts suggestions on the board and highlights use of the + singular adjective to describe groups of people. Students copy examples. Students look at pictures of people with special needs. They discuss what their needs are and how we can help them using passive infinitives In paired groups students ask/answer questions about these people. Group 1 uses prepared questions (see Writing section) to ask group 2 who reply as the person/people with special needs. Students then change roles. Students read a list of popular misconceptions and tick whether true/false, e.g. "Garlic prevents malaria" "Lightning never strikes twice in the same place" In pairs, students take it in turns to explain what is wrong with the statement. Student A states myth using introducing phrase. Student B gives truth using linking phrase. Teacher writes polysyllabic words from this unit (and previous units) on the board. Teacher models pronunciation and marks word stress. Students repeat, practise and make own sentences with words.

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Competencies	Contents	Learning activities and resources
Students will be able to: • read a newspaper article and infer meanings of new words using contextual clues • read a leaflet and make basic notes of main points through ranking information	**C. Reading** Expressing purpose with 'for' and 'to', e.g. A hearing aid is for making sounds louder. A hearing aid is to help somebody hear: An excerpt from a newspaper/ magazine (possibly an autobiographical account of a person living with HIV/AIDS – a success story) to show the advantage of not being stigmatized and discriminated against Guidelines on how to support the development of people with special needs A text with a variety of uses of definite/indefinite articles; a list of article rules	Students match pictures and vocabulary, e.g. crutch, wheelchair, hearing aid. Using to/for phrases, teacher elicits descriptions for these words and highlights language pattern used. Students make examples of their own. Students read the text and report back the main ideas. Students read again and deduce the meaning of key words. They complete sentences with new words. Students read text and note main recommendations. They rank them in order of priority imagining that money for such projects is limited. With the help of the teacher, students analyse text and extract cohesive devices, topic sentences and supporting points. Students read a short passage with a variety of examples of a/an/the. They read a list of rules for the definite/indefinite article. They match examples from passage with rules.
• use basic cohesive devices to structure a paragraph • write a guided essay in 3-4 paragraphs using a writing scaffold for support	**D. Writing** Cloze text Topic sentences Questions Sentence combination discourse markers: Addition, e.g. Also, in addition, moreover/ furthermore Contrast, e.g.. Although, however, in contrast, whereas, since, as, Descriptive paragraphs Essay Useful language patterns: Revision of there is/are, e.g. There is a school for the visually impaired. Revision of enough/too, too much/many, e.g. There are too many holes in the pavements.	Students complete a cloze text filling the gaps with "the/a/an" (referring back to rules in Reading section). Students are given a list of topic sentences. They decide if each topic sentence is suitable/unsuitable. For the suitable ones, they mark topic and controlling idea. Students write questions to ask one of the people in the pictures (see Speaking section). Students join sentences (both compound and complex) using a variety of discourse markers. Students choose a picture of a person with special needs (see Speaking section). They draw a head. Inside the head, they write the person's feelings, e.g. lonely, confused, anxious. Outside the head, they write the external pressures on that person, e.g. challenges of getting to/from work. Students write a day in the life of this person using appropriate cohesive devices. They read it aloud to the class who match to the correct picture/person. 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. Students write an essay describing the range of special needs in their area, the support systems in place for and make recommendations for improving the situation. Suggested paragraph topics: 1. introduction 2. support systems for children 3. support systems for adults 4. recommendations

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Competencies	Contents	Learning activities and resources
	E. Additional Learning Strategies Self-assessment	Students use smiley faces to self-assess their level of competency in speaking, listening, writing and reading. They discuss how and what they would like to improve in grade 10

Assessment:

Skill	Minimum learning competency	Task
Writing	Write a guided essay in 3-4 paragraphs using a writing scaffold for support	Teacher uses writing activity.
Speaking	Use a range of structures to address misconceptions	Teacher uses in-class speaking activity

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