English for Ethiopia

Teacher Guide
Grade 11

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Map of the book

	Unit 1 The African Union	Unit 2 Education	Unit 3 Traditional and modern medicine	Unit 4 HIV and AIDS
Introduction	Getting to know you	Your education	How do you treat these medical conditions?	What do you know about the HIV / AIDS virus?
Reading	• The African Union (Part A) • The African Union (Part B)	• Barriers to learning • Oweka learns a lesson • Studying on your own	• Medical innovators • Poem – Night of the Scorpion • Killer diseases • A government health leaflet	• Myths about HIV / AIDS • HIV / AIDS in Africa
Listening	• The African Union	• Some statistics about education in Ethiopia • The education system in Ethiopia • An old woman speaks	• A traditional healer speaks • A doctor of modern medicine speaks	How HIV is transmitted
Language focus	• Active and passive sentences • Discussing advantages and disadvantages • The present perfect • The language of meetings	• Comparing things • Conditional sentences • Reported speech	• Defining relative clauses • Talking about the past • Third (or past) conditional	• Giving advice • *In case*
Increase your word power	• Nationalities	• Education • Word building • Prefixes	• Medical treatment • *Make* and *let* • Illness	• Describing changes or trends • Tourism • Initials and acronyms
Speaking	• Pronunciation – word stress • Discussion – where will the new health post go? • The coltan mine debate	• The education system past, present and future • Pronunciation – Connected speech • Comparing schools • Barriers to learning • Overcoming barriers to learning • Who is the surgeon? • Why don't many girls go to school? • Pronunciation – Contrastive sentence stress	• Traditional versus modern medicine • One-minute talks • Pronunciation -ough • An experience of illness • Pronunciation – contractions	• Pronunciation Rhythm • Role-play – Saying 'no' • Chain discussions Discussion – HIV / • AIDS issues
Writing	• A report on the African Union	• A letter to a friend • A magazine article	• An essay – modern versus traditional medicine • A government health leaflet	• Reply to a formal letter • Report on HIV / AIDS
Study skills	• Looking forward to Grade 11 • What can you do to improve your English language skills? • What kind of language learner are you?	• Setting goals • Becoming an effective independent learner	• How motivated are you? • Focus on speaking	• Using a dictionary
Assessment	• Speaking and listening • Writing	• Writing • Reading	• Listening • Writing	• Speaking and listening • Reading and writing

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Map of the book

	Unit 5 Tourism	Unit 6 Fiction	Unit 7 The weather and climate change	Unit 8 Water
Introduction	Tourism in Ethiopia	A story	Your climate	The water cycle
Reading	• Extract from a tourist brochure or website • The impact of tourism • Operation rhino	• Different kinds of texts • Leaving Miguel Street	• The challenge of climate change • Why weather forecasts are important	• The tale of a tap • How the world is dealing with water shortage
Listening	• Tourist complaints		• The greenhouse effect • The impact of climate change • Weather forecast	• The global water shortage
Language focus	• The language of tourist brochures • Making suggestions • Turn-taking	• Questions • Narrative tenses • Sequencing words and expressions	•Cause and effect • *will* and *going to* • Hopes and fears	• like and as • Adverbs • *I wish* • Contrasting ideas
Increase your word power	• Tourism • Word building • *-ed* / *ing* adjectives	• Extreme adjectives • Phrasal verbs *in* and *out*	• Climate change • Discourse markers • Weather • Word building • Phrasal verbs with *on* and *off*	• Water • Word building
Speaking	• Word stress • Improving tourism in Ethiopia • Role-play – Come to Ethiopia!	• Create a story	• The impact of climate change in Ethiopia • Pronunciation Homophones • Three role-plays • Bad weather	• All about water • Water shortage • May I interrupt? • Role-play – the Ola Dam meeting
Writing	• Extract from a tourist brochure • A formal letter	• A narrative	• A summary • An information leaflet	• Saving water in Ethiopia
Study skills	• Focus on writing	• Dictionary use – rules for using phrasal verbs	• Focus on writing • Focus on vocabulary	• Focus on vocabulary • Focus on reading
Assessment	• Listening • Reading	• Speaking • Writing	• Speaking and listening • Reading	• Speaking • Writing

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Map of the book

	Unit 9 Disability	Unit 10 Poverty and development	Unit 11 NGOs	Unit 12 Technological advances
Introduction	What is disability?	The Miracle on the Han River	NGOs	Gadgets
Reading	• Disability is no obstacle to success • Poem	A poem	• Newspaper report • Job advertisements	• A magazine article
Listening	• Disability rights • Things that have changed my life	• A lecture on development	• Interview with the director of an NGO • A day in the life of an aid worker	• Breakthroughs in space exploration
Language focus	• Verb and verb patterns • Ability past, present and future • when and if • Talking about time using wh- questions + prepositions	• Revision • Revision	• The present perfect • Revision – verbs in the past	• Speculating about the future
Increase your word power	• Disability • Phrasal verbs with up and down • Affixes	• Rich and poor • Revision – Prefixes	• Describing data – showing comparisons • Phrasal verbs connected with work • Skills and personal qualities	• Space • Word building
Speaking	• A survey about disability • How can I help? • How should we support the disabled? • Invent a gadget for a person with a disability	• Pronunciation – Silent consonants • Discussion – Poverty • How can our country develop?	• Why do people want to work for an NGO? • Discussion – Do we need foreign aid workers? • NGOs in our area • Pronunciation – Minimal pairs • Interview skills • Pronunciation – The intonation of questions • Role-play – job interview	• The world's greatest inventions • Discussion – Is space exploration useful? • The future of technology • Invent a new gadget for the future
Writing	• A survey report	• An essay	• A report on some data • A brochure about your NGO • Interview questions	• An opinion essay
Study skills		• Focus on reading • Focus on listening	• Focus on listening • Focus on grammar	• Focus on grammar • Overview of the year
Assessment	• Listening • Reading	• Speaking • Writing	• Writing • Reading and writing	• Listening and speaking • Speaking

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Introduction

Grade 11 English for Ethiopia is designed to provide a comprehensive English course for the third year of secondary school, meeting the requirements for the English Language Syllabus for Grade 11. 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 11 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 11 English for Ethiopia* is on revision and extension of what was covered in Grade 10.

Grade 11 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 11 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 11 English for Ethiopia* follow the English Language Syllabus for Grade 11, 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 11 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 11 English for Ethiopia* is aimed at providing both the teacher and the students with useful and informative assessments. Assessment activities and Revision units, which give the teacher the opportunity to recycle language and to assess the students against the language competencies, and an end of year examination, are all included in the course. These may be used for a variety of assessment purposes including remediation, checking progress and recording performance. Suggestions are included throughout the Teacher Guide for conducting ongoing assessment during lessons too.

Features and content

Grade 11 English for Ethiopia consists of 12 units, with each unit divided into two parts, plus four Revision units and an End of year examination. Each unit covers approximately 16 periods based on a 34-week school year and consists of about 15 teaching periods and one to two assessment periods. 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 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. Listening (Revisions 2 and 3), Reading, Pronunciation, Speaking, Dictation, Writing, Vocabulary, and Language use form the sub-sections for Revision. Knowledge and skills acquired in the preceding three units are revised here. There are four such Revision sections altogether, which are designed to assess students' progress and to provide a record of the students' performance at regular stages during the year. They may be used for diagnostic purposes too, indicating those aspects of language that require remediation, further practice or re-teaching. In addition, an **End of year examination** is included at the end of the Teacher Guide. This is intended to assess knowledge and skills acquired throughout the year.

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

Lesson planning

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

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

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

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

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

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

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

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

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

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.

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

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

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

Revision: These materials appear after every third unit in the Student's Book and part of these revision tests take the format of a mini exam. The Teacher Guide includes instructions for dividing the revision materials into lessons. Unless otherwise suggested in the Teacher Guide, get the students to complete the revision individually. Make sure that the students understand the instructions for each section. As preparation for the revision, they should revise the preceding three units. Instruct them to reread 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 assessment criteria for marking the writing section. 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 for the teacher preceding the examination on page XX in this book.) Copies of the exam papers should be made for each student.

Classroom management

Grade 11 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 11 English for Ethiopia* involve students in working with a partner or in a small group. In order for pair and group work to be successful, the teacher should bear the following in mind:

- Vary the partner or group that a student works with: some activities are suited to students who have similar abilities (e.g. reading) whereas others are suited to students who have mixed abilities (e.g. discussion).
- Try to avoid too much disruption in a lesson when students move into a paired or group activity: you can do this by asking them to work with the person sitting next to / behind / in front of them.
- Allocate particular roles to different members of a group: for example, one person can be the leader who is responsible for allocating speaking turns and for making important decisions; another person can be the scribe who is responsible for recording everyone's ideas on paper; another person can be the spokesman, responsible for sharing the group's ideas with the rest of the class.
- Use a signal or sign to indicate to the class that pair or group work is over and everyone should be silent and listen for the next instruction. For example, you could clap a beat, show a hand signal, or draw a sign or symbol on the board (S for Silence!).
- Use pair work or group work for checking and marking work: students can either check their work together or they can swap their work with one another to check. This is particularly useful for 'closed' exercises with single, correct answers. It is also useful for essay and letter writing where students can help one another to revise and edit their work, before submitting a final copy.

Marking students' work is an important part of classroom management and for many teachers, particularly those with large classes, it may form the bulk of their workload. *Grade 11 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 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, many of the assessment tasks and the Revision tests in the Teacher Guide include checklists and assessment criteria to help with the marking and to help the teacher form a final year mark for each student in the class.

Another important aspect of classroom management relates to homework. As mentioned in Lesson planning above, some exercises in the Students' Book may be set as homework. Exercises that enable students to consolidate and apply their learning are suited to this. In the Teacher Guide, suggestions are also given for homework tasks that require students to find out information from their relatives, neighbours and friends (e.g. finding out about their parents' education, or keeping a record of water use at home). 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 Skills, and Pronunciation, as well as the Optional Activities suggested in the Teachers' Guide. 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 4 revisions units and an End of Year Examination. It is meant as a guide and is not prescriptive. Teachers should adapt it to suit their own classes and local conditions.

Week 1
Lesson 1: A1.1, A1.2
Lesson 2: A1.3, A1.4
Lesson 3: A1.5, A1.6
Lesson 4: A1.7
Lesson 5: A1.8, A1.9
Lesson 6: A1.9 cont.

Week 2
Lesson 7: B1.1
Lesson 8: B1.2
Lesson 9: B1.3
Lesson 10: B1.4
Lesson 11: B1.4 cont.
Lesson 12: B1.5

Week 3
Lesson 13: B1.6
Lesson 14: B1.6 cont.
Lesson 15: B1.7, B1.8 (Assessment)
Lesson 16: B1.8 cont. (Assessment)
Lesson 17: A2.1
Lesson 18: A2.2, A2.3, A2.4

Week 4
Lesson 19: A2.5, A2.6, A2.7
Lesson 20: A2.8, A2.9
Lesson 21: A2.10, A2.11
Lesson 22: A2.12, A2.13
Lesson 23: A2.13 cont., A2.14
Lesson 24: A2.15

Week 5
Lesson 25: A2.16
Lesson 26: B2.1
Lesson 27: B2.2, B2.3
Lesson 28: B2.4
Lesson 29: B2.5, B2.6
Lesson 30: B2.7

Week 6
Lesson 31: B2.7 cont.
Lesson 32: B2.8, B2.9
Lesson 33: B2.9 cont., B2.10 (Assessment)
Lesson 34: A3.1
Lesson 35: A3.2, A3.3
Lesson 36: A3.4

Week 7
Lesson 37: A3.5, A3.6
Lesson 38: A3.7, A3.8
Lesson 39: A3.9
Lesson 40: A3.9 cont.
Lesson 41: A3.10
Lesson 42: A3.11

Week 8
Lesson 43: A3.12
Lesson 44: B3.1, B3.2
Lesson 45: B3.3, B3.4, B3.5
Lesson 46: B3.5 cont., B3.6
Lesson 47: B3.7, B3.8, B3.9
Lesson 48: B3.9 cont.

Week 9
Lesson 49: B3.10
Lesson 50: B3.11 (Assessment)
Lesson 51: Revision 1
Lesson 52: Revision 1
Lesson 53: Revision 1
Lesson 54: A4.1, A4.2

Week 10
Lesson 55: A4.3
Lesson 56: A4.3 cont., A4.4
Lesson 57: A4.5
Lesson 58: A4.6
Lesson 59: A4.7
Lesson 60: A4.8

Week 11
Lesson 61: A4.8, A4.9 cont., B4.1
Lesson 62: B4.2
Lesson 63: B4.3
Lesson 64: B4.4
Lesson 65: B4.5
Lesson 66: B4.5 cont.

Week 12
Lesson 67: B4.6
Lesson 68: B4.7 (Assessment)
Lesson 69: A5.1
Lesson 70: A5.2, A5.3
Lesson 71: A5.4, A5.5,
Lesson 72: A5.6

Week 13
Lesson 73: A5.7
Lesson 74: A5.8
Lesson 75: A5.9
Lesson 76: B5.1
Lesson 77: B5.2
Lesson 78: B5.3

Week 14
Lesson 79: B5.4
Lesson 80: B5.5
Lesson 81: B5.5 cont. (incl Optional activity)
Lesson 82: B5.6
Lesson 83: B5.7, B5.8 (Assessment)
Lesson 84: A6.1

Week 15
Lesson 85: A6.2, A6.3
Lesson 86: A6.4
Lesson 87: A6.4 cont.
Lesson 88: A6.4 cont.
Lesson 89: A6.5, A6.6, A6.7
Lesson 90: B6.1

Week 16
Lesson 91: B6.2
Lesson 92: B6.2 cont.
Lesson 93: B6.3
Lesson 94: B6.3 cont., B6.4
Lesson 95: B6.5 (Assessment)
Lesson 96: B6.5 cont. (Assessment 2)

Week 17
Lesson 97: Revision 2
Lesson 98: Revision 2
Lesson 99: Revision 2
Lesson 100: A7.1
Lesson 101: A7.2, A7.3
Lesson 102: A7.4, A7.5, A7.6

Week 18
Lesson 103: A7.7, A7.8
Lesson 104: A7.8 cont.
Lesson 105: A7.9, A7.10
Lesson 106: A7.11
Lesson 107: B7.1, B7.2
Lesson 108: B7.3

Week 19
Lesson 109: B7.4
Lesson 110: B7.5, B7.6
Lesson 111: B7.7, B7.8
Lesson 112: B7.9, B7.10
Lesson 113: B7.10 cont.
Lesson 114: B7.11

Week 20
Lesson 115: B7.12 (Assessment)
Lesson 116: A8.1, A8.2
Lesson 117: A8.3
Lesson 118: A8:4
Lesson 119: A8:5
Lesson 120: A8.6, A8.7

Week 21
Lesson 121: A8.7, A8.8 cont.
Lesson 122: B8.1
Lesson 123: B8.1 cont.
Lesson 124: B8.2
Lesson 125: B8.3
Lesson 126: B8.4

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Week 22
Lesson 127: B8.5, B8.6
Lesson 128: B8.6 cont.
Lesson 129: B8.7
Lesson 130: B8.8
Lesson 131: B8.9, B8.10
Lesson 132: B8.9, B8.10 cont.

Week 23
Lesson 133: A9.1
Lesson 134: A9.2
Lesson 135: A9.2 cont., A9.3
Lesson 136: A9.4
Lesson 137: A9.5
Lesson 138: A9.6

Week 24
Lesson 139: A9.6 cont.
Lesson 140: A9.7
Lesson 141: A9.8, A9.9
Lesson 142: B9.1
Lesson 143: B9.2
Lesson 144: B9.3

Week 25
Lesson 145: B9.4
Lesson 146: B9.5
Lesson 147: B9.6
Lesson 148: B9.6 cont., B9.7
Lesson 149: B9.8, B9.9
Lesson 150: Revision 3

Week 26
Lesson 151: Revision 3
Lesson 152: Revision 3
Lesson 153: A10.1
Lesson 154: A10.1 cont., A10.2
Lesson 155: A10.3, A10.4
Lesson 156: A10.5

Week 27
Lesson 157: A10.6
Lesson 158: B10.1
Lesson 159: B10.2
Lesson 160: B10.3
Lesson 161: B10.4
Lesson 162: B10.5

Week 28
Lesson 163: B10.5 cont.
Lesson 164: B10.6
Lesson 165: B10.6 cont.
Lesson 166: B10.6 cont.
Lesson 167: B10.7
Lesson 168: B10.8 (Assessment)

Week 29
Lesson 169: A11.1
Lesson 170: A11.2, A11.3
Lesson 171: A11.4
Lesson 172: A11.5
Lesson 173: A11.6
Lesson 174: A11.7

Week 30
Lesson 175: A11.7 cont.
Lesson 176: A11.6 cont.
Lesson 177: A11.8
Lesson 178: A11.9
Lesson 179: A11.10, A11.11
Lesson 180: B11.1, B11.2

Week 31
Lesson 181: B11.3, B11.4
Lesson 182: B11.5, B11.6, B11.7
Lesson 183: B11.8, B11.9
Lesson 184: B11.10
Lesson 185: B11.11
Lesson 186: B11.12 (Assessment)

Week 32
Lesson 187: A12.1
Lesson 188: A12.2
Lesson 189: A12.3, A12.4
Lesson 190: A12.5
Lesson 191: A12.6
Lesson 192: B12.1

Week 33
Lesson 193: B12.2, B12.3
Lesson 194: B12.4
Lesson 195: B12.4 cont., B12.5
Lesson 196: B12.6
Lesson 197: B12.7
Lesson 198: B12.7 cont.

Week 34
Lesson 199: B12.8 (Assessment)
Lesson 200: unseen end-of-year test
Lesson 201: unseen end-of-year test
Lesson 202: Revision 4
Lesson 203: Revision 4
Lesson 204: Revision 4

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Unit 1 The African Union

Learning outcomes

By the end of Unit 1 students will be able to give information about the work of the African Union and reach consensus on a local issue.

Learning competencies

Speaking and listening: Discuss advantages and disadvantages and come to a consensus.
Writing: Write and present a report of 350 to 400 words.

Language focus

Grammar: question forms, present / past simple active and passive, past simple / present perfect (including ago / since / for)
Vocabulary: word / adjectives used to express nationality, words related / used during meetings
Social expressions: expressing advantage and disadvantage, language of meetings

Background knowledge

The development of English language knowledge and skills is achieved through increasing students' understanding of the African Union. Your aim should be to not only develop their factual knowledge, but also to reflect on the benefits of the African Union and what it means to Ethiopia.

You may want to bring in books or pamphlets with more information about it, print outs from the African Union website or newspaper articles about it. As this is the first unit in the course, it also provides opportunities for students to find out about each other and reflect on their approach to their English course.

Part A

Objectives

By the end of this unit students will be able to give information about the work of the African Union and reach consensus on a local issue.

Listening – listen to a text and take notes
Speaking – introduce and talk about themselves; discuss advantages and disadvantages and reach consensus
Reading – read an anthem and vision statement, and answer questions

Materials and resources

- A ball (optional).
- Sheets of rough A3 paper, enough for one per group of four students.
- A large sheet of paper to be used for a class poster.
- A poster of the model notes for the listening and note-taking activity or a copy of these notes for each student (optional).
- A poster of the map for A1.9: Discussion – *Where will the health post go?* (optional).

A1.1 Introduction

Getting to know you (SB page 2)

Before you start the work in the Students' Book:
If students don't already know each other's names, randomly select students in the class and ask them to introduce themselves, giving their name and where they attended junior secondary. An enjoyable way of doing this is to throw a ball or an orange to one student who, after catching it, gives the necessary information, then throws the ball to another student. Each time the ball must be thrown to someone who hasn't yet spoken.

1 Read through the instructions and the example sentences. Make sure students do this on their own. There should be silence as they focus on their lists.
2 Elicit possible questions for each of the example sentences in Exercise 1. Then let students write their questions on their own in their exercise books. Go round and check the use of question forms as they are working.
3 Read through the instructions with the class and make sure students pair up with someone they don't know: not the person they are currently sitting next to. Go round the class to check progress and encourage students to extend their conversations beyond the initial questions.
4 Ask the class: *Who would like to share with the class something interesting they have found out about their partner?* **Note:** The idea is for students to select something interesting from their conversations, not to recount everything they were told.

A1.2 Study skills

Looking forward to Grade 11 (SB page 2)

Before you start the work in the Students' Book, ask students how they feel about being in Grade 11. Elicit answers without nominating individuals.

1 Introduce the task by going through the information in the box. Point out that they should choose points which are a problem. Organise students into pairs: Give them some time to discuss the statements.
2 a When you think everyone is ready, generate a class discussion of the given statements by going through them one by one.
b Nominate students to put forward their suggestions and write them in note form on the board.
Allow the students to decide which of the statements

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(from the given list, or their own on the board) they want to include in the contract. The list should not be too long: if they can agree on ten that is a good number.

3 This is your opportunity to add a couple of points to the contract: e.g.
- *We will always remember to bring our exercise books, text books, pens and pencils to class.*
- *We will not eat or chew gum in class.*

You should choose points that are an issue with the class.

4 Encourage students to think of a suitable heading for the contract, e.g. *'We promise.'* or *'Contract between Class 11G and Ms X'*. By putting the contract at the front of their exercise books, it will be a reminder to students whenever they open them.

5 Provide paper for the poster and make sure the class choose suitable people to do the writing and decoration.

6 If it is possible to display your poster on the classroom wall, put it up in a place where it can be referred to and altered as necessary through the school year. If it isn't possible, keep it somewhere safe and bring it out two or three times a term to go though it again with the class.

A1.3 Increase your word power

Nationalities (SB pages 3–6)

Before you start the work in the Students' Book, elicit the names of the countries that border Ethiopia – don't write them on the board at this stage.

1 Introduce the activity and let students get on with writing the country names in their exercise books. They can check spellings with their partners. If you have time, ask volunteers to write the country names on the board.

2 This is a geography quiz and as this is an English lesson, students should not be penalised for not being able to locate all the countries. Let them work in pairs or small groups. Check the answers and then ask if any group has identified all the countries correctly.

Optional activity: If your class enjoys geography, and you have time, ask them to identify and label all the countries in Africa.

3 Before looking at the information in the box, elicit some nationalities from the class: What nationality are we? What nationality are people from Sudan?, etc.

Don't write the nationalities on the board at this stage. Then look at the information in the box.

4 Set the task and let students get on with it. Emphasise the importance of correct spelling. When students have checked their work with their partners, put the table on the board and ask volunteers to complete it.

A1.4 Speaking

Word stress (SB page 6)

Before you start the work in the Students' Book, 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).

Elicit from the class what they know about word stress, and if they don't know, explain that it is the way we say one syllable in a word more strongly than the other syllables. Write a word on the board and mark the word stress in the standard way with the stress mark (') just before the stressed syllable: *pronunci'ation*.

1 When you introduce the task, give students as much help as you think they need. You can go through the list of nationalities orally with the whole class before they do the task on their own or with a partner. Put the table on the board and if there is time, ask volunteers to complete it.

1st syllable	2nd syllable	3rd syllable
'Kenyan	*Rw'andan* *E'gyptian* *Dji'bouti* *U'gandan* *Bu'rundian* *Som'alian*	*Ethi'opian* *Tanzan'ian* *Sudan'ese* *Congo'lese* *Eri'trean*

2 Practise the words with the whole class and then let students practise in pairs.

3 Elicit one or two examples from the class. Encourage students to use as many different nationalities as they can – not only the ones in the table.

A1.5 Listening

The African Union (SB pages 7–9)

Before you start the work in the Students' Book, ask the class if they know what note-taking is.

1 Go through the information in the box with the class. If you want to show an example of good notes, quickly show the model answer, on page 9 of this Teacher Guide, for the note-taking task; don't give them enough time to read it in detail.

2 Give students time to work out these abbreviations (most of them can be guessed) before going through the answers with the whole class.

3 Give students a few minutes in their groups to work on the discussion topic before eliciting from the whole class what they know about the African Union (the AU). You can do this by asking questions such as:
- What do the initials 'AU' stand for?
- Where are the headquarters of the AU?
- When was it founded?
- What was the OAU?
- What is the purpose of the AU?

Look at the photo and ask them if they have seen the building, if they have been there and if they know anyone who works there.

4 Ask students to copy the table into their books if you don't want them to write in their text books. Then, read the listening script below at normal speed; not too fast or too slow. When you have finished, give students a few minutes to complete their notes and then ask them to compare their notes with their partner's.

Put the headings for the first section, History, on the board and elicit the notes for that section. Write them

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on the board appropriately (see model answer on page 9 of this Teacher Guide). This can serve as an example for the rest of the notes.

Now read the lecture again to give students the chance to improve the rest of their notes. When you have finished, give students a few minutes to complete their notes before comparing them with their partner's. You can go through them by asking volunteers to complete different sections of the table on the board.

Show the class the model notes. These can be on a poster or you can make copies for students to keep as an example of good notes. When you have finished the note-taking task, ask students what they have learned about the AU from the text.

Listening text

*Do you know why Addis Ababa is called the capital of Africa? It's because our capital city is where the **headquarters** of the African Union, or the AU as it is usually called, is situated. But the AU plays an important role in the lives of Africans everywhere.*

*How did the AU start? Well, as you may know it began as the OAU, the Organisation of African Unity. In the early 1960s most African nations, except Ethiopia, were newly independent after centuries of European colonisation. These new nations faced many difficulties. **Inspired** by Kwame Nkrumah, the prime minister of Ghana, the OAU was **launched** in 1963 here in Ethiopia, in Addis Ababa, **hosted** by Emperor Haile Selassie. The aims of the OAU were to promote **cooperation** among its 32 member nations.*

*By the 1990s many Africans felt that the organisation should do more work on issues of common interest throughout the continent. So Colonel Muammar al-Qaddafi put forward the idea of a more **integrated** African Union, which in 2002 was launched officially at a **summit** in Durban, South Africa. It is made up of 53 independent African nations.*

*The African Union is not just one organisation. It is made up of several political and administrative bodies, or **organs**, concerned with good **governance** and human rights as well as social and economic affairs. I will now describe six of them.*

*The Assembly is the highest body of the AU and is made up of all the **heads of state** of the member nations. They meet at regular summits in cities in different parts of Africa.*

The voice of the people of Africa is heard at the Pan-African Parliament, the PAP, situated in South Africa. The members of this Parliament are elected by the parliaments of the member states.

The AU Commission, situated in Addis Ababa, carries out the day to day running of the AU.

*Other than these three, there are many other bodies which already carry out the work of the AU in different areas. ECOSOCC is concerned with social and cultural affairs, NEPAD is responsible for furthering the development of Africa by Africans. A very important body is the Peace and Security Council which sends AU **troops** to keep the peace in conflict areas. They have already been engaged in Burundi, in Darfur in Sudan, and in Somalia. Other important bodies are still being developed: Africa's own financial institutions, including a central bank, a court of human rights to protect the rights of individuals, and a court of justice.*

*The AU faces many problems: there are sometimes **disputes** between member states. For example Morocco is not a member as it refuses to recognise another member, Western Sahara, as an independent nation. Another major problem is **lack** of money to allow all the bodies of the AU to do their work as effectively as they should. Nonetheless, the AU has already shown that it is the voice of Africa and is listened to not only in Africa, but around the world. We Africans are proud that we can work together as brothers and sisters to make our continent a better place for all its citizens.*

5 Give students some time to do as much of the matching activity as they can on their own before eliciting the answers from the whole class. As you come to each word, read the section of the listening script in which it features.

A1.6 Language focus

Active and passive sentences (SB pages 10–11)

Before you start the work in the Students' Book, put the two sentences: '*The dog ate the bone*'. and '*The bone was eaten*'. on the board and ask students what the difference is between them. Try to elicit that one is an active sentence and the other is passive. Then try to elicit the form of the passive. Then go on to look at the information in the box.

1 Give students time to quickly read through the paragraph before doing the task. Elicit the correct form of the first two verbs before letting students get on with it on their own. You can ask them to simply write down the correct verb forms in their exercise books or to copy out the whole paragraph including only the correct verb forms. Check the answers with the whole class and write them on the board.

2 This exercise is more challenging as the students have to construct the correct verbs themselves. After eliciting the answers to **a** and **b** and putting them on the board, let students work on the rest by themselves or in pairs. Check the answers with the whole class and put them on the board.

A1.7 Reading

The African Union (SB pages 11–12)

Symbols of the African Union

Before you start the work in the Students' Book, ask the class if they recognise the flag and if they know what the colours represent.

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1 Turn to the task and give them a few minutes to choose the correct answers.
2 a Students can read the anthem independently and answer the questions on their own or with a partner. Discuss the answers with the whole class.
b You may want to look for the sentences using 'Let us' with the whole class. Afterwards, talk about the meanings of any words that are difficult for your students.
3 Demonstrate how to read the anthem aloud as if it were a poem, pausing appropriately and using a strong and serious tone of voice. Students can then practise reading it aloud to a partner. While they are doing this, move around and monitor their fluency and expression. Choose one or two individuals to read it aloud to the rest of the class.

Optional activity: Sing the anthem together, if you know the tune, or if you can, find a recording of it and play it (there is one on the African Union website www.africa-union.org).

The vision of the AU

1 The 'Vision and Mission' is a challenging authentic text, so focus only on getting a general understanding of it and the tasks, which involve looking for specific information.

Look at the text with the class. Read the quotations from the original Constitutive Act aloud. Give students some time to answer the True / False questions and then check them with a partner. Elicit the correct answers and put them on the board.
2 Find the first highlighted word in the text with the class and go through the possible definitions until somebody chooses the correct one. Repeat this with the second one, if you wish. Then give students time to identify the rest in pairs or small groups. Go through the answers with the whole class and put them on the board.
3 Choosing key phrases gives students a chance to reflect on what they have read in both the anthem and the vision text. Give them some time to do it on their own, before eliciting their ideas and putting them on the board.

A1.8 Language focus

Discussing advantages and disadvantages (SB pages 14–15)

1 Read the dialogue aloud with the class by nominating students to read each of the four roles.
2 Either get the students to discuss the questions in small groups or go through them orally with the class. Don't get students to write their answers.
3 This exercise focuses on the language of discussion, which is useful in all class discussions. Put the functions on the board, elicit the appropriate phrases and write them next to each function.
4 Elicit answers from the class.
5 Go through the information about these expressions, or present it on the board. **Note:** *Although* and *despite* are different from *on the other hand*. The first two can be used to express a contrast as well as to weigh two options. *On the other hand* is used to weigh two options; it does not express a contrast.
6 Elicit possible sentences from the class and write them on the board. The clauses on both sides of the box can be combined interchangeably.
Optional activity: Give students some other topics for practising advantages and disadvantages, e.g. athletics and football, going to university and getting a job, cold weather and hot weather.

A1.9 Speaking

Discussion – where will the new health post go? (SB pages 15–16)

Note: If space in your classroom is limited for large groups to get together, if at all possible move to a place where you can do this, e.g. the school hall or even outside the school building. These would also be good places to hold the meeting as students could sit in a circle.

Introduce the scenario by reading the introduction to the situation and looking at the map. Elicit from the class what the map tells them about the three villages. Finally, read the information about the three villages in the boxes in the Students' Book.

Decide how you are going to divide up the students; as far as possible there should be equal numbers in each group. You could ask students to volunteer for each group.

Before the meeting

1 To begin with, students prepare with a partner from their group. Give them time to work out the advantages and disadvantages on their own. While they are working, go round and monitor the progress of each pair.

Possible lists of advantages and disadvantages

Village A	Village B	Village C
Advantages: – large proportion of old people and children – a tarred road links it to the main road – close to a water supply **Disadvantages:** – a ford over the stream could mean the road is impassable at times – a long way from the main road, but a new bus service could be introduced	**Advantages:** – quite a large population; – on the main road and near the bus stop so good communication links **Disadvantages:** – not close to a water supply – small population	**Advantages:** – large population, in fact a good sized village – close to a water supply **Disadvantages:** – a long way from the main road and with difficult access so it won't be easy for people from other villages to get there

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2 Try to organise the class into three groups. If that is not possible in your classroom, and there is no other space available for them to prepare, then it may be more practical for them to prepare in six smaller groups. Monitor continually as they are preparing, to encourage and help where necessary.

During the meeting

3 Begin the discussion when everyone is ready. This may be in the next lesson. Before you start, make the following points to the class:
- They should make sure they present all the possible points to support the case for their village.
- They should not only focus on presenting their own point but they should listen and pick up on points made by others.
- They should keep the discussion going without waiting for their teacher to help them.
- Each person should contribute to the discussion.
- They must reach a final decision about where the health post should go.

If possible, put the map on the board so that speakers can point to features they may want to highlight.

Note: The discussion will work better the more you stand back and let the students take responsibility for it themselves, rather than relying on your direction and control.

During the discussion you can take notes of any important errors. Afterwards, or in the next lesson, you can write the errors on the board (without saying who made them) and elicit the corrections from the class.

After the meeting

When they have finished, ask the class to evaluate their discussion. Put the following questions on the board and discuss them with the class; let them do the evaluation and wait until they have finished before making your own comments. The aim of this is for students to reflect on this discussion so they can have a better idea of what to do in the next class discussion.

1 Were all the possible advantages and disadvantages of each village properly presented?
2 Was the final decision the best one for the good of the people in the whole area?
3 Did participants simply present their own point of view, or did they listen to others and discuss points they made?
4 Did everyone contribute?
5 Was the language of advantages and disadvantages used?

Optional activity: In the role of a person who lives in one of the villages, students write a letter to their local newspaper giving their point of view about where the new health post should go.

Part B

Objectives

By the end of this unit students should be able to give information about the work of the African Union and reach consensus on a local issue.

Speaking – use the language of meetings and debate a contentious issue
Reading – read a factual text, take notes and write a summary
Writing – write a report

Materials and resources

- A sheet of A3 paper for B1.1: What can you do to improve your English language skills? (optional)
- A poster of the map for B1.6: The coltan mine debate (optional).

B1.1 Study skills

What can you do to improve your English language skills? (SB page 17)

1 Have a class discussion on the topic before students read the text in the box: students may well have their own ideas about how best to improve their language skills. Write useful ideas on the board.
2 This text is based on research* and has useful insights for students at Grade 11. Give students a few minutes to read it on their own in silence.
*(Rubin, J. (1975). What the 'good language learner' can teach us. TESOL Quarterly, 9(1), 41-51. Naiman, N. et al. (1978). The Good Language Learner. Research in Education Series. Ontario: The Ontario Institute for Studies in Education.)
3 Organise students into small groups (two students sitting next to each other turn round and form a group of four with the two students sitting behind them) and give them a few minutes to discuss the questions.
4 Ask students to pick out the most useful ideas from what they have read, and put them on the board. Then compare them with the ideas they came up with in Exercise 1. Through class discussion, come up with an agreed class list of useful strategies that combines their own ideas with those from the text in Exercise 2. One of the students could copy down the final list on a piece of A3 paper and it can go on the classroom wall (possibly next to the poster they did at the beginning of Part A of this unit).

B1.2 Reading

The African Union (SB pages 18–19)

Before you start the work in the Students' Book, recall the facts students have learned about the AU. You could do this in the form of an informal quiz: students in teams try to answer these questions:

1 What does OAU stand for?
2 When was the OAU founded?
3 Where was it launched?

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4 Who put forward the idea of the African Union?
5 At which summit was the AU launched?
6 What do these abbreviations stand for?
a PAP
b NEPAD
c ECOSOCC

Answers: 1 *The Organisation of African Unity* **2** *1963* **3** *Addis Ababa* **4** *Colonel Muammar al-Qaddafi* **5** *Durban (2002)* **6a** *the Pan-African Parliament* **b** *The New Partnership for Africa's Development* **c** *The Economic Social and Cultural Council*

This text provides an opportunity for summary writing. Summary writing involves identifying the main points, writing them down in note form and then putting them together in sentences.

1 The purpose of the table (SB page 18) is to provide a structure for the students' notes and summaries.
2 Go back to Listening activity 1 (A1.5) to remind students how to take notes. Point out that reading and note-taking is easier than listening and note-taking as you can go back to the text as much as you want. However, there is always the danger of writing down too much. If students have their own copies of the text book then it is helpful to underline the main points in pencil. If text books will be passed on to other students after them, then writing in them should be avoided. Emphasise that when note-taking for summary writing, notes must be in their own words.
As students are working, go round the class to check they are writing in note form. Give feedback on the answers orally, asking students what information should go under each heading.
See the model answer in the Unit 1 Answer section, page 9, for the information that should be included.
3 Find the first highlighted word in the text with the class and go through the possible definitions until somebody chooses the correct one. Repeat this with the second one, if you wish. Then give students time to identify the rest in pairs or small groups. Go through the answers with the whole class and put them on the board.
4 You can demonstrate how students should approach the task by putting the first heading on the board and eliciting from the class what to write underneath it. Point out that students should refer only to their notes when summary writing; not back to the text. When students have finished, ask volunteers to write different sections of the summary on the board. Or, to save time, elicit sentences from different students and write them on the board yourself.

B1.3 Language focus
The present perfect (SB pages 20–21)

1 Go straight into this exercise. Give students time to discuss their answers with a partner or in a small group, but tell them not to refer back to the reading text. Then elicit answers from the class and put them on the board.
2 Go through the information in the box and then use it to analyse any problems students had with the sentences in Exercise 1.
3 Ask students to quickly read through the text in silence. Give them a time limit of two minutes for this. After eliciting the first two verbs and putting them on the board, let students work on the rest by themselves or in pairs. Check the answers with the whole class and put them on the board.
4 These three time expressions often cause problems so it is a good idea to spend a little time going through the rules. Let students do the exercise on their own before eliciting answers and putting them on the board.
5 This activity is designed to practise the use of the three time expressions in a more meaningful way. It should be done in pairs orally. While they are doing it, monitor to make sure they are using the expressions accurately. When they have finished, nominate some students to say sentences to the class.

Optional activity: Call out times and students reply with the relevant time expression to go with it: *since*, *for* or *ago*.
Example:
Teacher: *Last Sunday, Masautu*
Masautu: *Since last Sunday*
Teacher: *Two days, Dagnachew*
Dagnachew: *Two days ago* (*or 'for two days'*)

Use these times: *a week, last week, December, a month, over a year, two hours, the school holidays, Wednesday, 2008, primary school, a few years, a long time*

B1.4 Writing
A report on the African Union (SB page 22)

This activity draws on the knowledge students have acquired of the African Union in Parts A and B of this unit. This may need to be supplemented by other sources suggested in the activity. Give as much help as you can to students to obtain relevant information.

The writing process should involve the seven stages of writing, which students should already be familiar with from earlier grades: thinking, brainstorming, planning, drafting, checking, rewriting and proofreading. These are key steps in successful writing that will serve students, not only in Senior Secondary, but at University and beyond, in their careers.

Go through the suggested steps with the class, spending some time discussing each one. Then organise the division into pairs. If there is an odd number of students in the class, one student can work alone, but limit the scope of their report, e.g.: departments in the AU, its history, examples of its work.

Students will need to do some of the research for homework; allow two or three days for this and then continue working on the report in another lesson. At the beginning of the lesson ask each pair to report back on their progress. While students are working, monitor to make sure they are following the suggested steps.

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When students have finished the final versions of their reports, allow some time in class for them to look at each other's reports.

Note: This report will form part of the assessment for this unit. Thus you should keep an eye on individual students' progress throughout the preparation and writing process. The following criteria can be used for individual assessment:

- What is the quality and accuracy of the information in the report?
- Is the language appropriate and accurate?
- Are the layout and presentation clear and neat?
- Did they do equal shares of the work with their partner?
- Did they evaluate their own and each other's work at each stage?

B1.5 Language focus

The language of meetings (SB pages 23–24)

Before you start the work in the Students' Book, ask the class what they know about formal meetings: Why are formal meetings held? (*They may be regular meetings of an organisation, or meetings held for a specific purpose.*) Who controls a formal meeting? (*The chairperson.*)

1. Focus first on the role of the chairperson and discuss with the class what he or she has to do: open and close the meeting, introduce the topic(s) to be discussed, introduce the participants, invite people to speak, control the discussion.
   Introduce the task by reading through the examples of language in the right column. Then elicit the answers to **a** and **b** as examples. The students can do the rest on their own or with a partner. Check the answers with the class and put them on the board.
2. You can make this a little more challenging by putting the table on the board and eliciting from the class examples of appropriate language before they look at the examples in the Students' Book. Then, do the task and compare the students' ideas with those given.
3. This should be a free practice activity. Encourage students to use the sample language. Go through the instructions and the example before putting students into groups of the appropriate size. Don't correct them while they are speaking; let them focus on expressing their opinions. Bring the students together at the end of their discussions and elicit from them their responses to each of the statements.

B1.6 Speaking

The coltan mine debate (SB pages 25–27)

Note: If space in your classroom is limited for large groups to get together, if at all possible move to a place where you can do this, e.g. the school hall or even outside the school. These would also be good places to hold the meeting as students can sit in a circle.

Preparation for the meeting

- Introduce the scenario by reading the introduction to the situation and then looking at the map (put it on a poster, or on the board) and eliciting from the class what it tells them. Point out that Labembo and Ressania are imaginary African countries.
- Look at the list of groups at the meeting and ask students to volunteer for the different roles. **Note:** You may want to take the role of chairperson yourself, but if at all possible, nominate a student for this important role. You could nominate two chairpersons to share the role. Then go through the agenda for the meeting and the preparation.
- Students should get into their respective role groups to prepare. They should read through their role descriptions carefully and brainstorm points they can make. Each group of representatives should choose one person to make the opening two-minute presentation of their case. The chairperson(s) should focus on what they have to do and the language they should use. Monitor continually as they are preparing to encourage and help where necessary.

During the meeting

Begin the meeting when everyone is ready. This may be in the next lesson. Before you start, make the following points to the class:

- They should make sure they present all the possible points to support their point of view.
- They should not only focus on presenting their own point, but they should also listen and pick up on points made by others.
- They should keep the discussion going without waiting for their teacher to help them.
- Each person should contribute to the discussion.
- They must reach a final decision about how to resolve the situation.

If possible, keep the map on the board so that speakers can point to features they may want to highlight.

Note: The discussion will work better the more you stand back and let the students take responsibility for it themselves, rather than relying on your direction and control.

Take notes of any important errors. Afterwards, or in the next lesson you can write the errors on the board (without saying who made them) and elicit the corrections from the class.

After the meeting

When they have finished, ask the groups to evaluate their discussion by looking at the list of points in the 'After meeting' section. Ask them to prepare an oral report summarising the different points discussed. If possible, listen to more than one student presenting their groups' report. Get the class to point out differences between different groups' reports.

Optional activity: Students write a short newspaper report on the meeting.

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B1.7 Study skills
What kind of language learner are you? (SB page 27)

This activity requires students to focus on themselves and the type of learner they are. The aim is that they see that individuals are different with different preferences and they should use these preferences to assist their studying.

1 Look at the questionnaire with the students and make sure they understand all the statements. Don't elicit responses at this stage. Students should then respond to the statements on their own in silence. If you don't want them to write their answers in their text books, they can write the numbers 1–14 in their exercise books and next to each number write ***, ** or *.
2 When students have finished they should turn to the 'Interpret your score' section on page 27. You may need to demonstrate how to do it. Students should consider themselves as strongly having a particular learning style if they scored *** in both the questions indicated. If they scored *** + **, that indicates a strong tendency to that kind of intelligence; some individuals may find they have two or three preferred learning styles.
3 Encourage group discussion of the results as indicated before having a class discussion of what they have learned from the activity.

B1.8 Assessment
Task 1 Speaking (SB page 28)

Discussion – Where should the new secondary school go?

Introduce the task by putting the information in the box below on the board (or prepare it in advance by putting it on a poster). Ask students to work with a partner. Tell students how much time they have for their discussion (e.g. 20 minutes). While they are discussing, make notes on individual participation and performance. You can use the following assessment criteria for each student:

- How well did s / he contribute to the discussion?
- Did s / he make useful points?
- Did s / he reach a sensible final decision?
- To what extent did s / he listen to his / her partner and pick up on points they made?
- How good was the student's use of language? Was it:
  – accurate
  – appropriate
  – fluent?

At the end of the pair-work discussion, ask each pair to present the location they have chosen to the rest of the class and to say why they chose it.

Assessment discussion task:
Where should the new secondary school go?

The situation
The Ministry of Education has decided to open another secondary school in your region. Members of the public have been asked to give their opinions about where the new school should be located.

The task
With a partner you must discuss some possible sites for the new secondary school and select one. You must consider the advantages and disadvantages of different locations. Bear in mind the following:

- how close it is to an area of large population
- how close it is to main roads, main bus routes and, if relevant, a railway station
- if there is space for a sports field.

When you have chosen your location, be prepared to tell the rest of the class about it.

Task 2 Writing (SB page 28)

The written reports on the African Union can be used for assessment. See the notes for the activity 'Writing: A report on the African Union' on page 6 (B1.4) for guidance on how to assess it.

Unit 1 Answers

A1.3

1
a *Rwanda* **b** *Tanzania* **c** *Congo* **d** *Sudan* **e** *Kenya*
f *Somalia* **g** *Ethiopia* **h** *Djibouti* **i** *Uganda*
j *Burundu* **k** *Eritrea* **l** *Egypt*

2
1 *Egypt* **2** *Eritrea* **3** *Djibouti* **4** *Ethiopia* **5** *Somalia* **6** *Kenya*
7 *Rwanda* **8** *Tanzania* **9** *Sudan* **10** *Uganda* **11** *Congo*
12 *Burundi*

4
1 *Egyptian* **2** *Eritrean* **3** *Djibouti* **4** *Ethiopian* **5** *Somali*
6 *Kenyan* **7** *Rwandan* **8** *Tanzanian* **9** *Sudanese*
10 *Ugandan* **11** *Congolese* **12** *Burundian*

A1.5

2

a *&*	*and*
b "	*ditto (the same as the line above)*
c *etc*	*and so on*
d *e.g.*	*for example*
e *NB*	*note well (this is a very important point)*
f →	*leads to, results in*
g ↑	*increase*

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h ↓	*decrease*
i #	*the opposite of*
j =	*means, is the same as*

4 Model answer:

The African Union (The AU)
History 1 Reason for founding – Newly independent nations faced difficulties – Aimed to promote cooperation between nations 2 OAU – Founded 1963, inspired by Kwame Nkrumah of Ghana – Launched in Addis by Emp. H.S. – 32 members 3 AU – Stronger than OAU – Idea of Col Muammer al-Qaddafi – Launched Durban Summit 2002 – 53 members
Organs 1 Assembly: heads of state, meet at regular summits in different African countries 2 Pan-African Parliament: representatives from each country elected by national Parls. Based in South Africa 3 Commission: Secretariat of AU, does day to day work. Based in Addis 4 ECOSOCC: Economic & social responsibilities 5 NEPAD: development of Africa by Africans 6 Peace & Security Council: sends peacekeeping troops e.g. Burundi, Darfur, Somalia
Planned institutions 1 Af Central Bank 2 Court of Human Rights 3 Court of Justice
Problems 1 Sometimes disputes between member states 2 Lack of money
Benefits – Voice of Africa – Makes us proud we can work together to improve life for Africans

5

headquarters the main office of a large company or organisation;
inspired encouraged something to take place;
launched started something big or important;
hosted led an event, provided the space, equipment, etc;
cooperation when people work together to achieve something that they all want;
integrated when things are combined in a way that makes them more effective;
organ an organisation that is part of a larger organisation;
summit a meeting between the leaders of several governments;
governance the way in which government is carried out;
heads of state leaders of countries;
troops soldiers;
dispute a serious argument or disagreement;
lack when there is not enough of something.

A1.6

1 *is made up, meet, is heard, is situated, are elected, is situated, carries out*

2

a faced **b** was inspired **c** was set up
d was hosted **e** felt **f** put forward **g** meet **h** is/are situated
i was elected **j** became

A1.7 Symbols of the African Union

The African Union

1

a the gold stars
b the green background
c the white sun

2

1 (a) The cradle of mankind and fount of culture **(b)** To uphold the bonds that frame our destiny
(c) The victories won for our liberation

2

Verse 1: We must celebrate our independence. We must unite to defend our freedom and unity as Africans.
Chorus: Africa must be a continent which gives life and hope to its people.
Verse 2: We must sing together to strengthen our unity. We must fight for peace and justice.
Verse 3: We must do our best for Africa, which is where mankind was born and human culture began.

The vision of the AU

1

a False: 'Africa using its own resources to play the major role that it can legitimately claim in a world in which there will be no place for the skeletons of the economic, political and ideological systems which characterised the previous century'. **b** False: see key idea 1 **c** True: see key idea 2 **d** True: see key idea 4 **e** True: see key idea 5 **f** True: see key idea 6 **g** False: see key idea 7 **h** False: see key idea 8: it is an ambition, not a necessity.

2

a *legitimately* **b** *substantial* **c** *mobilisation*
d *robust* **e** *prosperous* **f** *time frame* **g** *disparities*
h *disabilities* **i** *Diaspora* **j** *reconciled*

A1.8

2

a *Masautu* **b** *Yes* **c** *To welcome each other to the class and get to know each other better* **d** *In the end they agree on a small informal party* **e** *In their classroom* **f** *After school on Friday*

3

a *Why don't we …? What about …?*
b *What do you mean?* **c** *That's a good idea. I think you're right. In that case, I agree.* **d** *I don't think that's a good idea.*

4

a *There are only a few people around the school at that time but Wakene is busy at home on Saturdays and for*

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students who live a long way from the school, it's too far to travel. **b** *It's nice to have a party in the evening but they have homework to do and there's still the problem of those who have a long way to travel.*

6

Although you can have drinks and snacks when you want, there are too many distractions.
Despite the fact that your books are there, you may be the only person studying and feel lonely.
You can study at any time of day or night but on the other hand you may be disturbed by your brothers and sisters.

Part B

B1.2

3

a *ideals* **b** *visible* **c** *commitment* **d** *grab the headlines* **e** *confrontation* **f** *observer status*

4

Model answer:

The Achievements of the African Union
Greatest achievements **1** The AU represents a united Africa to the world. As such it has observer status at the UN **2** The structure of the AU shows that Africans are determined to work together towards greater integration **3** The goals of the AU give hope to Africans
Work of the organs of the AU **1** The Pan-African Parliament gives the people a democratic voice of the affairs of the AU **2** The Commission of the AU successfully does the AU's work despite limited funds **3** Peace-keeping troops show the AU's commitment to peace
Behind the scenes work **1** It has helped bring reconciliation in Zimbabwe and other conflicts **2** It is working to fight HIV / AIDS, poverty and climate change

B1.3

1

a *has been* **b** *has achieved* **c** *was proposed* **d** *has also been* **e** *played*

3

have been, filled, cheered on, has already proved, began, decided, have taken place, have followed, have started

4

a *ago* **b** *for* **c** *since* **d** *for* **e** *ago* **f** *since*

B1.5

1

a *vi* **b** *viii* **c** *xiii* **d** *ii* **e** *vii* **f** *iv* **g** *ix and x* **h** *v, xi and xiv* **i** *iii* **j** *i* **k** *xii*

2

Express your opinion:	*I think / feel / believe …*
Interrupt politely:	*May I come in here, please?* *Excuse me, but can I just say …*
Ask for clarification:	*Could you explain what you mean, please?* *I'm sorry I didn't follow what you said.*
Comment on what someone has said:	*That's very interesting. That's a good point.*
Agree:	*I totally agree.* *I agree up to a point.* *I see your point.*
Disagree:	*I just can't agree.* *I'm not sure.*

Suggested further reading

If possible, get students to research anthems from other countries. Get them to read anthems from around the world. You can do this by asking them to practise reading aloud to a partner, paying attention to expression, fluency and pronunciation. Ask them to compare anthems and point out similarities of content and language.
In connection with the writing task in B1.4, students should read further articles on the AU's work (suitable materials can be found in newspapers and on the Internet).

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Unit 2 Education

Learning outcomes

By the end of Unit 2 students will be able to identify and discuss barriers to learning and assess their own strengths and weaknesses as a student.

Learning competencies

Writing: Write informal letters (including replies) using correct conventions.

Reading: Read a factual article and infer meanings of new words using contextual clues and /or knowledge of word formation.

Language focus

Grammar: first conditional (including with unless), any more / longer, no longer, still, yet, already, whereas, although, reported speech
Vocabulary: education, adjectives / nouns to describe good students, gender, prefixes (over-, under-, re-, de-)
Social expressions: revision of identifying / thinking about a problem

Background knowledge

The topic of this unit is education, specifically education in Ethiopia. Pupils compare education past with education present, and talk about future goals in education. They discuss benefits of education and of going to senior secondary.

Linked in with the topic of education is the topic of prejudice in education, and role prejudice. The students read statistics on girls' school attendance, hear other's opinions on why girls should or should not go to school, read an excerpt from a novel on the theme, and take a stand on equal education for the sexes.

Encourage the students to bring in own visual materials on schools in the past, as a comparison with today's schools; to share their own observations, experiences and opinions; and to agree or disagree about the issue of equal opportunities for all.

Materials and resources

- Photographs, and pictures from newspapers (optional).
- An orange or a ball (optional).
- Poster paper and felt-tipped pens (optional).

PART A

Objectives

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

Listening – listen to texts on education in Ethiopia past and present, and take notes
Speaking – share experiences and opinions; discuss an issue; solve a problem; agree and disagree using expressions of agreement; make comparisons; talk about the past, present and future
Reading – read a report on education and make notes
Writing – write an informal letter using the informal letter writing conventions

A2.1 Introduction

Your education (SB page 29)

As an introduction to this lesson ask the students to tell you how many years they have already been in school, and how much of this time was spent in primary and how much in secondary school.

In groups of four or five, get the students to talk about their school career up to now. Students are to tell each other which primary and junior secondary schools they attended and share some of their experiences there. Allow a few minutes for this informal talk.

Read through the instructions and ask the students to share their opinions on questions 1–5. While they talk, monitor the groups and whether all students are participating in the discussion. You may want to time this speaking activity, by reminding students after 8–10 minutes that they should now be moving on to question 4. Afterwards, ask groups to report back to class on their members' opinions on the questions.

Questions 3 and 5 could be turned into class discussions, and may be linked to the discussion of advantages and disadvantages in Unit 1. Divide the class into two groups; one half is to argue for and the other half is to argue against e.g. boys and girls studying the same subjects at school. Allow the students a minute or two to individually jot down the advantages or disadvantages of equal education for the sexes.

Before they start the discussion, remind the students of the language of discussion and with students contributing, write expressions such as *Why don't we …?, I agree …, I don't follow …* on the board (see A1.8).

Nominate one student as leader of the discussion. The more you stand back and monitor, the better the students will be at taking responsibility for the discussion themselves.

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Just before the end of the lesson, get the leader to conclude by summing up the groups' opinions and the conclusion reached.

A2.2 Listening

Some statistics about education in Ethiopia (SB pages 29–30)

Ask the class to define *statistics* (the collection and analysis of numerical data). Encourage them to use the dictionary if they do not know the word. Ask for examples of where and how statistics can be used.

Note: As well as using the dictionary, encourage the students to make their own word lists which to add to throughout the year.

1 In pairs or small groups, get the students to discuss questions a–c.
2 Ask them to copy the tables into their exercise books.
3 In pairs ask them to discuss how to complete the tables based on the figures below each table.
4 Once they have written their answers in the table read out the correct percentages from 'Unit 2 Answers', page 18 of this Teacher Guide. The students listen and check their figures against the ones you are reading. They are to correct their tables where they got the percentages wrong.

A2.3 Increase your word power

Education (SB pages 30–31)

Get the students to work on their own to read through the passages and fill in the missing words. Afterwards go through the answers with the class.

A2.4 Listening

The education system in Ethiopia (SB page 31)

1 In small groups, let the students discuss the missing information in **a** and **b** without, however, filling in the gaps.

   Ask them to copy key words for **a**, e.g. ***1*** *first Christian schools – … century,* and the table in **b** into their exercise books.
2 Read through the listening script at normal speed, not too fast and not too slow. While you read the students are to complete the dates and the table. When you are done, get the students to compare their answers with their partner.

Listening script

Education in Ethiopia has a very long history. Archeaology tells us that for over two thousand years people have been able to read and write here. We also know that since the arrival of Christianity in the 4th century there have been religious schools where students have been learning to read and write in order to study ancient religious texts. This was the situation until the end of the 19th century when schools were set up by European missionaries and there were some Islamic schools, too. The first non-religious government schools were opened in the early 20th century, encouraged by the Menelik II and Emperor Haile Selassie.

The system of education changed over the 20th century as it was expanded to meet the need of a modern nation. The current system came into effect in 1994. It is made up of kindergarten, for very young children, before they start primary school, general education, which we'll look at in a minute, technical and vocational education, which provides training for different kinds of work, and tertiary education, our universities and other institutes and colleges offering post-secondary education. In addition to this formal education system there are religious and traditional schools.

The system of general education is divided up into primary and secondary. Because most Ethiopians attend primary school only, it has been extended so that it now lasts for 8 years. In other words, someone who can only attend primary school, will complete at least 8 years of education. There are two cycles of primary education, the 1st cycle, called basic education, consists of Grades 1–4. Then, there is the 2nd cycle which is general primary education and is made up of Grades 5–8. Secondary education is also made up of two cycles. The first cycle, Grades 9–10, is known as general secondary education and the second cycle, senior secondary education, prepares students for tertiary or higher education. There are national examinations at the end of each level.

Students can leave school and enter technical and vocational institutes at the end of each cycle, but they can only enter tertiary education at the successful completion of the second cycle of secondary education.

Since 1994 education in Ethiopia has expanded by an average of 10% per year (15% in primary schools). By the end of 2010, the Ethiopian Government had already nearly achieved its goal of providing free primary education to all by 2015.

A2.5 Speaking

The education system past, present and future (SB page 32)

Write *Past, Present* and *Future* on the board and underline them as headings. Ask individual students questions such as *How old are you? How many years have you had English? Before Grade 11, where did you go to school? What will you do after Grade 12?*, etc and get students to answer in sentences. As they answer, write the verbs they are using on the board under the correct tense heading.

Get the students to read through the 'Useful language' box.

Ask them to team up with a partner and discuss their answers to questions **a–d**. Monitor their conversations and use of verbs. Get them to ask their partners more questions about education past, present and future.

Optional activity: Bring old photos of the school you attended or the school you are teaching in, that show the buildings and students of many years ago. You might find an old school publication or, if your school keeps archives, a photograph of a school event or student achiever

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featured in the newspaper. Ask colleagues for photos. The students will be interested to see how the school has changed, what uniforms were worn in 'the old days', how many of the teachers are still teaching since the photos were taken, etc. You can encourage the students to bring in photos of themselves in primary school or ask their parents for photographs of when they were high school students. Show the materials to the class, put them up on a pinboard, and get the students to compare school life then with what it is now. This will be good practice in use of (a) comparatives and (b) tenses. If you have the time, you may want to use this material for a class discussion about how life generally has changed for young people over the past 25 years, e.g. since the introduction of computers, cell phones, etc. into many people's lives.

A2.6 Language focus

Comparing things (SB pages 32–33)

With the class read through the 'Useful language' box. Make sure the students understand when to use *fewer* and when to use *less*, and elicit further examples of sentences using these quantifiers.

1 Get them to work through activity 1 on their own.
2 Refer the class back to Tables A–C for this activity. When they are done, they can compare their answers with a partner.
3 Working with the same partner, they are to make sentences with the phrases. Get each student pair to think of several sentences for each phrase and then write down their best two sentences for each. Afterwards, ask individual students to read out a sample sentence to the class.

A2.7 Speaking

Pronunciation – Connected speech (SB page 33)

Read through the information in the box with the class. Demonstrate by reading out the examples, e.g. *not_a big difference,* and then getting the class to practise saying them after you.

Explain that this isn't something that is 'learnt as a language rule': native English speakers naturally connect speech and even second language learners, once they have become fluent, tend to do this without thinking consciously of how different words are connected. It is something that happens as we become fluent and as we start to speak faster. However, it is a good idea for the students to be aware of how words are linked in spoken English.

1–3 Get the students to identify the links and then practise saying the sentences with a partner.

A2.8 Speaking

Comparing schools (SB page 34)

The purpose of this speaking exercise is to get the students to practise speaking about education, using comparatives. Ask the students to pair up with a partner. Refer the students back to the information in the 'Useful language' box in A2.6 to talk about their primary school.

Allow a maximum of 10 minutes for this activity. While they talk, walk around the classroom and listen in to conversations. Help where necessary.

A2.9 Writing

A letter to a friend (SB pages 34–35)

Before setting task A2.9, inform the students that their work will be assessed in terms of:

- use of letter writing conventions
- relevance of ideas

1 Ask the students to read through the instructions in **1a** and **b** on their own. Ask the students about the features of informal letters. Write key words on the board. Then get the students to work through the exercises in the 'Writing tip' box on their own. They can compare their answers with a partner.
2 When working on their draft letter, they need to keep the answers to the questions in **1a** in mind. Tell the class that two informal letters on the same topic can look quite different depending on whom they are written to and what the addressee's circumstances are. Also remind the students of the seven steps of writing: thinking, brainstorming, planning, drafting, checking, rewriting and proofreading.

Once they have finished their draft, they are to reread their letter. They can also give it to their partner to read before writing a final version of the letter in their exercise books.

When assessing this work use the following assessment criteria:

- Has the student followed the conventions of writing an informal letter?
- Has she / he used paragraphs for different parts of the letter?
- Is there a proper opening and a proper close?
- Is there a reference to a past contact between the letter writer and the person written to?
- Has the student written the letter to a 'real' imagined person, and does the letter include references to that person's own situation?
- Is the style informal?
- How good is the student's use of language?

After you have assessed them, get the class to read each other's letters.

A2.10 Language focus

Conditional sentences (SB pages 36–37)

Introduce this activity by giving the class a conditional sentence that refers to them or an interest of theirs. For instance, if you have an enthusiastic mountain climber in your class, you could say, 'Unless I'm mistaken, Taye will break the record for scaling Kilimanjaro.' Or 'If we abolish school uniform, you will need to spend more on clothing.' Or 'If you pass Grade 11, you can all go straight to

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university.' (This will capture your students' attention, since a good Grade 12 pass mark is the actual requirement.)

Write your sentence on the board and show, by underlining the correct part of the sentence, which *condition* has to be met before a certain consequence will follow.

Get the students to read through the 'Language focus' box on conditionals.

Take out a soft ball or an orange and throw it to a student while saying, 'If we don't eat fruit (like this orange) every day, …'. The student is to catch the orange and complete the sentence, e.g., '… we will get sick and all our teeth will fall out.' The student is then to think of another start to a conditional sentence and call it out while throwing the ball / fruit to another student who needs to finish the sentence, and so on. Try to let all students have a chance at forming a sentence this way. They should be encouraged to use the different types of conditional sentences given in the box.

1, 2 Get the students to complete Exercise 1 and 2 on their own. You can find the answers in the Unit 2 Answers section. Go through the answers with the class or get the students to check them with a partner.

3 Once the students have completed the sentences, they can share them with a partner.

A2.11 Speaking

Barriers to learning (SB page 37)

Divide the class into groups of about five students.

1 First, get the groups to read through the instructions and 'Useful language' box. Then ask them to refer back to Tables A–C and work out the answers to **1a** and **b**. Afterwards ask them to discuss questions 2 and 3. While brainstorming reasons for low school attendance, they need to make a list of all the reasons.

Monitor their work. There will be anecdotal speech as students give reasons based on personal observation, why many Ethiopian children do not go to school. As long as the students speak English and do not digress from the topic, and as long as all the members of a group get to participate in the discussion, this should be encouraged.

2 Use the last five minutes of the lesson for students to share their reasons with other groups. This can be done by getting two groups to compare notes, or by asking all the groups to report back to class.

A2.12 Reading

Barriers to learning (SB pages 37–38)

Remind the class of the previous lesson's 'Barriers to learning' speaking activity, by getting the students to recall the reasons they listed for children staying out of school.

1 Get them to individually read through the reading text and complete the sentences in **a**. Ask the pupils to compare their results with their neighbour's. Then get them to discuss in pairs how to complete the survey results based on their discussion about reasons to stay away from school.

2 Ask the students to copy the table headed 'Results of the survey' into their exercise books. Read the listening script to the class. While you read, the students can fill in the missing information in the table. Afterwards, get the class to read out their answers. Get them to tell you how the survey results differed from the results they discussed with a partner in Activity 1.

Listening text

The findings about why these children were staying out of the classroom were startling. The largest single reason for non-attendance (69 per cent) was that parents could not afford school fees. A lack of school materials, the second biggest reason (29 per cent), was related; families simply couldn't afford to buy basic supplies such as uniforms, books, pens and paper.

Other obstacles identified in the survey ranged from children staying home to do housework (18 per cent) and carry water (8 per cent) to having too far to walk (13 per cent) or no one to take them to school (7 per cent).

A2.13 Speaking

Overcoming barriers to learning (SB pages 38–39)

1 Get the students to work in groups of up to six to discuss how to solve some of the problems and provide better education for all. Looking at the survey results, they can discuss what different parties can do to improve the situation. Point the class to the 'Useful language box' listing expressions to use in this discussion. Tell the groups you will be giving them about 10 minutes to discuss their ideas for strategies before you will ask them to report back to class.

2 Each group is to nominate one person who will present the group's ideas to the class. Invite the class to respond and ask questions where applicable.

Optional activity: Invite the class to discuss what they can do to improve the education of children who are not attending school. Students might think of designing a poster, visiting a primary school to give a talk about the benefits of going to senior secondary, giving extra tuition or helping with literacy training, etc. If there is time, you might encourage them to put some of these ideas into action.

A2.14 Increase your word power

Word building (SB pages 39–40)

The students will have done work with word families before. Explain that you will be looking at how words are related as a way of increasing the students' vocabulary. Ask if anyone knows what a word family is, and ask for examples of such word families. An example linked to the unit topic would be education: educate (verb), educator (noun), education (noun), educational (adjective). Write the example on the board and get the students to give you the words that make up this word family. Then write *organisation* on the board and get the students to give you the related verb, nouns, adjective and adverb. Elicit further examples from the class.

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With the class, read through the 'Word building' box and elicit words ending with the suffixes '-ic' and '-er'.

1 Get the students to work on their own to fill in the table. Where they are stuck, get them to use the dictionary.
2 Go through the answers with the class, defining any words the students are unsure of. Get the students to pronounce the words after you. Ask them to mark the stressed syllable in each word. Refer them back to A1.4 if they do not remember how to mark stress. When they are done, ask them to practise the pronunciation of the words in each group with a partner, paying particular attention to word stress.
3 Ask the students to work on their own. After they have finished, you can get them to compare their answers with a partner.
4 For homework, ask the students to make four more sentences such as the ones in Activity 3, using two or more words from the word families in the table or from word families they can think of. At the beginning of the next lesson, get individual students to read out example sentences, or ask the students to read their partner's work.

A2.15 Language focus

Reported speech (SB pages 40–42)

To establish the students' knowledge, ask what is meant by *reported speech* and elicit examples.

1 Ask the students to read the dialogue in pairs, with each student reading one character's part.
2 Students are to rewrite the underlined sentences in direct speech. Go through the first sentence with the class to start them off. When they are done, students can swap exercise books with their partner and check each other's work. Read out the sentences in direct speech.
3 In pairs, ask the students to study the information in the box. Get the students to give an example of a general truth, where the tense doesn't change. Then ask the class to orally recall the information they learnt from the box.
4 Get the students to work on their own. They are meant to write just the number and the corresponding letter in their exercise books. Afterwards, they can compare answers with their partner. In pairs, get one student to read out the direct speech and the other the reported speech. With the class, read through the note below the table.
5 Ask the students to fill in the blanks in the table and compare their answers with their partner's.
6 Get the students started on this activity by doing the first two sentences orally in class. They can be asked to write the other sentences in their exercise books. This activity can be finished for homework. Make sure to check this work orally in class at the beginning of the next lesson.
7 Now ask the students to report the same sentences using indefinite reported speech. They can be referred to the note on indefinite reported speech at the bottom of the information box on reported speech, on page 41.

A2.16 Study skills

Setting goals (SB pages 42–43)

Introduce this activity by asking, Why do we learn English? As a class activity, get the students to brainstorm as many reasons as they can think of for learning English. Write key words on the board.

Then ask, What is your most important reason for wanting to learn English? Also get the students to tell you if they know anyone who can't speak English, and whether they think this is disadvantaging that person in any way.

Get the students to read the introductory paragraph to A2.16 on their own. Check that they know all the vocabulary, e.g. *academic journals*. As always, encourage the use of dictionaries.

1 Ask them to copy the table into their exercise books and complete it.
2 Afterwards, they can go straight on to ticking the statements that are relevant to them in the table in activity 2. If the Student Books are passed on at the end of the year, remind the students to work in very light pencil.
3 In this table, they get to rate their own English proficiency in different language areas using a 1–5 scale. Again, get the students to work in light pencil.
4 Get the students to partner up with a friend and compare each other's answers in activities 1–3. Get them to justify why they chose to tick the answer alternative they ticked. For the third table, they are to talk about ways in which they can improve their language in areas which they rated lower than 1.

Part B

Objectives

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

Listening – listen to an old woman speak about education for girls; take notes
Speaking – brainstorm; discuss a sensitive issue; motivate their opinions and answers; rank items in order of importance; and reach consensus
Reading – read an excerpt from a novel and answer questions about the values discussed; scan a text on study strategies and discuss how to apply them to their own studies; read an extract from a speech and answer questions; read an article and identify main points
Writing – write a magazine article including several main points with supporting arguments as well as a conclusion

Materials and resources

- A3 paper.
- Photocopies for the Assessment.

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B2.1 Speaking

Who is the surgeon? (SB page 44)

Working in small groups, let the students read through the text and work out the identity of the surgeon who didn't want to perform the operation. While they discuss the possibilities, walk around the classroom and listen in to conversations. See how many groups reach the right conclusion: namely, that the surgeon is the boy's mother, and time them at it.

After a few minutes call the class' attention and ask who the surgeon is. If no group has worked out the right answer, get the groups to make suggestions and motivate them.

The point of presenting students with a 'riddle' like this is not so much the problem of finding the identity of the surgeon but to discuss why many people would automatically assume that the surgeon is a man. Today even more than in the past, many children worldwide are brought up by a single mother, with the father absent, so it is strange that we shouldn't recognise that the words 'He is my son' can be just as easily a mother's words as a father's.

The point is to raise awareness of the fact that just because the story is about a surgeon we assume that this must be a man. Tell the students that we call this practice of judging a group, or groups, as a whole *prejudice*. Prejudice (and in the case of the riddle, *role prejudice*) is extremely damaging to many people, whether it is based on gender, race, religion, origin and background, disability, or age. It causes a lot of suffering and poverty and e.g. is responsible for much of the discrimination on the labour market.

Ask the class for other examples of (role) prejudice, and for examples of jobs that we assume to be done by one sex rather than the other. Once they have brainstormed examples of traditionally 'female' and 'male' jobs, get the groups to discuss whether women should be allowed to do any work that a man is allowed to do. While they talk, make sure the students know they should –

- give reasons for their own answers
- take turns to speak
- listen to others and respect others' opinions
- respond to other group members politely
- as a group, try to reach a conclusion

Allow the rest of the lesson for this discussion. At the end of the lesson, call the class together and invite groups to briefly report back to the rest of the class.

B2.2 Reading

Oweka learns a lesson (SB pages 44–46)

This excerpt from *Sour Honey* by Ugandan writer Mary Abago is another illustration of role prejudice and how it works. Get the students to read through the text on their own. Then ask how the 'riddle' in B2.1 and this text are connected.

1–4 Ask the students to answer the questions in their exercise books. They are to work on their own. Afterwards, get them to compare their answers with their neighbour's. Alternatively, you may wish to go through the answers orally in class.

B2.3 Listening

An old woman speaks (SB pages 46–47)

1 Get the students to copy the table into their exercise books. Then ask them to listen while you read the listening script. As they listen, they are to make notes in the table.

2 Ask the students to work in groups of up to six students. First, they are to compare the notes they wrote in 1. Then they are to draw comparisons between the 62-year-old woman's story and outlook and that of older people in their own families. Finally, ask the groups to discuss the woman's views on girls in secondary school. Remind them to use the language (see A1.8, A2.1 and B2.4) and conventions (see B2.1) of discussion, and monitor their work.

Note: You might want to take this as an opportunity to make notes of individual students' language use and participation in group work.

Listening text

I am getting old now that I am 62 years old. When I was a child there was no school for me. One of my brothers went to primary school; it was run by the church. In those days girls were married at the age of seven or eight. School was considered unsuitable for girls, firstly because they had to get married and also because they had to work at home. But also because bad things can happen to girls when they are outside the house, away from their families. We had to work hard! I used to grind the grain, fetch water and do housework without being told. I knew what my parents expected of me and I did it.

I was married aged nine, but my life was unchanged: I was working from early morning till night. In a few years I had a daughter and then a son after that. My son died though, when he was only two years old and I was unable to have any more children. My husband sent my daughter to primary school for a few years, but we needed her to help us at home, so when she was 11 we kept her at home. We faced many difficulties and my daughter was not married until she was 16. Then she had three girls, my granddaughters! They seem to know everything! One is at primary school and two of them are now at secondary school. I'm not in favour of that. Boys lie in wait for the girls in the bushes by the road when they walk home. I've seen them do it. And before you know it the girls are pregnant with no husband, and a good marriage is now impossible.

I disagree with my daughter's decision to let her girls go to secondary school. A few years of primary school is important. Children need to know reading and writing in the modern world. But they must learn how to look after

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the house. My daughter says her girls will get good jobs and earn money. Is that suitable for a girl? What man wants his wife to have a job? He needs her at home.

B2.4 Speaking

Why don't many girls go to school? (SB pages 47–49)

1 Get the students to sit in small groups. Each group is to read through the list of reasons for the poor performance of female students and together decide which are the most, and which the least, important reasons in the list. The 'Useful language' box gives some expressions that are used in expressing opinions, agreement and disagreement.

   Ask them to agree on a ranking. Hand out some A3 paper and ask them to copy the diagram on page 48 and make a diamond ranking.
2 Ask them to present their diagram to the class and justify their ranking in case it differs from other groups'.

B2.5 Increase your word power

Prefixes (SB pages 49–50)

Remind the students of the work they did in A2.14 with word families and suffixes, where a suffix often tells you which part of speech a word is. Ask for examples of suffixes, and a definition of the word *suffix*. Then say this lesson is about prefixes. With the class, read through the prefix information box and elicit further examples of words with *in-, im-, un-* and *dis-*. Get the students to realise and formulate that by adding these prefixes to e.g. a verb or an adjective, we give that verb or adjective its opposite meaning, e.g. ***im****possible* is the opposite of *possible*, and ***dis****appear* is the opposite of *appear*.

1 Get the students to work on their own to do Exercises 1–3. They are to write the opposite of the sentences in their exercise books.
2 Ask them to read through the second information box on prefixes as well as the list of prefixes and their meanings. Then get them to write their answers to exercise 2 in their exercise books, putting only the sentence number and word (e.g. 1. replace).
3 This activity links the work on prefixes back to the unit's topic of education for all, and prejudice in education.
4 Ask them to work with a partner. Afterwards, get them to share some of their words with the rest of the class.

B2.6 Speaking

Pronunciation – Contrastive sentence stress (SB pages 50–51)

With the class, read through the box on contrastive sentence stress.

1 Read the questions and answers out to the class while the students mark the main stress in the answer sentences.
2 Get the students to practise this pronunciation exercise in pairs, with one student reading the questions and the other reading all the answers. The students can then switch around.
3 Finally, get the student pairs to practise reading the questions and answers in Exercise 1 of B2.5, paying attention to sentence stress.

B2.7 Writing

A magazine article (SB pages 51–53)

1 Get the students to work on their own. They are to read through the magazine article and answer the questions that follow. Tell them it's good enough to write down their answers in key words. Afterwards, they can compare their answers with a partner's, or you can quickly go through the answers orally with the class by inviting feedback from the students.
2 Get the students to read through all the instructions on their own. Tell them they will have the rest of this lesson for Steps 1–3, and can spend the next lesson on Steps 4–7. When they are done, collect their work for marking using the following assessment criteria:
   - How well has the student planned the article?
   - Has the student used appropriate paragraphing?
   - Have all the main points been put in sequence?
   - Does the article include convincing supporting points?
   - Does the article include a conclusion?
   - Is the language persuasive? Is it descriptive?
   - Is the language use: correct? creative?
   - Has the text been edited and proofread?
   - Is it well presented?

   In the following lesson, try to get the class to read as many of their classmates' articles as possible. Get the class to vote the best three articles, and motivate their choice. Go through the requirements of writing a convincing article again. The students will need to do more work like this in the future, and if you lay a good foundation, they can build on this in future similar writing activities.

B2.8 Reading

Studying on your own (SB pages 53–55)

1 In small groups, ask the students to discuss points 1–5 and share their experience of study strategies that work for them and difficulties they may have studying.
2 Get the students to read through the text, either as silent reading or taking it in turns to read out sections.
3 They are to talk about the ideas in the text, and relate them to their own studying. Ask the students to find at least one strategy from the text and / or their group mates that will personally help them with their studies. Ask them to write down this strategy in their exercise books.

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B2.9 Study skills

Becoming an effective independent learner (SB page 56)

Ask the students to read through the table and do the exercises that follow for homework.

1–3 Allocate the first few minutes of the next lesson for the students in pairs to look at each other's table and critically review it. Then get the students to report back to the class.

B2.10 Assessment

Task 1 Reading (SB page 59)

The text for this assessment can be found on page 20 of this Teacher Guide. Make sufficient photocopies to give a copy to each student in the class.

Tell the students this work will be assessed.

1, 2 Students need to read through the text and instructions on their own. They can write their answers on the photocopies. Remind them to put their names on the photocopies before handing in their work. Allocate the remainder of the lesson to this assessment task.

Task 2 Writing (SB page 57)

Use the writing task students completed in A2.9 for assessment purposes

Unit 2 Answers

A2.2 Listening

Table A
Enrolment rates at primary level in percentages

Year	Male	Female	Total
2003	53	43	48
2004	55	47	51
2005	67	59	63
2006	72	66	69
2007	79	73	76
2008	82	76	79

Source: *United Nations Statistics Division 2010*

Table B
Enrolment rates at secondary level in percentages

Year	Male	Female	Total
2003	26	15	20
2004	28	16	22
2005	31	19	25
2006	36	22	29
2007	38	26	32
2008	39	28	33

Source: *United Nations Statistics Division 2010*

A2.3 Increase your word power

1 Murad
1 fees **2** uniform **3** school principal **4** adult education **5** schooling **6** homework
2 Nasise
1 kindergarten **2** primary **3** secondary **4** boarder **5** exams **6** diploma **7** senior **8** grades **9** bachelors degree **10** graduated **11** honours **12** post-graduate **13** scholarship

A2.4 Listening

1 4th century, end of the 19th century, early 20th century, 1994

b

<table>
<tr><td colspan="4">Kindergarten</td></tr>
<tr><td colspan="3">Primary education</td><td></td></tr>
<tr><td>1st cycle</td><td>Grades 1–4</td><td>Basic education</td><td rowspan="6">Technical and vocational education</td></tr>
<tr><td>2nd cycle</td><td>Grades 5–8</td><td>General primary education</td></tr>
<tr><td colspan="3">Secondary education</td></tr>
<tr><td>1st cycle</td><td>Grades 9–10</td><td>General secondary education</td></tr>
<tr><td>2nd cycle</td><td>Grades 11–12</td><td>Senior secondary</td></tr>
<tr><td colspan="3">Tertiary education</td><td></td></tr>
</table>

A2.6 Language focus

1
there is a big difference = i, j
there is a small difference = h, k
2
1 **Far fewer** children went to secondary school than to primary school during the period 2003-2008.
2 The percentage of girls at secondary school was **less than half** the number at primary school.
3 There were **about a third more** boys than girls at secondary school in 2008.
4 The percentage of girls at secondary school **nearly doubled** between 2003 and 2008
5 The rate of increase in the total percentage of children at both primary and secondary school between 2003 and 2008 was **almost the same**.
6 **By far the greatest** increases in the number of children at primary school took place between 2005 and 2007.
3
Students' own sentences

A2.7 Speaking

1
1 My house_is not_as big_as yours.
2 I think_I heard_a car_r_outside
3 You_w_ought to do_w_all the_y_exercises.
4 Switch_off the light. It's_almost_eight_o'clock
2
2 Fewer children go to school in the countryside than_in towns.

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3 The biggest city_in Ethiopia_r_is Addis Ababa.
The percentage_of children who go to school in_ Oromia_r_is_a bit smaller than_in Tigray.
4 The percentage_of children who go to school in_Afar_ is far smaller than_in_ Amhara.
5 The rate_of_increase_in the percentage_of boys_at secondary school_is far greater than the rate_of_ increase_in the percentage_of girls.
6 The rate_of_increase_in the percentage_of boys_at primary school_is nearly the same_as the rate_of_ increase_in the percentage_of girls.
7 The percentage_of children_at secondary school_is_a third less than the percentage_at primary school.

A2.9 Writing

How to write an informal letter

a different from; top right; begin; Best wishes; under; can; can; must be

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

A2.10 Language focus

1

a unless **b** if **c** unless **d** if **e** unless **f** unless **g** if

2

b I'll bring you some mangoes from our tree tomorrow, unless I forget.
c If we don't work together, we won't get the job done.
d Unless I do some homework today, I will have a lot to do tomorrow.
e I'm not going with you if I don't finish my homework first.
f The porridge will stick to the pot unless you stir it.
g Our team will continue losing matches if it doesn't improve.

A2.12 Reading

a

i) The survey was carried out by the Ethiopian Youth Forum.
ii) The purpose of the survey was to find out which children were not going to school, and why.
iii) The Ethiopian government hopes to make primary education free for all by the year 2015.
iv) Elleni Muluneh thinks education is important because the more educated people there are the better the country will develop.

b

Results of the survey

1 (69%): parents couldn't afford school fees
2 (29%): families couldn't afford basic supplies: school uniforms, books, pens, paper
3 (18%): children stayed at home to do housework
4 (13%): children had too far to walk
5 (8%): children had to carry water
6 (7%): there was no-one to take children to school

A2.14 Increase your word power

1, 2

Verb	Noun (thing)	Noun (person)	Adjective
a'chieve	a'chievement	a'chiever	
a'ttend	a'ttendance	a'ttender	
de'velop	de'velopment		de'veloping / de'veloped
'educate	edu'cation	'educator	'educated
en'joy	en'joyment		en'joyable
en'rol	en'rolment		
'govern	'government	'governor	'governing
'graduate	gradu'ation	'graduate	
'interview	'interview	'interviewer/ 'interviewee	
re'mind	re'minder		
'signify	sig'nificance		sig'nificant
suc'ceed	suc'cess		suc'cessful

3 b successful, success **c** graduated, graduation
d interviewed, interviewer **e** significant, significance
f governor, government

A2.15 Language focus

2

1 Mr Bekele said, 'You have all done well in the test, and I'm going to give the tests back to you on Friday.'
2 Mr Bekele said, 'Look at page 57–58 in the textbook in preparation for Friday's lesson.'
3 Muhe immediately put up his hand. He said, 'I know the answer.'
4 Mr Bekele asked, 'What is it?' / 'What is the answer?'
5 Mr Bekele sighed and said, 'You've forgotten to turn on the engine before starting the car!'

4 1 = e; 2 = l; 3 = a; 4 = k; 5 = b; 6 = c; 7 = j; 8 = l; 9 = d; 10 = h; 11 = g; 12 = f

5 here – there; this – that; these – those; now – then; today – that day; yesterday – the day before/the previous day; next Saturday – the following Saturday; last Tuesday – the Tuesday before/the previous Tuesday

6

2 Hanchamo said their test was next week.
3 Demekech said she has / had been revising geography all week.
4 Our teacher said the headmaster always insisted/insists on politeness.
5 My teacher said s/he was pleased with the work I did yesterday.
6 Haimanot said although he can / could run fast he couldn't be an athlete as the training was too hard.
7 … said they had watched the race the night before on Ali's TV.
8 Our teacher said s/he would have marked our compositions by lunchtime.

7 Same answers as for **6**, except for:

2 Hassan said their test was the following week.
5 My teacher said s/he was pleased with the work I had done that day.

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A2.16 Study skills

1 Students' own answers
2 Students' own answers
3 Students' own answers

Part B

B2.2 Reading

1

1 – C; 2 – C; 3 – D; 4 – D; 5 – A; 6 – D

2 e.g. He learnt that his wife had been right to want her child to go to school: When he saw that Maria was doing well, better than her brothers, he decided to support her education. He also learnt that the 'traditional' gender roles may be unjust and unfounded. He saw that it is wrong to deprive girls of education just because girls need to learn domestic skills in order to be marriageable. It is wrong to give boys all the privileges and to assume that they deserve a better chance in life through education: 'he decided to call his sons together and inform them that they were to stop school and look after the cattle'.

3 a. meagre; b. keen; c. endeared; d. startled; e. merriment

4

1 a Her child would support her in her old age.
b The father believed that domestic skills would make her attractive to a man, and that without knowing the ways of the kitchen she might never be married.
2 Oweka's second wife had given him sons, not only one female child. She also did as she was told and raised her children according to tradition.
3 He realised that his prejudice had been wrong: girls can do as well as boys at school, and girls should be given the same opportunities.
4 Students' own answers
5 Students' own answers
6 Students' own answers

B2.3 Listening

1

1. Age when married	*9*
2. Home duties when a child	*Used to grind the grain, fetch water and do housework*
3. Education	*Didn't go to school at all*
4. Number of children	*1 (had another son who died aged 2)*
5. Daughter's education	*Went to primary school until she was 11*
6. Age her daughter was married	*16*
7. Number of granddaughters	*3*
8. Granddaughters' education	*One at primary school, two at secondary school*
9. What she thinks about girls' education	*A few years at primary school is good, but not when they are older and could be raped by boys. Need to know housework. Men don't want their wives to have a job outside the home*

B2.5 Increasing your word power

1

1 I disagree. In my view they are uncomfortable.
2 Most of the people in this village are illiterate.
3 I'm afraid this bicycle is irreparable. (Point out the dropped letter *i*.)
4 No, Lebna was unconscious.
5 I think the information is irrelevant.
6 Young people are unaware of the dangers of drinking too much alcohol.
7 In my view punishment discourages students from working harder. (Point out the changes in *to work*.)
8 I disagree. Young people today are generally impolite.

2

1 replace; 2 misspelt; 3 antiseptic; 4 supermarkets; 5 overpopulation; 6 self-confident; 7 prehistoric; 8 extraordinary; 9 multilingual; 10 bimonthly; 11 submerged; 12 undercooked

3 e.g. submissive, disregarded, overconcerned, teenage

4 Students' own lists

B2.7 Writing

1

4 More informal language: e.g. to my mind, I say, use of active sentences (not passive)
Personalised: use of 1st person (explain that this is the use of *I*, *me*, *my*)
Use of *you* meaning people in general.
Use of contractions

3

Para 1: *in my view*
Para 2: *I say*
Para 3: *I think everyone will agree*
Para 5: *To my mind*

B2.10 Assessment

2 Reading

"Overcoming poverty is Africa's major challenge. In order to achieve this fundamental changes have to take place. This process of change has to start with people's attitudes. We can only do this through education. Thus education is one of the most important keys for ending poverty in Africa. The continent has suffered from centuries of domination and while its peoples have won freedom from slavery and imperialism, their minds are not free. To achieve this final liberation, the education in our schools has to change the habits and attitudes that restrain our humanity.

What should this kind of education include? It should teach us not only the skills to be able to make peace in the world and but also how to grow our own food. We have to

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learn how to make the tools we need for our daily life as well as how to relate to other human beings.

Many educated people view their skills in terms of their monetary value. They say that they need to go abroad in order to receive full recognition of their worth as in Africa they are not paid enough. However, education is not a marketable commodity that increases someone's worth. To view it in this way is to see ourselves as slaves with a price on each of our heads. Education is not the amount of knowledge that one has gathered, it is the ability to cooperate with others in building a civilised society.

The problem in Africa is the inbalance between education and society. The school systems in many parts of Africa have little reference to the societies they serve. Nonetheless, in order to play a part in the modern world, it is important for Africans to be aware of science and technological advances. These are important to allow us to develop our economy and take our place in the modern world. There thus has to be a balance between formal education and society, with education providing the means for society to move forward. Education has to be integrated with daily life and with the means of production.

Educated people are often guilty of striving for a different, a foreign way of life which they believe is better than the one they have in Africa. They try to adapt these apparently superior ways to the African context. These people do not take into account the needs and possibilities of their own society. Outside ideas should not be adopted simply because people say they are the best in the world. They should be adopted only if they are the best for Africa. There needs to be a better understanding of what is appropriate for African conditions."

Suggested further reading

If possible, students should read other educational statistics, such as statistics on university enrolment in Ethiopia, and educational statistics on other African countries, for comparison and further discussion. (These can be found in educational gazettes and on the Internet.)

As a link to the writing task in B2.7, bring in further magazine articles. Students can read them silently and can be asked to summarise them.

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Unit 3 Traditional and modern medicine

Learning outcomes

By the end of Unit 3 students will be able to give information about illnesses and different kinds of treatment.

Learning competencies

Speaking and Listening: Listen to an interview and identify specific information.

Writing: Independently write an essay of five paragraphs (including Introduction and Conclusion).

Language focus

Grammar: I'd rather / prefer to, third conditional, defining relative clauses, make and let
Vocabulary: illnesses / diseases, traditional medicine, medical roles and verbs
Social expressions: expressing preferences, expressing reservations

Background knowledge

This unit's topic is modern and traditional medicine. After a start-off discussion of treatments of common conditions, the students are presented with a listening text on a traditional healer followed by one on a doctor of modern medicine. The unit's first writing task involves writing a for and against essay on the topic of traditional medicine and its place in modern society.

The students further learn about medical innovations and innovators, as well as about diseases and medical conditions. Linked in with this is the second writing task, of producing a health leaflet on a medical condition. With both writing tasks, students are first introduced, by an example, to the genre and get to analyse its structure, style and other features before they produce their own writing in that genre.

The reading materials also include a poem on a scorpion bite, and students are invited to recount similar experiences in their lives. They also share experiences of past illnesses in their family.

Support your teaching of the unit with pictorial and reading materials on medicine, and encourage the students to use both your resource materials and the library and Internet.

Materials and resources

- e.g. A3.1: pictorial and reading materials on medicine, both traditional and modern, and medical conditions.

PART A

Objectives

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

Listening – listen to a traditional healer talk about his work, and take notes and answer questions
Speaking – express preferences and reservations; report information they have read
Reading – read a text on medical innovations and write notes; read a poem and analyse it
Writing – write a for and against essay

the last few minutes of the lesson.

A3.1 Introduction

How do you treat these medical conditions? (SB page 58)

For this unit, bring in pictorial and reading materials, such as:

- advertisements for e.g. headache pills, wart removers and flu remedies
- hospital brochures about certain conditions and their treatment
- pictures of herbs and other traditional healing implements
- photographs of hospitals, nurses giving injections, ambulances
- information about diseases such as bilharzia, malaria, tuberculosis and diabetes

Share the materials with the students by holding some of them up for the class to see and asking what this unit might be about. Later the material can be pinned up on the board or put out for students to read.
The unit's title is 'Traditional and modern medicine' – as an introduction to this work, ask the students to put their hands up if they know a traditional healer. Ask which of the students has ever been to be treated by a traditional healer. Ask how many students have been to a modern medical practitioner. Ask how many have been to hospital. Try to establish whether your class believe in traditional medicine, modern medicine, or a combination of the two, and get the students to motivate their preference. You may consider doing an informal class survey on preferred medicine. Be prepared to allocate some time for informal class discussion. The students will most probably want to share their experiences of e.g. going to a healer or the hospital.

1 Ask the students to work in small groups and discuss remedies for the conditions listed in activity 1a–f.
2 As a final activity in this lesson, the students can be asked to list plants used by traditional healers, and

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write them down as well as the conditions they are used to treat. Get the groups to report back to class in the last few minutes of the lesson.

A3.2 Listening

A traditional healer speaks (SB page 59)

Tell the class you are going to read them a text about a traditional healer.

1 Ask them to copy the table into their exercise books. They need to listen while you read the text, and fill in the notes in the table.

2, 3 In small groups, get the students to list the reasons the healer gives for people consulting him. Afterwards, get them to discuss the answers to 3a–c.

Listening script

People have always used traditional medicines, to prevent and cure illness. They are part of our culture and traditions. Most of our medicines are made from plants. Our knowledge of herbs has been built up over centuries. We use different species of plants: trees, bushes, flowers, grasses which grow in the wild. We know where they grow and when to collect the seeds, roots, leaves or bark.

For instance, for tumours, what we call tanache, I take the powdered root of umeeraa plant and add it to water to make a drink. I also use the twigs of the plant and make a kind of necklace for the sufferer to wear. Fresh harmee leaves are useful for treating dhukuba guraa, or earache. I crush and squeeze the leaves into a juice which is then poured into the ear. I treat snakebite with a drink made from powdered botoroo bark mixed with tea. For skin rash or sono, I use the fresh wociinoo leaves which I crush to make a lotion which is then applied to the skin. ***I can treat hiireenaa daga or anaemia by making a drink with fresh togoo leaves which I boil and mix with sugar.*** *These are just a few examples of what I can treat.*

People are generally very happy with my treatments. Unlike medicine from hospitals, they are very safe. People may vomit or have some mild reaction to the ingredients, but it soon passes. Many believe that I can help them more than modern medicine, or they go to a hospital for some conditions and come to me for others. Of course, ***many people who can't afford to go to a hospital or buy medicines come to me as they have no choice.*** *You see I can help everyone: I don't turn people away if they are poor; I just ask them to pay me what they can.*

A3.3 Speaking

Traditional versus modern medicine (SB pages 59–60)

If you have followed the above suggestions, you may already have discussed some of the points in A3.3 as a class discussion. Here, the students are required to discuss preferences with regard to traditional and modern medicine in small groups.

1 Ask the students to remain in the same groups as for A3.2, and read through the 'Useful language' box together. Then ask them to discuss and take a stand on the statements in 1a–c. Ask them to give reasons for their preferences.

2 You can either ask them to make one list for the whole group, by brainstorming together and nominating one group member to take notes, or get the students to write down their answers individually and then discuss them with the other group members.

3, 4 Ask the students to discuss these questions in their groups and reach consensus on them.

5 Ask groups to report back to the class, and conclude the lesson by getting a class consensus on whether to use modern or traditional medicine or the two in combination.

A3.4 Listening

A doctor of modern medicine speaks (SB page 60)

1 Divide the class into groups, if possible forming different groups from previously. Get them to discuss the answers to questions 1-9 in a group but not to write down any answers. Allow several minutes for this.

2 Tell the class you will be reading them a text by a modern doctor speaking about TB and its treatment. They are to listen and make notes on questions 1–9 in their exercise books. When they are done, go through the answers orally with the class.

3, 4 Still in their groups, the students are to define the words from the listening script and then discuss the questions in activity 4. Afterwards, have a brief feedback session with the class.

Listening script

TB is an abbreviation for tuberculosis. It has been a killer disease for thousands of years.

The disease is contagious, caused by bacteria which are spread by coughing and sneezing, just like the common cold. It is diagnosed by means of a test. It affects the lungs and can also spread to other parts of the body. An infected person may or may not be ill with the disease. If your body is strong and healthy you may be able to fight it off. Those who do develop it suffer from a bad cough, tiredness and loss of appetite. However, the disease, it is not necessarily a death sentence, as long as you are treated. If not treated, each person with active TB can infect on average 10 to 15 people a year.

The best way to prevent TB is vaccination. This should be given to babies. Also, testing facilities have to be available so that people can get tested if they have been *in contact with someone with TB.*

The introduction of antibiotics in the middle of the 20th century decreased the number of deaths from TB dramatically. However, since the 1980s the numbers have been going up again sharply. The World Health Organisation says that TB kills more young people and adults than any other infectious disease. There are more than nine million cases a year worldwide and two

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million die from it. In Africa alone there are two million cases a year. The disease is so common now largely because of HIV / AIDS. One-third of HIV-positive victims develop TB as their bodies' immune systems are too weak to fight it. Another factor is that the disease is becoming drug-resistant. One important reason for this is that many people stop their treatment. This encourages the bacteria which carry the disease to become tougher.

The treatment is long and hard. It takes six months and many people suffer from side effects. Ideally sufferers need someone who lives near them to support them by helping them and making sure they take their medicine. The treatment must not be stopped, even when patients start to feel better. Some people also go to traditional healers for help with the symptoms and the side effects of the drugs. This can be useful, but it should not replace medical treatment.

So there are some important things to remember about TB: if you have been in contact with someone who has TB, get tested, and if the test is positive, get treated. Finally, when you start the treatment, carry on with it to the end.

A3.5 Increase your word power

Medical treatment (SB page 61)

The students are to work on their own.

1,2 Get them to read through the instructions and do the activities. Afterwards, they can compare their answers with their neighbour's.

Optional activity: As a further word-building exercise on the topic of medicine, write a medical word, e.g. *tuberculosis*, on the board. Underline the last letter, s. Ask the student closest to you to come up with a medical word starting with that letter, e.g. snakebite. Write this on the board as well and underline the e. The next person in line then needs to say a word starting with e: epilepsy, etc. If you write the words next to each other, without a break, you can form a medical term snake:

Tuberculosisnakebitepilepsyellowfever …

Now ask the students to sit in their former groups as for A3.4. Ask them to start another medical word snake like the one above. Ask them to do this orally, without writing down the terms. The point is to come up with the words quickly (i.e. without hesitation) and to make the snake as long as possible. Afterwards, they can start another, written one. For this, they can take longer turns and use their dictionaries and the medical brochures you have brought in (see A3.1) to look up more terms and their meanings.

A3.6 Increase your word power

make and *let* (SB page 62)

Tell the class they are making you work very hard this term and they are not letting you relax one minute. Stress the verb forms of 'make' and 'let' as you speak. Ask, If I make you do homework after every English lesson, will you let me relax during the lessons?
Then write the sentence, *After Selam let Kelile eat the chocolate cake, she could make him do anything she wished*, on the board. Ask for the meaning of *make* + someone / something + verb (= force someone / something to do something). Then ask for a definition of let + someone / something + verb (= allow someone / something to do something). Elicit example sentences from the students.

1, 2 Ask the students to work on their own. They are to read the information in the 'Useful language' box and then complete the sentences using their own endings. Afterwards, get the students to compare their sentences with their classmates', either in small groups or as a class feedback session.

Optional activity: This activity can be done in pairs. Write the following phrases and phrasal verbs on the board:
make as if to do something
make believe
make up
make it
make something
let go
let someone down
let someone in
let up
let off
let's do something
let something, e.g. a room

Ask the students to copy them into their exercise books or, if they have one, their own word lists, under 'make' and 'let', respectively. Ask them to write down the meaning of each next to the phrase, and then write a sentence using the phrase. Encourage them to use a dictionary to find out the meanings of expressions they do not know.

Afterwards, get the students to discuss their meanings with a partner and share their sample sentences. Alternatively, you can ask for class feedback.

A3.7 Language focus

Defining relative clauses (SB pages 63–65)

With the class, read through the 'Useful language' box. In the sample sentence 1b, ask the pupils to identify the relative pronoun (*who*) and state what its function is. Ask whether the students can think of another relative pronoun that could be used in place of *who: that*. Explain that when we talk of things we use *that* or *which* rather than *who*. Read the rest of the 'Useful language' box.

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1 Get the students to work in pairs. Monitor their work, and if you find they need feedback or more practice, ask for class feedback. Elicit further examples. Then read through the second 'Useful language' box with the class. To further illustrate the difference between defining and non-defining relative clauses, give more examples, e.g. *Grade 11 has forty students, which is a big number for a class* (non-defining relative clause), and *Grade 11 has forty students who have younger siblings in primary school.* (defining relative clause: it tells us more about the students), and ask the students to contribute examples of their own.

2 Ask the students to do this on their own. Afterwards check the answers orally in class.

3 Again the students are to work on their own. They can write down their answers in their exercise books. Get them to check their answers against their neighbour's.

4,5 Ask the students to do activity 4 for homework. They can compare their answers with their neighbours' at the beginning of the next lesson.

6 The challenge in this activity is to give a definition of a medical term from memory and using a relative clause. The activity links the language focus back to the unit's topic and vocabulary-building based on that topic.

A3.8 Speaking

One-minute talks (SB page 65)

Finish off the lesson with this fun activity.

1–3 Write the suggested topics in activity 1 on the board and explain the rules of the speaking activity, as outlined in activity 2. Appoint two students, one to keep the score, the other to time the speaker.

To demonstrate, work with the class as a whole. Choose a student to start. The student must speak for 1 minute on the chosen topic without pausing or stopping or digressing from the topic. When the minute is over, ask the score keeper to write down the student's name and give her or him a score out of 3. Then the first speaker can be asked to appoint the next speaker, etc. Once they are familiar with the game, ask the students to play it in small groups.

Note: This game is very useful for building speaking skills, fluency and vocabulary. Once students are familiar with the rules, and have had one or two practice runs they usually get to enjoy it rather than feel inhibited. You may wish to start off with students who you know are both good speakers and have outgoing personalities. The game can be played at any time if you have a few minutes to spare at the end of a lesson. Any topic is suitable, and normally the game is popular as a group or class activity.

A3.9 Writing

An essay – Modern versus traditional medicine (SB pages 66–67)

Tell the students that they are going to read a piece of writing that presents *both* for *and* against arguments. Afterwards they are to produce such a piece of writing called a for and against essay. Before setting the writing task, inform the students that this activity forms part of the assessment for this unit. Tell them their work will be assessed in terms of:

- organisation of ideas according to the model plan
- relevance of ideas

Note: If at all possible, plan a double period for this writing task or arrange for this class to run on well into the next period.

1 The students are to work on their own during the whole of this lesson. Get them to read the for and against essay on life in the countryside versus city, as well as the instructions. Thematically, this text is linked to the magazine article the students read in B2.7.

Then ask them to answer the questions that follow.

Question 4 gives an outline plan for a for and against essay. Let the students copy down the plan and then complete it for the essay they have just read. In this way, they get to analyse a piece of writing, summarise the text using notes and paragraphs, and prepare for their own writing activity by learning about the structure of a for and against essay. Set a time limit for this, as the students are to spend the bulk of the lesson on the writing task.

2 Get the students to focus on the unit's topic, Traditional and modern medicine. They are to write a for and against essay on the topic 'We should not ignore traditional medicine because of modern developments'.

Now ask them to read through the instructions and steps 1-7 and start working on their essay following the steps. Tell them that you will let them know when 25 minutes have passed, so that they will have time for checking, editing and rewriting their essay, as well as having it read by another student.

While they work, walk around the classroom monitoring the students' progress. Except for Step 6, they need to work on their own in silence.

You can use the following assessment criteria:

- Has the student organised his / her ideas according to the model plan?
- Is there a clear structure? Has the student used paragraphs for the different sections of the essay?
- Is there a proper introduction? Is there a proper conclusion?
- Is the split up into for and against clear?
- Is the student's own stand vis-à-vis the topic clear, and has s/he made a strong case for her / his argument?
- Is there a progression in thought?
- Is the style appropriate?
- Is the student's use of language: very good, good, adequate, inadequate?
- Is the essay well edited?
- Is the work well presented?

After you have assessed them, get the class to read each other's essays. Ask whether students had any difficulties

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with any of the writing of the essay, and what they were. Ask for other comments on the writing task.

A3.10 Reading

Medical innovators (SB pages 68–71)

Split the class into groups of four.

1 The students are to discuss who is most closely associated with four medical innovations. If they do not know any of the answers they might try to guess at the answers by talking about the innovations themselves. This part of the activity shouldn't take longer than 3-4 minutes.
2 Get the groups to match the terms on the left to their definitions on the right. Tell the students they can do this by first matching the pairs they are sure about and then reducing the number of possible matches for the other terms. They should be able to match them all up without use of dictionaries. Afterwards, do a quick feedback session with the class.
3 Tell the students of each group which letter they are, or ask the students to number themselves A, B, C or D. Read through the instruction with the class. Ask the students to copy the table on page 70 into their exercise books. Tell the students to work quietly to read the text they have been allocated and make notes.
4 Now each student gets a chance to report the information she or he has read to the other members of the group. Students listen and make notes in the appropriate column of the table.
5 Ask the student groups to discuss the innovators in terms of the questions listed on page 71,

Optional activity: Set the students a research activity. On their own or in pairs, ask them to research a medical innovator of their choice (e.g. William Harvey, Joseph Lester, CW Long, Edward Jenner, Marie and Pierre Curie) or to research a medical discovery (e.g. anaesthetics, the treatment for AIDS). Encourage use of the Internet and the library. Ask them to prepare a written report 1–2 pages long, and present it to the class. The class can listen and take notes in a table as used in exercises 3 and 4. Give the students a week for this homework task.

A3.11 Study skills

How motivated are you? (SB pages 72–73)

Ask the class whether they are always motivated to study out of school. On the board, write the following:

I'm not interested in school work.
I need to do chores and other work.
I have too many outside interests.
My friends have left school and don't understand when I need to study.
I get distracted easily.
I don't have a quiet place to study.

If they feel under motivated, ask the students which of these is their reason for lack of motivation. If their reason is not on the list, ask what problems they have with motivation.

1 Get the students to work in small groups. Let them read the speech bubbles on page 72.
2 Ask them to discuss questions 2a and b in their groups. Then get them to individually match the speech bubble texts with one of solutions 1–7 on page 73. They can jot down their answers in their exercise books, putting down just the letter and matching number, e.g. *A – 5*. Get the groups to compare their answers.
3 Group members are to discuss the suggested solutions to motivational problems, and whether they agree or disagree with the advice.
4 Ask the students to share their own motivational problems with the other members of the group. Ask the group to discuss these and give advice.
5 Ask the students to read through the instructions. This intergroup advice session can give a new perspective on the problems. As the teacher, monitor the team work and pass the messages back and forth.

Optional activity: At the end of the lesson, go back to the list you have made on the board. Ask the students whether there are any other problems with motivation you have not included in your list. If there are, add these to your list. Now read out the problems one by one and ask students to put up their hands if a particular problem applies to them. Count the hands and write the number of students with that problem on the board. This will give others the reassurance that they are not alone with their problem. Now ask the class for one sentence giving a solution for each of these motivational problems.

A3.12 Reading

Poem – Night of the Scorpion (SB pages 74–75)

Do this activity as a class activity. Read out the poem with the class listening. Ask for comments. Who is the poet? How old was the poet when this happened? Where is the poem set? What is the mood of the poem? What is the style of the poem? Did the students like the poem? Has anything like this ever happened to any of them or their family members? Encourage informal class talk. Then steer the conversation back to the poem. Ask the students to briefly re-tell the story told in the poem.
Now ask the students to read the poem silently on their own. If they wish they may very lightly underline any words they don't understand in pencil. There are several difficult words in the poem. These should come up as you work through the exercises, which will be a good time to discuss their meaning.

1 With the class, work through the questions orally. Encourage participation by more than just a few students. Also encourage students to motivate their answers with quotations from the poem.
2–4 Get the students to discuss the answer to these questions. In questions 4d-f, the students get to relate the poem to their own lives and experiences.

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Make sure the students understand the vocabulary and the images used and get them to paraphrase where you think this might be necessary.

Finally, ask students to find an example of a simile ('swarm of flies … buzzed') and alliteration (e.g. 'flame feeding' line 41; see also lines 5 and 38) in the poem. Get the students in pairs to take turns reading the poem to each other.

Optional activity: Ask the students to write down an experience of their own that is similar to the one described in the poem. Alternatively, they can make up a story about, e.g., a snakebite and write it down.

Part B

Objectives

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

Listening – listen to a text related to their Language and Pronunciation work; listen to a story of a TB victim and answer multiple-choice questions

Speaking – recount a past illness experience; complete a Study Skills table about speaking and discuss pronunciation problems

Reading – read a table and text on killer diseases and answer questions; read a health leaflet

Writing – research and write a health leaflet

Materials and resources

- B3.8, B3.9: brochures and health leaflets on illnesses and conditions; general books on health; (if available) a computer, or computers, with Internet access; white A4 paper and arts materials, e.g. felt-tipped pens.

B3.1 Increase your word power

Illness (SB pages 76–77)

1 Ask the students to work on their own to find the twelve illnesses in the word search. Check the answers with the class afterwards, because the next activity, 2, is based on them. Write the twelve illnesses on the board and ask students to do the same in their exercise books.

2 The table lists causes in the left column and symptoms on the right. The students are to match the twelve illnesses from the word search with their cause and symptoms. Ask them to write only the cause number and symptom letter next to the illness in their list. Again, go through the answers orally with the class.

B3.2 Reading

Killer diseases (SB pages 77–79)

1 In small groups, ask the students to discuss the questions in activity 1.

2 Get the students to study the statistics on page 80 and read the text on killer diseases. Ask the class to summarise each paragraph of the text in one sentence.

3 Ask the students to work through questions 1-6 on their own. You may wish to set this work for homework. The students can write down the number of each question and next to it, the answer, in their exercise books. Afterwards, get them to check the answers either with their group or with you in a class feedback session.

Ask the groups to discuss the answers to question 6. While they work, monitor their team working and progress.

B3.3 Speaking

Pronunciation *-ough* (SB page 80)

Check that the students are all familiar with the words and their meanings. Read the list to the class and get them to pronounce each word after you.

1 Ask the students to write down the letters A-H, for the different pronunciations, in their exercise books, one below the other. Then ask them to write the words from the list with the matching pronunciation next to the corresponding letter. Afterwards, check the lists. Get the students to team up with a partner and read the lists to each other.

2 Students stay in pairs for this activity. Afterwards, ask who managed to make a sentence with four, five, six and seven of the words.

B3.4 Language focus

Talking about the past (SB pages 80–82)

You may want to introduce this language activity by giving own examples, e.g. asking students questions like, 'Before the telephone, did people use to write letters every time they wanted to communicate with someone in the next town?', 'When you were in Junior Secondary did you use to have English four times a week?' Say sentences like, 'I'm sure your teacher would give you lots of homework when you were in Junior Senior.', 'When I was in school I would regularly have to learn poems by heart.'

Write one example of *used to* and one of *would*, used to talk about past actions, on the board. Underline *used to* and *would* as well as the main verb. Ask what each means and elicit further examples. Write the students' examples on the board and again use underlining to mark the form to be studied. See if you can get the students to formulate their own rule about *used to* and *would* for talking about past actions.

1 More examples can be found in the text about vaccination. Get the students to read it silently.

2 Ask them to study the 'Useful language' box and compare the rules with the rules they formulated for this verb form.

3, 4 Get the students to read the instructions and work on these activities on their own. Afterwards they can check their answers against their partner's.

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5 The point of this exercise is for students to make a conscious effort to use *would* and *used to* while talking about the past. While they work, listen in to conversations and make sure the students are using these verb forms correctly.

2. Revision of verb forms

Depending on how much time you have, this exercise can be set for homework. Students can compare their answers at the beginning of the next English lesson.

B3.5 Speaking

An experience of illness (SB pages 82–83)

Students get a chance to use the verb forms covered in B3.4 when they are asked to recount an experience of illness of their own.

1 Ask students to work on their own. Give them about 5 minutes to prepare their stories. The questions on page 85 will help them focus on the experience and remember to include details they might otherwise have forgotten. If they wish to, they can jot down a few words as notes, but no more than a few key words.

2, 3 After a short practice, ask the students to get together with two classmates and let them recount their prepared story to each other.

Afterwards, the other students in the group can ask questions.

Note: This exercise differs from spontaneous discussion in that students have had time to plan the different aspects and 'structure' of their story and have had a chance to both think it through to the end and practise it. Also, they will probably be aware of the past tense forms, since the language lesson in B3.4 is still fresh in their minds. Finally, each student gets a chance to relate a full story uninterrupted, while spontaneous talk involves much more dialogue, i.e. interruption, questions, response.

B3.6 Language focus

Third (or past) conditional (SB pages 83–84)

Get students to recall the work they did on conditionals in (A2.10). Elicit some examples. Now ask students for examples that are related to the unit topic and start them off with one of your own, e.g. *If we manage to wipe out malaria, the average lifespan of Africans will increase.*

Tell them they will be learning about different *if*-sentences, called conditional sentences. With the class, study the 'Useful language' box on page 83. Then ask them to repeat what situations the past conditional is used to talk about. Elicit further examples from the class.

Optional activity: Start a little 'if not' story for the class. For instance, say, *My sister was so busy talking about the party that she forgot her homework book.* Ask the students to repeat this sentence using the past conditional: *If my sister hadn't been so busy talking about the party she wouldn't have forgotten her book.* Continue, *It was raining and she opened her bag to take out her raincoat.* (If it hadn't been raining she wouldn't have ...) *That's when she realised the book was missing.* (If she hadn't opened her bag to take out her raincoat she wouldn't have realised ...) *She was worried Mr Lemma would be angry and phoned Mum to ask her to bring in the book.* (If she hadn't been worried …) *Mum drove so fast she had an accident on the way.* (If …) *She had to be taken to hospital and have her leg put in plaster.* (If …) *At the hospital she …* Ask the students to think of ways to continue, and then end, the story.

Now ask the students to start another 'if not' story chain like this, and see how long they can sustain it for.

1 Get the students to match the sentence halves in the table. They can compare their answers with their neighbour's.

2, 3 These activities can be done individually by students and, depending on how much time you have, can in part be set for homework. When they are done, or at the beginning of the next lesson, go through the answers orally with the class and let students check their own work.

4 When they have written their sentence, encourage the students to talk about their regret in life with the student nearest to them.

B3.7 Speaking

Pronunciation – Contractions (SB pages 85–86)

Use an ***if***-sentence from B3.6 or one of your own and write it on the board, e.g. *If Dawit hadn't eaten that old fish he wouldn't have felt so bad*. Underline *hadn't eaten* and *wouldn't have*. Say that 'hadn't' is a contraction and that it's really two words, 'had+not'. Then ask what two words *wouldn't* is made up of? Say, We can make a further contraction here, when we speak the words. Draw a circle around *wouldn't have*. Explain that when we pronounce them we can pronounce them *'wouldn't've'*. With the class, read the 'Useful language' box.

1 After the students have rewritten the sentences using the full forms of the verbs, get them to compare their answers with a partner's.

2 Read the listening script to the class. The students are to listen and write the missing words, one below the other, in their exercise books. The missing words are shown below in **bold**. When you have finished reading, get the students to read the completed dialogue in pairs, one student reading A and the other reading B.

3 Then ask them to read the sentences from exercise 3, B3.6, also in pairs.

Listening script

A: *Hello Elsa.*
B: *Hi! How are things? Have you done your homework yet?*
A: *I'm stuck on writing up the experiment we did in chemistry. If* ***I'd been*** *at the lesson when the teacher went through it,* ***I'd know*** *what it was all about.*
B: *I was there, but* ***I didn't understand*** *it very well. If* ***I'd paid*** *attention to what the teacher said,* ***I could have taken*** *notes.*

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A: *So what **are you going to** do?*
B: *I don't know. If you come over, **I'll show** you what **I've done** so far.*
A: *Oh, what shame. If my mother **hadn't gone** out, I could. But **I've got to** look after my brothers. Why **don't you come** over here?*
B: *Okay. **I'll see** you in about half an hour.*
A: *Great. Bye for now.*
B: *Bye.*

B3.8 Reading

A government health leaflet (SB pages 86–87)

At the beginning of the lesson, take out the health brochures and leaflets you have brought to class. Invite the students to look through them. They will have done work on the leaflet genre before, so get them to tell you what the purpose of a leaflet is, whom it is written for and what its language level is, what level of detail is included, what the layout is, and what is usually included on the front, and back, fold. Ask students to comment on the leaflets you have brought in.

Then get them to open their Student Books. They are to work in groups.

1-4 Get the students to read through the instructions, background information and leaflet text on their own and discuss the answers with their group members. Exercise 3 can be done either in pairs within the group, or as a whole-group activity. Afterwards the groups are to discuss how the leaflet can be improved. Tell them this work is preparation for a health leaflet they will be producing. When they are done, ask groups for feedback to the class on exercises 3 and 4.

B3.9 Writing

A government health leaflet (SB page 88)

Ask the students to find a partner to work with: this writing activity will be done in pairs. The students are to read through the instructions to the writing assignment. Next, let them decide on an illness they would like to write about. Make your extra materials and resources available to the students. If you do have access to a computer or several computers, ensure that the students know how, and undertake, to use the Internet responsibly. Encourage students to visit the library if you have suitable facilities nearby.

Note: It may be worth your while to do some research before the lesson to find out whether the nearest library stocks appropriate materials on the topic of medicine. Otherwise, you may have to offer alternative resources.

Once they have decided on an illness and their method of research, get students to inform you of these. The next step is for students to brainstorm what to include in their leaflets. They can do this brainstorming activity without prior research on the illness.

Once they have a rough structure, the students are ready to do their research. Since you are allowing the remainder of this lesson and the next lesson for this activity, they will be able to do research outside school hours.

The writing of the leaflet will need to be performed by both students of a pair, with sections divided between partners. Once the draft is done, the sections are put together and the whole text needs to be critically read. Point (6) lists things to look out for at this stage.

For the final version, make white A4 paper and arts materials available to the class. Students are to first design their leaflet, then write in the information in neat, and finally illustrate the leaflet.

Afterwards, let the students read as many of their classmates' leaflets as possible. You may have to allocate some extra time for this. Ask for feedback on (a) the process of producing the leaflets, and (b) the work produced. Get the students to vote for the best two leaflets, motivating their choice. Display the leaflets in class.

B3.10 Study skills

Focus on speaking (SB pages 88–89)

1 Ask the students to sit in small groups of about four students. The students are to individually agree or disagree with the statements in table 1 before sharing their decision with their group members and justifying it.

   This exercise needn't be done in writing but if the students prefer to write down their responses, get them to write only the statement number and 'agree', 'disagree' or 'change' next to it in their exercise books.

   Ask the groups to try to reach consensus on their answers. Ask if they can think of a seventh statement they could add in the left column, e.g. *When someone speaks English to me, I am so worried I might not understand them that I don't listen properly.* or *I am confident that I can work out the meaning of new words from their context.*

2 Ask the students to think about their own English pronunciation, and write any pronunciation problems they have in their table.

   This can be turned into a brief class discussion. Ask students to share the problems they list with the class and together discuss a solution to these problems. Try to let the other students come up with solutions rather than you suggesting ways to overcome their problems. Students can jot down notes on ways to improve their pronunciation at the bottom of the table.

B3.11 Assessment

Task 1 Listening (SB page 90)

Allocate the rest of the lesson to this assessment. Hand out the photocopies of the assessment questions, one copy per student, and ask the students to put their names at the top of the photocopy sheets. Allow the students to skim the questions.

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Tell the students this is an assessment in the form of a listening test and a multiple choice answer sheet. You will be reading them a text and they are to pick out the correct answers to each question from a set of three possible answers.
Read the text at normal speed, not too slowly and not too fast. While you read, let the students tick the correct answers. Collect the answer sheets for marking.

Listening script

Lydia is 15 years old. Three months ago she woke up one morning feeling very tired. She could hardly walk and was out of breath and exhausted by the time she reached the toilet. In the toilet she started to cough up blood. She started crying because she knew now what was wrong with her: like her mother who had died a few months earlier, she had TB.

Lydia young life had not been easy. Her father, an HIV / AIDS victim, had died when she was eight years old and there had been little money for the family to manage on. Lydia had had to leave school when her mother became ill and was diagnosed with TB. Her mother had started treatment at their nearest clinic. This meant a long bus ride every day, which was expensive and took a long time. With Lydia and her younger brother to look after as well as the children's grandmother, life became complicated. With a husband around things might have been different. Also, she was feeling better and she suffered side-effects from the medicine she was taking: they made her feel sick. So she stopped going to the clinic even though the nurses had told her she must continue the treatment for six months. Within weeks the disease came back, stronger than ever and Lydia's mother, ashamed to go back to the clinic, had died, knowing that if she had continued the treatment she might have lived.

Lydia, her brother and her grandmother managed as best they could, but gradually Lydia's health began to decline. She had a terrible cough and felt tired and sweated after the smallest effort. TB is common in her area so she could have caught it anywhere: sitting next to someone on a bus with a cough, in a shop, at school. However, she was probably infected by her mother. If her mother had not stopped her treatment Lydia might not have got the disease. However, Lydia was luckier than her mother because her local clinic found her a volunteer TB supervisor in her village. This is a woman who runs the shop. She makes sure Lydia gets her treatment every day. Not that Lydia needs to be told. She learned her lesson the hard way – by watching her mother die because she stopped her treatment.

Task 2 Writing

Use the essay students completed in A3.9 for assessment purposes.

Unit 3 Answers

Part A

A3.2 Listening

1

Tradtional name(s)	Part of the plant used	How it is prepared	Use
a. *umeeraa*	root	powdered and added to water to make a drink	tumours (*tanache*)
	twigs	made into a necklace	
b. *harmee*	leaves	crushed and squeezed to make a juice which is poured into the ear	earache (*dhukuba guraa*)
c. *botoroo*	bark	mixed with tea to make a drink	snake bite
d. *wociinoo*	leaves	crushed to make a lotion	skin rash (*sono*)
e. *togoo*	leaves	boil and mix with sugar to make a drink	anaemia (*hiireenaa daga*)

2

They think it is more effective than modern medicine.
They think it is more effective than modern medicine for some conditions.
They can't afford modern medicine.

A3.4 Listening

1 tuberculosis
2 It is contagious. It is caused by a bacteria spread by coughing.
3 bad cough, tiredness and loss of appetite.
4 Fit and healthy people may be able to fight it off
5 You must have a test.
6 It is a killer disease if untreated. It can be treated by antibiotics. But the treatment takes 6 months.
7 Many HIV positive victims develop TB
The disease is becoming drug-resistant as many people stop their treatment. This encourages the bacteria which carry the disease to become tougher.
8 Immunisation / vaccination, and testing and treating people who have been in contact with someone with TB.
9 Students' own answers

A3.5 Increase your word power

1

doctor
treats / examines patients
diagnoses conditions / illnesses
prescribes medication
surgeon
operates on patients
cuts open patients

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nurse
looks after / cares for patients
takes temperatures
checks blood pressure
dentist
fills teeth
extracts teeth
polishes teeth
optician
tests eyes
prescribes glasses / spectacles
makes glasses / spectacles
midwife
delivers babies
psychiatrist
treats mental illness

2
bandages – b; crutches – f; neck brace – c; stethoscope – d; syringe – e; thermometer – h; ultrasound – a; X-ray machine – g

A3.6 Increase your word power

Possible answers

1 Hot weather makes me want to sleep.
2 My mother lets me stay in bed late on Sundays.
3 My father doesn't let anyone in the family smoke in the house.
4 Crutches let you walk even when you can't use your legs.
5 Our teachers don't let us write in pencil.
6 Regular exercise makes you fit.
7 A neck brace makes you keep your neck straight.
8 An ultrasound scan lets you see your unborn baby.
9 A mobile phone lets you communicate with people at any time.
10 The Internet lets you find information easily.

A3.7 Language focus

1, 2

1 Traditional healers use plants, which generally grow wild.
2 The woman who wanted to speak to you has just left. *or* The woman who has just left wanted to speak to you.
3 The road that leads to school needs to be repaired.
4 Our play, which was a great success, has been written by the students without any help from their teacher.
5 We had *Qita* for lunch yesterday, which didn't taste good. *or* The *Qita* we had for lunch yesterday didn't taste good.
6 The mango tree which stands outside our house is very shady.
7 The honey cake that John made was the best cake in class. *or* John made a honey cake, which was the best cake in the class.
8 My brother presents a radio programme (which) we listen to every day.

3

1 I ate all the *porridge* (that / which) you had prepared.
2 The Nile, which is one of the most important rivers in the world, flows through many different countries. *or* The Nile, which flows through many different countries, is one of the most important rivers in the world.
3 A traditional healer prepared the *umeeraa* root (that) my mother believes cured her tumour.
4 Mutiso, who is one of the hardest working students I know, has just won a scholarship. *or* Mutiso, who has just won a scholarship, is one of the hardest working students I know.
5 Muhammed Ali, who became the Heavyweight Champion of the World for the third time in 1978, was probably the greatest boxer the world has ever seen. *or* Muhammed Ali, who was probably the greatest boxer the world has ever seen, became the Heavyweight Champion of the World for the third time in 1978.
6 The planet Jupiter, which has twelve moons, is nearly 800 million km from the Sun. *or* The planet Jupiter, which is nearly 800 million km from the Sun, has 12 moons.
7 Everyone likes our sports teacher, who is leaving this term.
8 Ngugi wa Thiong'o, who writes only in his mother tongue, Gikuyu, is one of the most famous East African authors. *or* Ngugi wa Thiong'o, who is one of the most famous East African authors, writes only in his mother tongue, Gikuyu.

4 Students' own answers
6 Students' own examples

A3.9 Writing

1 Outline plan for a for and against essay

Title:
Life in the countryside is better than in the city. Discuss the arguments for and against this statement.
Introduction:
Most people live in countryside.
Many or moving to cities as they think life is better there.
Main points:
I For
1. Cost of living higher in city than in countryside
2. City dirty
3. City noisy and crowded
II Against
1. You earn a lot more in the city
2. More opportunities than in the countryside
3. City life is never dull; you can meet lots of people
Conclusion
I feel that despite its negative side, the city has more to offer.

A3.10 Reading

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

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3, 4

	WILHELM RÖNTGEN	CHRISTIAAN BARNARD	FLORENCE NIGHTINGALE	ALEXANDER FLEMING
Date of birth and death	1845-1923	1922-2002	1820-1910	1881-1955
Significant innovation	Discovery of X-rays	Performed 1st heart transplant operation	Established nursing as a profession	Discovery of penicillin & thus development of antibiotics
Nationality	German – Dutch	South African	British (English)	British (Scottish)
Place where s/he did her/his most important work	Germany	Cape Town, South Africa	Crimea in the Black Sea & London	London
Education	Studied mechanical engineering in Switzerland	Trained as a surgeon in Cape Town, did further training in heart surgery in USA	None	Trained to be a doctor in London
Early work	Studied electric currents and cathode rays while working at a university in Germany	Leading heart surgeon in South Africa	Worked as a nurse in some hospitals, though her parents were against it	While a doctor ina London Hosptial, started doing research
How s/he made her /his innovation	Enclosed cathode ray tub in black in a dark room and found that the rays could shine onto a photographic plate through objects. Made an image of his wife's hand showing bones and her ring as shadows. Called these rays X-rays as didn't know what they were.	In 1967 transplanted the heart of a road accident victim into a 59 yr old man suffering from heart failure. Man died of pneumonia after 18 days.	During war between Britain & France against Russia in the Crimea, went out with a team of nurses and transformed conditions in military hospitals. Considerable reduction in mortality rate. Back in London founded a famous training school for nurses.	Noticed some mould on some culture dishes used to grow staphylococci bacteria. Saw that the area around the mould was free of bacteria.
Others who contributed to her /his work and what they did	/	A Norwegian researcher, HP Frey discovered Cyclosporin which stopped rejection of new heart and prevented infection. This meant heart transplant patients could live longer.	/	Florey and Chain developed penicillin so it could be used as a drug
Honours or recognition	Nobel prize for physics	/	Order of Merit from King Edward VII	Nobel prize for medicine with Chain & Florey

A3.11 Study skills

2c

A – 5; B – 7; C – 4; D – 2; E – 3; F – 6; G - 1

A3.12 Reading

1

a to shelter from the rain
b the scorpion
c no
d lines 17–29
e five things
f They hoped it would decrease the pain of the writer's mother's next birthing; that it would decrease the evil of this world; and that it would purify her of desire and ambition.
g lines 32 and 33
h He tried many remedies ('every … powder, mixture, herb and hybrid') and even poured paraffin on the stung toe and set it alight with a match.
i He performed rites.
j The pain stopped.

2

a 'came like swarms of flies' and 'buzzed the name …'; and 'more neighbours, more insects'
b 'sceptic' and 'rationalist'

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c 'Thank God the scorpioin picked on me / And spared my children.'

3

a diabolic **b** paralyse **c** clicked **d** become diminished **e** purify **f** ambition **g** lanterns **h** sceptic **i** rationalist **j** incantation **k** hybrid

4

a Children don't usually survive a scorpion sting.

b Students' own answers, e.g. the writer was frightened for his mother and felt angry and helpless. Having so many noisy neighbours swarm around probably didn't help the mother in her pain.

c-f Students' own answers

Part B

B3.1 Increase your word power

1 malaria, trachoma, rheumatism, bilharzia, cholera, HIV / Aids, measles, syphilis, tapeworm, leprosy, yellow fever, meningitis

2

Malaria 1 K
Trachoma 2 C
Rheumatism 3 I
Bilharzia 4 E
Cholera 5 G
HIV / Aids 6 A
Measles 7 J
Syphilis 8 H
Tapeworm 9 B
Leprosy 10 L
Yellow fever 11 D
Meningitis 12 F

B3.2 Reading

1 Students' own answers, e.g. HIV / AIDS, TB and malaria in Ethiopia, and heart disease, cancer and diabetes in Western countries

3

1a throat and lung cancers, Alzheimer's and other dementias associated with old age, colon and rectum cancers, diabetes mellitus, breast cancer, stomach cancer

b diarrhoeal diseases, HIV / AIDS, tuberculosis, neonatal infections, malaria, prematurity and low birth weight

c lower respiratory infections (e.g. pneumonia), coronary heart disease, stroke and other cerebrovascular diseases, chronic obstructive pulmonary disease (e.g. bronchitis and other conditions caused by smoking)

2a Approximately 59 million people died in 2004.

b Over two-thirds of people in high-income countries live beyond the age of 70.

c Over one-third of all deaths in low-income countries are among children younger than 14.

3 They can be largely prevented through clean water and sanitation, access to health care, vaccination and drugs, and better diets.

4 More healthy lifestyles, e.g. less alcohol, no smoking, more exercise.

4a respiratory
b cardiac
c pulmonary
d neonatal
e stroke
f Alzheimer's
g cancer

5a predominantly
b cardiovascular
c chronic disease
d infectious
e non-communicable
f factor
g enact measures
h prosperity

6 Students' own answers

B3.3 Pronunciation

A: rough tough enough B: dough, though C: trough, cough
D: bought, brought, fought, nought, ought E: thorough
F: through G: plough, bough H: hiccough

B3.4 Language focus Past simple, *used to* and *would*

3

2 In the past our teacher used to give us a lot of homework. *or* Yesterday s/he gave us a lot of homework.
5 When I was a child we used to go to the mountains during the holidays.
8 Smallpox used to be a major cause of death in the past.

4

1 Terrible scars used to / would cover the faces of smallpox survivors.
2 can't be changed
3 At primary school we didn't use to study Civics.
4 Did you use to live in this area when you were a child?
5 My brother and I used to / would steal mangoes …
6 I would often listen to … *or* I often used to listen to …
7 can't be changed

2. Revision of verb forms

1 have had 2 have never had 3 had 4 was 5 had been suffering 6 had become 7 went 8 became 9 developed 10 used to be 11 was working 12 saw 13 got 14 pressed 15 did not fade 16 recognised 17 rushed 18 was 19 was given 20 was 21 said 22 was saved.

B3.6 Language focus

1

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

2

1 If I had done my homework my teacher would have been pleased with me.
2 If I had not been ill, I would have come with you on your trip.
3 If Hammayu hadn't had such a big lunch, he would not have fallen asleep in the afternoon.
4 If you had come to the concert you would have enjoyed it very much.
5 If my brother had checked the car before we left, it would not have broken down.
6 If I hadn't been tired, I would have stayed at the party.

3a

2 If he had had time to walk to school he wouldn't have taken the bus.
3 If there hadn't been a lot of traffic the bus wouldn't

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have been cuaght in a traffic jam.
4 If Hammayu hadn't jumped off the bus he wouldn't have hurt his ankle.
5 If he hadn't arrived at school late his teacher wouldn't have told him off.
6 If his ankle hadn't been injured, he would have gone to football training after school.
7 If he had gone to training the coach would have picked Hammayu for the team.
8 If he hadn't slept late he would have played in the school team.

3b

1 If my brother hadn't found a hole in the water container, he wouldn't have thrown it into a corner of the yard.
2 If it hadn't rained, the bottom of the container wouldn't have filled with water.
3 If it hadn't filled with water, mosquitoes wouldn't have started breeding there.
4 If mosquitoes hadn't started breeding in the container in our back yard I wouldn't have caught malaria.
5 If I hadn't caught malaria I wouldn't have become very ill with a high fever.
6 If I hadn't had a high fever my mother wouldn't have taken me to the clinic and I wouldn't have been given some tablets.
7 If my mother hadn't taken me to the clinic I wouldn't have recovered.
8 If my brother hadn't thrown an old water container into a corner of our yard I wouldn't have got malaria.

4

Students' own sentences

B3.7 Speaking

1

1 They are not to go to the market.
2 He has been sleeping.
3 I would like to see you tomorrow if you are free.
4 I would have come home earlier if I had known you were ill.
5 What could he have done in that situation, even if he had not been hurt?
6 If she had known she was going to become a nurse, she would have taken more interest in science at school

B3.8 Reading: A government health leaflet

3 Possible answers

1 What is it? 2 How can you get it? 3. What happens when you get it? 4. Who is affected by it? 5. What should you do if you get it? 6. What can you do to stop yourself getting it?

B3.10 Study skills: Focus on speaking

2

Ask students to copy the table into their exercise books. Then ask them to think about their own English pronunciation. They should think about problems with individual sounds, word stress and sentence stress and write them in the table.
This can be turned into a brief class discussion. Ask students to share the problems they have listed with the class and together discuss solutions to these problems. These can involve isolating sounds and practising them, using a dictionary or asking your teacher for models, practising with a native speaker. Try to let other students come up with solutions rather than you suggesting ways to overcome their problems. Students can jot down notes on ways to improve their pronunciation at the bottom of the table.

3

Encourage students to come up with their own definitions before giving them the answer

B3.10

3 Fluency = clear meaning, little hesitation, appropriate speed of delivery
Accuracy = correct vocabulary, use of grammar, pronunciation; appropriate level of formality

a Open

b Accuracy is important in an exam, when reading aloud, when doing practice exercises inc lass, when asking for something in a shop. Fluency is important when having a conversation, or giving a presentation.

B3.11 Assessment

1. Listening

1 – b; 2 – c; 3 – b; 4 – b; 5 – a; 6 – a

Suggested further reading

If possible, students should read related materials on traditional and modern medicine. (See A3.1 for suggested reading materials.) Get the students to do research in the library and on the Internet for the optional activity in A3.10 and bring in health leaflets for them to read silently or in pairs, for the leaflet-related tasks in B3.8 and B3.9.

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Units 1–3 Revision 1

See the note under Suggested methodology in the Introduction, page x, for more ideas about how to get the students to complete these revision exercises.

A Reading

This section should be done under examination conditions (students work alone within a time limit, e.g. 20 minutes). You may want to collect the exercise books to mark the answers; alternatively, students can mark their own work and keep a record of their score.

Answers:

1

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

2 He was probably happy to be home and maybe a little sad that his school days were over. He also felt some pride (he admitted 'being a little swollen with my success'). He was also touched by the greetings and love shown to him by the villagers.

3 Probably he had promised his father and himself that he would work as hard as he could so as to make the most of the opportunity he had been given to go and study in the capital.

4

a chosen for a particular purpose
b an Islamic spiritual leader in West Africa
c believing that some objects are lucky or unlucky
d made to feel unhappy or upset
e without thinking of dangers or problems
f feeling extremely happy

B Pronunciation

Students partner up with a classmate. They choose an extract from the text in A, 10 lines in length, and practise reading it aloud between them. While they work, monitor their reading. You may use this opportunity to assess individual students' pronunciation and reading fluency.

C Speaking

Get the students to sit in threes. After they read the instructions the students allocate the roles of writer, mother and father among themselves and decide whose opinion differs from that of the other two characters.

The task of writing the role play should be a combined effort. Give 12-15 minutes for this. One of the three team members can be the scribe. Once they have finished, the students read through their role-play and make changes if necessary.

Tell the class you will give them five minutes to practise their role-play. Student groups perform their role-play to the rest of the class. You may have to listen to the last few groups perform their role-play at the beginning of the next period.

Get the class to critique both the contents of the role play (the quality of the dialogue, the development of the conversation, whether the language is realistic, and the language use generally) and the acting.

D Dictation

Read the script to the class, once at normal speed and once slowly, in manageable phrases. At the end, read through the whole text again.

Dictation script

The African Union as it is today has been in existence since 2002. Although it is a complex organisation with many constituent institutions, to many Africans, the AU is embodied by the six-monthly summits which grab the headlines in the various capital cities of Africa. However, there is a lot more to the AU than summits.

Students can go back to B1.2 to check their work.

E Writing

Tell the class they get to imagine they were in the writer's shoes in the Reading text above. Ask students, If you got offered the chance to study overseas, what thoughts would go through your mind? There would most probably be mixed feelings. In the essay they are asked to write here, they get to argue the pros and cons of studying abroad.

Refer the students to A3.9 for a review of the structure of a for and against essay. The same steps to the writing task as outlined in A3.9 can be applied here. However, since time is limited, you might ask the students to skip Step 6 of the process.

Give the remainder of this lesson (revision and Steps 1-4) and the first 15 minutes of the next lesson (Steps 5 and 7) for this task.

Apply the same assessment criteria as given on page 25 of the Teacher Guide.

F Vocabulary

1 Crossword

The students do this crossword on their own. The vocabulary is taken from Units 1-3. When they are done, give the answers orally in class. Ask who got all the answers right.

Answers:

Across: 1 crutch 6 medication 8 click 9 enrol
10 prosperous 14 extracurricular 15 cough 16 multilingual
17 interviewee 19 psychiatrist 20 Congolese
21 illiterate 22 Burkinabe 23 X-ray

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Down: 2 headquarters 3 self-confident 4 undervalued 5 stroke 7 observerstatus (observer status) 8 chronic 11 organ 12 principal 13 subzero (sub-zero) 18 vocational

2 Crossword competition

This crossword competition is a fun way to end any lesson. Keep it till after the Language Use questions or, if there is no time, for another day.

The students need to get into pairs or groups of four. Once they have read through the instructions on their own, they are ready to start the competition.

G Language use

Get the students to write the number of each exercise and then the answer alternative, e.g. *1 d*.

Afterwards, collect the exercise books for marking or ask the students to check their answers while you read out the correct answers.

1 **d** 2 **b** 3 **a** 4 **c** 5 **c** 6 **d** 7 **b** 8 **d** 9 **a** 10 **b** 11 **a** 12 **d** 13 **d** 14 c 15 /16 **b** 17 **d** 18 **a** 19 **c** 20 **a** 21 **b** 22 **c** 23 **a** 24 **d** 25 **c**

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Unit 4 HIV and AIDS

Learning outcomes

By the end of Unit 4, students will be able to discuss the impact of HIV and AIDS and make recommendations.

Learning competencies

Speaking and listening: Students contribute to and develop conversations about the unit topic.

Reading and writing: Students read newspaper article and identify main points and summarise the main point.

Language focus

Grammar: in case, 3rd conditional with 'might' and 'may', it is said / believed that
Vocabulary: HIV and AIDS, language of graphs
Social expressions: saying 'no' tactfully

Background knowledge

Leading on from the previous unit about traditional and modern medicine, this unit is about HIV and AIDS. The unit starts off with a quiz about HIV / AIDS and the students test their own knowledge about the disease. They read myths about HIV / AIDS, and discuss how these myths came about and in what way they differ from reality.
Further in connection with the topic, the students define terms and do more involved dictionary work; they give advice and learn how to politely say 'no'; they role-play, and they experiment with chain discussions.
The unit has the students reading a number of texts on AIDS in different countries; reading and describing graphs; and writing a formal letter of reply. Other writing tasks involve researching and writing a report, and writing a summary.

The unit's topic is familiar to the students; however, the course provides new links between the topic and other areas of the curriculum, through e.g. including analysis and description of epidemiological graphs and an opportunity for students to role-play while using modals.

There is opportunity for research – encourage the students to use the Internet and library and any other resource materials at their disposal.

Part A

Objectives

By the end of this sections, students will be able to:

Listening – answer a quiz, then listen to a listening script and check their answers
Speaking – hold a chain discussion; practise turn-taking
Reading – read about HIV / AIDS myths and their rebuttals; read a formal letter, identify its features and analyse its structure
Writing – write a letter of response

Materials and resources

Four sheets of lined or plain A4 paper.
Lined A4 note paper.

A4.1 Introduction

What do you know about the HIV / AIDS virus? (SB pages 97–98)

Write *HIV* and *AIDS* on the board. Get the students to tell you what these acronyms stand for, *human immunodeficiency virus* and a*cquired immune deficiency syndrome respectively*, and to give you a concise definition of both. Then get the students to read the definitions on page 97.

Ask the students to form small groups of about five students to a group. They are to discuss the answers to the quiz. With some questions, several answers are possible. With the last question, tell the students to rank the answers if they agree on more than one good way to 'beat the virus'. At this point, you needn't give feedback, because the listening activity A4.2 will provide this.

A4.2 Listening

How HIV is transmitted (SB page 98)

Read the listening script to the class. Ask the students to listen and check whether they answered the quiz questions correctly. After listening to the script, ask the pupils to go back to the quiz and look at all the questions again. Discuss each answer alternative with the class. A detailed response to all the answer alternatives in the quiz is given in Unit 4 Answers at the end of this unit. Allocate the remainder of this unit to class discussion on the unit topic. Encourage students to share their thoughts and experiences, especially if they have a friend or family member who has AIDS. Talk about the prevention of HIV / AIDS and the consequences of being infected with the virus. Finally, discuss how we can help those who have the virus.

Listening text

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 is transmitted or passed from person to person in one of four body fluids: blood, semen, vaginal fluid and breast milk. It has to get inside the body and into the bloodstream. It is not transmitted through vomit, urine, saliva, faeces or pus. There is no evidence to show that the virus can be transmitted by mosquitoes.

The virus is usually transmitted during sex, when the delicate skin in the genital area is cut. This causes bleeding that you may or may not be able to see. It can also be transmitted when blood from a cut of an infected person

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enters a wound of an uninfected person. So, if you are treating a wound on another person, if you don't know their HIV status, you should use plastic gloves or put each of your hands inside a plastic bag. The virus cannot be caught in swimming pools as it cannot survive in water. Neither can it be transmitted by touch.

Having sex outside marriage is risky. You cannot be sure that someone is HIV-negative unless they have had a test. Even someone who has never had sex may be HIV-positive because they may have picked up the virus in some other way.

Condoms are relatively safe and certainly better than nothing, but they are not 100 per cent reliable in protecting against HIV or pregnancy. Even someone who is HIV-positive should be careful, not only because they could infect someone who is HIV-negative, but also because they can be infected with a different and possibly stronger strain of the virus by having sex with another person who is HIV-positive.

There is no cure for HIV / AIDS. Having sex with a virgin is definitely NOT going to help in any way at all. A traditional healer cannot cure it either, although a healer can help when someone with HIV gets ill. The only proven treatment is the drug ART, which has to be taken regularly. A healthy diet and lifestyle are also important as they can help those who are HIV-positive to fight infections and be as strong as possible.

A4.3 Language focus

Giving advice (SB pages 98–100)

Refer back to the introductory lesson about HIV / AIDS. Say, We should know as much as possible about HIV and AIDS in order to protect ourselves. We mustn't think that a healthy diet will prevent us from getting the disease. We can inform ourselves by reading up on the virus. We could also organise information days and posters to inform others. While you talk, stress the modals. You may want to write 'We should know …', 'We can inform …', etc on the board.

Once the students have picked up that you are deliberately using this grammatical form, elicit similar sentences on the topic from the class. Explain that modals are often used for giving advice or making recommendations, as well as giving instructions.

Study the box on pages 98–100 with the class. As you read, elicit examples from the students.

The students get to apply the phrases from the box in exercises 1 and 2. Get them to work individually and write the answers to 1 and the dialogue in 2 in their exercise books. Afterwards, get them to compare their answers to 1 with a partner and read the dialogues in parts.

A4.4 Language focus

In case (SB pages 100–101)

Ask the students to silently read the 'Useful language' box.

1, 2 Get them to complete the sentences in Exercise 1 and write their own sentences in Exercise 2. When they have finished this, get them to read out some of their sentences to the class.

3 In pairs, the students are to study the case scenarios and give advice using the structures practised in this section. Monitor their work. The activity links the grammar work with the unit topic. The students can use this as an opportunity to role-play and develop each little dialogue, as well as discuss various aspects of and issues related to HIV and AIDS, and practise the language structure under discussion.

A4.5 Speaking

Pronunciation – Rhythm (SB pages 101–102)

This pronunciation activity links in with both previous work on sentence stress and the structures practised in A4.3.

1 Read the 'Useful language' box with the class. Get the students to individually match the questions on the left with the items on the right. Then get them to compare their answers with their partner's. Ask the student pairs to practise saying and clapping them.

2 In this activity the students are to match sentences 1–6 on the left with phrases a–f on the right based on their rhythm. Afterwards, ask them to make rhythm patterns of the matched pairs in their exercise books. Again, let the partners practise pronunciation and clapping together.

3 Check the rhythm pattern the students have written down before asking groups of about four students each to clap the sentences while saying them. As a next task the students are to make a chain story based on the two sentences in 3a using the third conditional (see B3.6). Once they have developed their story, get them to say it while clapping the rhythm. Ask some groups to perform their rhythm chain story to the class, i.e. saying and clapping it.

A4.6 Speaking

Role-play – Saying 'no' (SB pages 102–103)

1, 2 Start off this role-play activity on the unit topic by getting the students to read through the box. Get them also to read the instructions for activity 2 and the language box on saying 'no'. Ask them to find a partner to work with and then role-play each of the three situations described on page 103. Their role-plays are to contain as many of the different phrases listed in the boxes as possible, plus alternative ways to either say 'no' or persuade someone to do something they don't really want to do. While they work, walk around the classroom and listen in to the role-plays. At the end, invite a few pupil pairs to perform their role-play to the class.

Note: You might want to take this opportunity to assess individual students' speaking. Make a note of your assessment and write down comments. Also write down any blatant errors you heard, that you might want to come back to, to discuss and correct at a later stage.

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3 With the class or in larger groups, invite the students to discuss what might have happened if A hadn't said 'no'. You might also want to discuss what happened after A said her final 'no': does B break off contact with her? Do they manage to remain friends and get to know each other better despite her 'no'? A's phrase 'Why don't we … instead?' suggests that she is hoping they will.

Discuss that many people are afraid to say 'no' because they don't want to offend the other person and they do want to remain in touch. Try to get the class to conclude that someone who breaks off contact with the other person just because s/he said 'no' to casual sex is probably not worth having as a friend. They probably wanted sex all along, and weren't interested in the other person as a friend.

Optional activity: Encourage the class to come up with further situations like the ones described, to role-play.

A4.7 Reading

Myths about HIV / AIDS (SB pages 103–105)

Discuss the meaning of *myth* and ask for examples of common myths. For instance, there is the myth that if you touch a frog you will get warts. This is a myth, because it's not based on the truth. Another commonly held myth in some societies is that boys are more intelligent than girls and deserve a higher place in society. Say that this is absolutely not true. Explain that when we *rebut* a myth we *disprove* it, i.e. we show that it is a myth, not reality. Get the students to read the dictionary definition of *myth*.

1 Ask the students to work in pairs. They are to read the ten myths about HIV / AIDS and discuss why they are myths, not the truth. While they talk, monitor their work. You may find that quite a few of the students hold these myths as facts. It is important that they realise that these are nothing but myths. As was said previously, proper information about HIV / AIDS is important if we want to combat the spread of the disease. A very important step in this information process is stopping to believe in popular myths about the disease.

2 In pairs, ask the students to go through the list of rebuttals of the myths and match them to the myths in activity 1. With the class, discuss the answers.

3 Get two pairs of students to work together. Ask the groups to consider how these myths came about, and why many people believe them to be true. Ask them to talk about any other HIV / AIDS myths they have heard. After they are done, get the students to feedback to class.

4 Get the students to work on their own for this vocabulary-building exercise. Afterwards, they can compare their answers with their partner's.

A4.8 Speaking

Chain discussions (SB pages 105–106)

In preparation for this lesson, put each of these topics at the top of a large piece of blank or plain lined paper.

- What should we do in Ethiopia to support HIV / AIDS victims?
- What can we do as individuals to support people we may know who are HIV / AIDS victims?
- Are men or women more responsible for the spread of the infection?
- What is best way of ensuring all young people are fully informed of the facts about HIV / AIDS?

1–3 Divide the class into four groups, one group per discussion topic. Carefully explain what you want the students to do or read the instructions with the class.

Ask the students to read the rules for the chain discussions.

Explain that once the topic sheet has been around to all groups, each group will give a short presentation to the class, on the topic they last discussed. The presentation will have to include all the points on the sheet; however, in what order and how they are presented is up to the group and the group's spokesperson.

Once they know what is required, hand each group a topic sheet. Tell them they have five minutes in which to read the topic, discuss comments and get their scribe to write these down.

Tell them you will let them know when the five minutes are over. Monitor the group's work, making sure the rules are adhered to, i.e. every team member has a chance to speak and no one member dominates the discussion, and that the discussion is orderly. After five minutes tell the groups to finalise their note writing, and quickly read the notes back to the other team members. In effect, the process therefore takes slightly longer than five minutes. Be careful you swap the sheets around in such a way as to prevent confusion near the end of the topic-swapping process.

Then get the groups started on their second topic.

This process is repeated until all four groups have seen and written their notes on the four discussion topics. Again tell the groups you will now give them five minutes to elect a spokesperson (alternatively, they can select to do a group presentation), order the points, and prepare the presentation.

Spend the remainder of the lesson on listening to presentations and commenting on each. Ask the class to decide whose presentation was the best, in terms of both arguments / points included and the quality of the presentation. Also ask for any other points that have perhaps been left out of the presentation, e.g. arguments on a topic, that a student has thought of after passing on the topic sheet.

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Finally, ask the students to come up with other HIV / AIDS topics for discussion by a chain process.

Note: This technique of discussing topics is an excellent teamworking exercise. It is also very helpful in (a) involving everyone and (b) giving a variety of fresh perspectives on a topic, which individual students may otherwise not have thought of. In the presentation, the spokesperson needs to include all points on the sheet, meaning that s/he needs to present points of view that aren't necessarily his or hers, and take a stand on these. Use this technique in future discussion of other topics.

A4.9 Writing

Reply to a formal letter (SB pages 106–108)

The students will have done a fair bit of formal letter writing in previous years. However, it is a good idea to revise the letter-writing conventions for a formal letter before starting them on a letter writing task of their own.

1–3 Get the class to read through Mr Bona's letter, either as silent reading or in pairs, with partners taking it in turns to read out a paragraph a turn. Afterwards, ask the students to work individually on questions 1–3 and write the answers in their exercise books. When they are done, briefly discuss the answers with the class. Analysing the structure, features and form of a letter prepares the students for their own letter writing activity, in 5 below.

4 Read through the box with the class. Get the students to repeat the information back to you. Ask how a formal letter differs from an informal letter, not only in terms of structure and layout but also in terms of register (= language use).

5 Ask the students to read through the instructions. They are to imagine they were Mrs Rowda and write a formal letter of reply to Mr Bona. They are provided with a suggested structure and the contents for Mrs Rowda's reply.

Get them to also read through the 'Useful language' box.

The students are now ready to plan their letter of reply. Ask the students to work on a rough draft first. You may wish to hand out lined A4 paper for them to use as note paper. Tell the students they have until the end of the lesson to plan their letter and write their draft. The editing and writing of the final version can be left for the beginning of the next period.

While they work in silence, monitor their work and help where necessary.

Note: You may wish to take this as an opportunity for informal assessment. Use the following assessment criteria:

- Has the student followed the conventions of formal letter writing? Has s/he included all the features listed in activity 2?
- Has s/he used paragraphs and structured the paragraphs according to the instructions?
- Is there a proper opening and a proper close?
- Is the reply to the addressee's letter adequate?
- Is the style formal?
- Is the student's use of language very good, good, adequate, or inadequate?
- Is the work well presented?

Part B

Objectives

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

Listening – critically listen to others' role-plays and assess them

Speaking – contribute to and develop conversations about a unit topic

Reading – skim a number of texts to get general ideas; read a text and underline the main thoughts; scan a text for specific facts; infer meanings of new words from contextual clues; read a text and summarise it

Writing – write a report of 350–400 words; write a summary

Materials and resources

- Dictionaries (at least one dictionary for every two students).
- A variety of graphs, charts, maps and other visual materials used to show information (e.g. bar graph, time line, pie chart).
- Access to libraries and computers with Internet access.
- Photocopies of the Assessment task.

B4.1 Study skills

Using a dictionary (SB page 109)

In Part A of this unit, the students have been reading a few dictionary definitions, e.g. of *HIV, virus, AIDS*, and *myth*. Activity B4.1 provides more involved dictionary work. Depending on your school's resources, your students will have had regular access to dictionaries and you will be encouraging them to use the dictionary as a regular feature of the English class. Either in the absence of a dictionary or in addition to the dictionary, you will also have been encouraging the students to keep a word list or vocabulary notebook, which they can update regularly.

For activity B4.1, try to have at least one dictionary per student pair. Ideally, each student should have their own dictionary. This may take some advance organisation. If you don't have the resources at school, ask pupils to bring in a dictionary if they have one at home. Ask your colleagues for dictionaries if there aren't enough to go round.

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Note: You can build a full dictionary session into one of your future lessons to enhance the students' understanding of and familiarity with the dictionary. Such a session would involve active dictionary work and will need advance planning. It would also involve more specialised dictionary features such as etymology, synonyms and antonyms, and irregular verbs and noun endings.

1 Ask the students to place their dictionaries in front of them on the desk but not open them. Ask them to name the different features of a dictionary entry: the headword, pronunciation, part of speech, definition, etc. Get the students to list as many of these features as possible. Write them on the board. Then ask the students to open the dictionary on any page and check if there are any other features they haven't named. Add additional features to your list on the board.

   The information box on page 109 lists the most important features and their functions. Read through the box with the class. Ask the students to look at the definition of *prescribe* and identify its different features.

   Now ask the students, without looking at their dictionaries, to write their own dictionary definition of *disease* using the features listed in the box, e.g.

   disease /dI-ziz/ noun [countable] illness or other medical condition *When he returned from his holidays, Hagos had a terrible disease that no-one was able to diagnose.*

   Ask for feedback from the class and write a sample dictionary entry on the board. Underline and circle the different features of the entry, if possible using different colours, and name them. Make sure your students understand what the different features mean, e.g. *part of speech*. Now invite the students to look up *disease* in the dictionary and read out the definition. Ask them to compare their own definition with that in the dictionary, and name the differences.

   Ask for another word they can write their own dictionary definition for. It has to be a word they all know. Repeat the process described above.

   Note: Depending on how much time you're willing to spend, you can extend this to other words, ideally ones that are related to the unit topic.

2 Get the students to pair up with a partner. Tell them they're going to have a dictionary race. Ask them to read through the instructions. The point is for students to write just the headword and the definition.

   Write these eight words on the board:
   regime, initiate (v), myriad, hoard (v), transfusion, discrimination, strain (n), seek
   The students are to look them up in the dictionary, write down a brief definition for each one and put up their hands when they're done.

   Determine who is the winner of the race. Then ask individual students to read out their definitions and give feedback.

3 Get the students to enter the words from activity 2 into their vocabulary notebook, or word list, and include three pieces of information about each word. Finally, ask the students to add a sample sentence for each of the words.

B4.2 Reading

HIV / AIDS in Africa (SB pages 110–114)

1 This reading activity involves, first of all, looking quickly at a number of texts to find out some general information about them.

   Ask the students to look at the texts to find out (a) where they would appear and (b) which country each of the texts is about. Inform the students that this kind of reading to find out general ideas without reading the text word for word is called *skimming*. There are five texts in all; ask the students to skim each one to find out the requested information and write down the answers in key word form in their exercise books. Then get the students to feedback to you.

2 The students are to choose one of the five texts for reading. Facilitate the process of forming five groups based on the five reading texts.

3, 4 Students work individually on the tasks listed in Exercise 3. The idea is to work fairly quickly through these tasks. Afterwards, let them discuss their progress and answers with their group mates.

5 The group works together to prepare a short presentation of their text. Their presentation is to include the features listed on page 110 of the Students' Book. Every group member should be able to give the presentation, so emphasise active participation and preparation by all group members.

6 Again, help facilitate the process of forming groups. The new groups are to have five members to a group, with every member having read a different text. Each member of this new group needs to give a presentation on his or her selected text to the other members of the group.

   Round the lesson off by getting feedback from the class on (a) the texts themselves, (b) the different processes involved in reading the texts for different information, (c) the teamworking process. If there is time at the end, encourage the students to read through all the texts themselves.

B4.3 Speaking

Discussion – HIV / AIDS issues (SB page 115)

Ask the class to recall the reading texts they read in B4.2. Say that some of them had a positive message or were optimistic while others were negative. Ask the class to tell you which texts had a positive message.

1 Get the class to sit in groups of four or five and discuss why the Kenyan man in text 4 committed suicide. Ask them to discuss what they would say to someone in his situation to stop him or her from committing suicide. Ask them as they come up with ideas for advice, to jot

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these down in note form. Remind them of the modals, discussed in A4.3, used in giving advice. Ask them to think of other persuasive expressions as well as arguments. Once they have come up with a few pieces of advice, ask them to imagine how the man would respond to each of these.

Now ask the groups to role-play the situation of the suicidal man speaking to a counsellor. If they do this as a group, the different team members can listen and make suggestions for the counselling dialogue while two of the team take on the roles of man and counsellor. The groups may want to appoint a scribe to write down the role-play, or they may choose to do the role-play off the cuff each time. Get them to practise the dialogue. Then invite each group to perform the role-play to the class. Get the rest of the class to crit the role-plays, paying attention to assessing not only the dialogue but also the acting.

Tell the class the following activity will be assessed by you. Get them to read the two discussion topics in 1b and c. Then get the pupils to decide which of the topics they would like to discuss. Get them to form small groups with other students wanting to discuss the same topic. Tell the class you will be giving the groups about 10 minutes to hold their group discussion and develop their topic. You will be assessing some of their work during this time. After 10 minutes, groups will be giving presentations on their topic to the rest of the class. Tell the students that these will likewise be assessed. For the assessed presentations, it is up to you whether you want to invite the whole group to give a shared presentation, or ask individual group members to give a presentation of their group's work. Either way, give clear instructions up front, so that students know what is expected.

While they have their discussion, monitor their teamworking and topic development and assess individual students' work. Use the following assessment criteria:

- Is the student actively participating in and contributing to the discussion?
- Is s/he listening to other students and responding to their points adequately?
- Is s/he capable of taking turns and interrupting politely?
- Are the points s/he is making valid in terms of the discussion and topic development?
- Is the student fluent in English? Is the language use very good, good, adequate, not adequate?
- Is the student's pronunciation good or not so good?
- For the presentation, use these criteria:
- Has the student provided an introduction?
- Are the points s/he is making valid in terms of the discussion topic?
- Is there a logical progression of arguments?
- Is there an adequate conclusion?
- Is the student's language use very good, good, adequate, not adequate?
- Does the student speak clearly and without hesitation and repetition?
- Is the student's pronunciation good or not so good?

B4.4 Increase your word power

Describing changes or trends (SB pages 115–119)

The Grade 11s will have been introduced to various visual presentations of information through their Maths, Science and Geography courses, among others. As an introduction to this lesson, show some graphs, charts and maps to the class and elicit their names (e.g. *bar graph, time line, pie chart*) and what they do / which type of information each is best at presenting. Ask the class which out of the samples you are showing is the most effective, and elicit reasons why. Finally, ask whether visual presentations make information easier or harder to read compared with text, and get students to motivate their answer.

In this lesson, they will look at some visual presentation of health data, called *epidemiological data*, interpret them and talk about them using appropriate terms for describing data.

To start them off, ask the students why epidemiological data (= statistics on incidence of illness in populations) may be useful. (They are used, e.g., in health provision and planning.)

1 Get the students to work in pairs. Get them to look at the line graph on page 115 and talk about it. Questions 1–6 will guide them while talking about the graph, and provide some useful vocabulary (*horizontal axis, solid red line,* etc).

2, 3 Ask them to work individually to find the right prepositions in the description of the graph. They can write the prepositions in their exercise books. Afterwards, go through this orally with the class. Ask whether the text correctly describes the data presented in the graph.

4 Do the first part of this vocabulary-building exercise with the students. The point is not only to learn the words for describing changes and trends, but also to talk about their part of speech. The first part of the exercise will prepare the students for the second part, which they are to do on their own in their exercise books. When they have finished, go through the answers with the students.

5 Get the students to decide on the correct tense of the verbs, and motivate their answers, orally in class.

6, 7 The previous exercises will have equipped the students with the vocabulary to do Exercise 6, with a partner, and Exercise 7, on their own. Afterwards, get the pupils to report back to you.

8 Now ask the students to work on their own to describe the data presented in the graph in activity 8. If you're running out of time, ask the students to finish this for homework. Get a few students to read out their work afterwards, or collect their work for marking and commenting.

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B4.5 Writing

Report on HIV / AIDS (SB pages 118–119)

Since this activity will involve research, in many cases outside the classroom, plan it for two lessons, ideally with a weekend or two days between the lessons so that the students get sufficient time for their research.

1 Get the students to recall the countries they read about in B4.2: South Africa, Lesotho, Kenya and Nigeria. Tell them they are to write a report on HIV / AIDS in one of these countries. The information will be based on the text about that country in B4.2 and on their own research. The report writing and research will be done in pairs, so that each student only writes a section of the report.

2 Ask the students to read through the instructions on page 118, outlining proposed sections of the report and requirements for writing it.

3, 4 Ask the students to partner up with another student and discuss the research process and how to divide the research up between them; also, to talk about resources and the research method. Then get the students to research their report and make notes.

5 Remind the students that their report should be written by both students of a pair, each one being responsible for certain sections. Also remind them that the report should be no longer than 350–400 words. Get them to write their first draft, put together the different sections, critically read it and edit it, and give you a copy for your suggestions and comments.

6, 7 Once they are satisfied with their draft and they have incorporated all comments and made all corrections, the students are ready to write their final version of the report in neat. Get them to put their reports on display for their classmates to read.

B4.6 Increase your word power

Initials and acronyms (SB page 119)

Ask the students for a definition of 'abbreviation' and ask for examples of abbreviations.

Next, ask for a definition of 'initials' and ask them to give their own initials, e.g. Dawit Eboye's initials will be D.E.

Finally, ask what 'acronym' means and get a few examples.

Read through the 'Useful language' box on acronyms and initials and elicit further examples of both initials and acronyms.

1–3 Let the students do these exercises on their own or in small groups. If they do work on their own, they are to check their answers against the group's afterwards.

4 Now ask the students to work in pairs. They are to write down a list of all the initials and acronyms they can think of, then swap lists with their partner and see if they can say the full version of their partner's initials and acronyms.

Afterwards, ask for examples and write them on the board. Add to them with examples of your own, e.g. B.Sc. and B.A., WHO, IC, HQ, WW II, WC, DNA, RNA, TLC, A&E, NGO, CBD, GPS and GNP. Get the students to give their full version and definition of these terms.

Get the students to enter some useful acronyms and initials and their meanings into their vocabulary lists. Then ask them to categorise the initials and acronyms you have written on the board into fields or areas of application. For instance, PC, ICT, WWW, IT and CD all have to do with computers while SADC and AU have to do with African politics and DNA, RNA, IC and A&E with science and medicine.

Optional activity: You could also ask the students what acronyms they use for texting and emailing. There is a whole list of popular acronyms that are used especially for texting. Once they have written down their lists and shared them with the class, get students to team up with a partner. Student A in each pair is to write a text message to student B. The more abbreviated the better, as long as the message is still understandable. Student B is to read the message and respond in a similarly abbreviated style.

B4.7 Assessment

Reading and writing (SB page 119)

Assess students' participation and performance in the discussion activity, B4.3 (see this Teacher Guide page 41).

2 Reading and writing

See page 136 for photocopiable reading text.

Tell the class that this lesson will be spent on a reading and writing assessment task. Hand out the photocopies of 'Motsoaledi on AIDS' and the graph and accompanying text. Tell the students they are to work on their own. They are to read through the text and while reading, make notes. Afterwards they are to write a summary of the text, giving its main points.

Use the following assessment criteria for assessing this task:

- Has the student selected the main points of the text and left out unimportant information?
- Have the points been rearranged and presented in a natural, logical progression?
- Has the text been condensed to make a short, coherent piece?
- Has the student used his or her own words?
- Is the language use very good, good, adequate, less than adequate?
- Has the text been proofread?
- Is the presentation good, or not so good?

This assessment work contains a second task, a graph followed by a text describing it. The students are to read the graph and accompanying text and then complete the sentences in exercise 3. Allocate 1 point per correct answer.

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Unit 4 Answers

Part A

A4.2 Listening

1 **a** No, only through blood and sexual fluids (semen and vaginal fluid) and breast milk.
b Yes. When the blood or sexual fluid of an infected person comes into contact with the blood of an uninfected person, the virus may be transmitted.
c No.
d No. there is no evidence to show that this can happen, even in areas where there are a lot of mosquitoes.

2 **a** No.
b No
c No (unless they have wounds in the mouth or on the lips.)
d Yes, there is a strong possibility. During sex, if the blood or sexual fluid of an infected person gets into the blood of the other person. This can happen because the delicate skin in the genital area is often cut, particularly in women.
e Yes, there is a strong possibility. If you are treating a wound, if you don't know the victim's HIV status, you should use plastic gloves or put each hand inside a plastic bag. You may already have a small cut on your hand or arm that you don't know about, or cut yourself while giving the treatment.
f No. The virus cannot survive in water

3 **a** Not correct. A virgin can't have acquired the virus through sex but may have picked it up in another way, e.g. her mother may have had the virus when she was in the womb, or she may have had some other contact with infected blood.
b This is the only absolutely safe situation.
c This is relatively safe but condoms are not 100 per cent reliable in protecting against HIV or pregnancy.
d Not correct. Someone who is HIV positive can be infected with a different and possibly stronger strain of the virus by having sex with another person who is HIV positive.

4 **a** Yes, if you cannot abstain it is the best method.
b Definitely the safest method outside marriage.
c Yes, but you must take it regularly and at the right time.
d Definitely NOT! It will not control the virus in any way or make you less sick.
e A healer can help when someone with HIV gets ill but cannot control the virus in the same way as ART.
f Yes, this is very important in fighting infections and keeping strong.

A4.3 Language focus

Giving advice

Possible answers:

1 You should; **2** Do you think I should; **3** we can; **4** You had better not; **5** You mustn't; **6** I wouldn't advise you to … If I were you I'd come **7** What should I; **8** I could; **9** You ought to; **10** My advice would be to

3

Possible answers:

1 I've got a headache.
A: I've got a headache. Do you think I should take a pill?
B: My advice would be to take it easy, and go to bed early tonight.

2 I feel tired.
A: I feel tired. Do you think I can be excused from PE?
B: You could tell the teacher you've had to stay up late to study for the test.

3 I don't know what to do. My boyfriend wants to have sex with me.
A: I don't know what to do. My boyfriend wants to have sex with me. What should I tell him?
B: If I were you, I'd be careful.

4 I feel really ill. I can't concentrate on lessons today. Could you tell Mrs Eshete I've gone home?
B: If you want my advice, I'd tell her myself.

5 I have been studying all day, from early this morning until now.
A: I have been studying all day, from early this morning until now. I don't know how I can cram in any more facts.
B: You ought to take a break.

6 I am not feeling well and I'm losing weight. I think I may be HIV-positive but I'm too afraid to be tested.
A: I am not feeling well and I'm losing weight. I think I may be HIV-positive but I'm too afraid to be tested. What would you advise?
B: You must get tested as soon as possible.

A4.4 Language Focus – *in case*

1

1 in case; **2** if; **3** in case; **4** if; **5** if; **6** in case

2 Students' own sentences, e.g. I'm taking an extra sweater in case the wind comes up.

3 Students' own answers, e.g. **1** If I were you I'd run as fast as my legs could carry me next time he offered me a lift.

A4.5 Pronunciation

1

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

2

1=b; 2=f; 3=d; 4=e; 5=a; 6=c
OooO
OoOO
oOoOoO
oooOoOo
ooOOOo
oOooO

3

1 oOooOooOooOo
2 ooOoooOooOooOo

A4.7 Reading

2

1=D 2=F 3=J 4=I 5=C 6=B 7=H 8=G 9=A 10=E

4

1 syringe **2** sterilise **3** (be) confined to **4** malnourished **5** miscarriage **6** alarming **7** stabilised

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A4.9 Writing

1

1 Yes. (We know this because he introduces himself and gives his background.)

2 d

3 He will start off by telling his own story, which will put across the basic facts about the disease. Then he will answer students' questions.

2

a The HIV / AIDS Centre …

b Asefa Bona (Mr)

c Director

d *Asefa Bona* in handwriting

e Mrs Rowda

f … High School, … Harari

g Dear Mrs Rowda

h Yours sincerely

i Proposal for a visit to … High School

j My niece … my offer.

3

1 – c 2 – a 3 – d 4 – b

Part B

B4.2 Reading

1

a, b

Text 1: online newspaper; mainly South Africa
Text 2: online newspaper; Lesotho
Text 3: online newspaper; Africa generally and Nigeria in particular
Text 4: daily newspaper; Kenya
Text 5: daily newspaper; Kenya

3

b

Text 1: Health officials [in South Africa] are considering … testing everyone for HIV / AIDS and putting anyone found to be positive on a lifetime course of drugs. … [They] … aim to reduce the transmission of the virus to a level at which it dies out completely over the next 40 years. … the transmission of HIV could effectively be halted within 5 years with the use of antiretroviral drugs (ARVs).

Text 2: Lesotho … has the world's third highest prevalence of HIV and fourth highest of TB. It is among the five countries in the world whose citizens have the shortest average life spans, … HIV / TB co-infection is decreasing the life expectancy of Lesothans. … a programme [has been started] in which nurses are given training to take on doctors' roles [which is hoped to drastically improve the situation].

Text 3: Cell phones may become important in the war against HIV / AIDS in Africa, allowing counsellors to reach greater numbers of people. A large cell phone operator in Nigeria runs a toll-free call scheme linking callers to counsellors. With cell phones, a local community of village workers could be part of the health service delivery system. A pilot project using cell phones is underway in two Nigerian states.

Text 4: A [Kenyan] man committed suicide shortly after being tested for AIDS. It is estimated that 1.4 million Kenyans are living with AIDS and out of these 230,000 are receiving anti-retroviral treatment. Despite awareness campaigns, stigma levels among rural communities remain high. The biggest challenge facing Kenyans living with AIDS are stigma and discrimination.

Text 5: Kenya is unable to meet its annual blood requirements due to fears among potential donors that their HIV status would be known, making it difficult and expensive for the national blood transfusion services to recruit and retain blood donors. One-third of transfused blood [in Kenya] is utilised by children with anaemia and 15 per cent for management of pregnancy-related anaemia.

c

Text 1: radical – fundamental, drastic;
transmission – the act of passing on something from one person to another; blanket – generic, covering a wide population;
overwhelmingly – overpoweringly;
succumbing – giving in to something bigger; dying

Text 2: lethal – deadly;
prevalence – percentage of a population who are affected by a certain disease or condition at a given time;
span – space or length of time from one end to the other / from the beginning to the end;
scarce – few

Text 3: counsellor – person who gives advice;
dilapidated – crumbling, or broken down;
toll-free – free of charge for the caller;
stigmatised – treated differently (mostly badly) from others because of a condition or factor;
combat – fight

Text 4: awry – gone wrong / out of control;
commit suicide – end one's own life;
pesticide – chemicals to kill insects and other unwanted animals, like rodents; disturbed – mentally unwell;
awareness – condition in which people know about something, like a problem

Text 5: annual – yearly;
retain – keep;
unfounded – not based on fact or reason;
anaemia – shortage of red blood cells in the blood;
boost – increase

d

Text 1:

*HIV / AIDS is overwhelmingly prevalent in sub-Saharan Africa, which accounts for a quarter of all cases globally.
*Half of these are in South Africa.
*… the cost of implementing the strategy in South Africa alone will be 25 billion South African Rands but […] this approach would save money.

Text 2:

*Lesotho … has the world's third highest prevalence of HIV and fourth highest of TB. *It is among the five countries in the world whose citizens have the shortest average life spans. *… HIV / TB co-infection is decreasing the life expectancy of Lesothans. *… **a programme [has been started] in which nurses are given training to take on doctors' roles [which is hoped to drastically improve the situation].**

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Text 3:
*The region remains the world's most heavily affected, accounting for 67% of HIV / AIDS infections. *Nigeria and South Africa account for more than 50% of all HIV cases in Africa. ***A major cell phone operator in Nigeria runs a toll-free call scheme linking callers to counsellors. *With cell phones, a local community of village workers could be part of the health service delivery system. *A pilot project using cell phones is underway in two Nigerian states.**
Text 4:
*It is estimated that 1.4 million Kenyans are living with AIDS and out of these 230,000 are receiving anti-retroviral treatment. ***The life-prolonging drug is provided free of charge through public and faith-based health institutions.**
Text 5:
*Many myths about the disease have been debunked and the infection rates have been declining. *The prevalence of HIV among blood donors is currently at 1.3 per cent, down from 6.4 per cent in 1994, due to proper donor selection practices.

B4.4 Increase your word power

2
In the period 1990–2008, signs of major progress **in** the response **to** the worldwide HIV / AIDS epidemic became apparent. From 1990 **to** 1995 there was a sharp increase **in** the number of people newly infected **with** HIV **from** 2 million **to** 3.6 million. Then the number stabilised **for** a couple of years before it declined slowly **to** 2.8 million **in** 2008.
4
a decline – verb
increase – noun
stabilise – verb
sharp – adjective
slowly – adverb
b increase: noun meaning a rise in number
increase: verb meaning the number is going up
decrease: noun meaning a decline in number
decrease: verb meaning the number is going down
decline: noun meaning a drop in the number
decline: verb meaning the number is going down
rise: noun meaning the number or trend is increasing
rise: verb meaning something is increasing (getting more)
fall: noun meaning a drop in number
fall: verb meaning numbers are dropping
reach a peak: phrasal verb meaning getting to a high point, after which there will be a decline
fluctuate: verb meaning numbers keep going up and down
fluctuation: noun meaning an upward trend in numbers, followed by a downward trend, followed again by an upward trend, and so on
grow: verb meaning numbers are getting bigger
growth: noun meaning an increase in numbers or trends
improve: verb meaning things are getting better
improvement: noun meaning a positive development
dramatic: adjective meaning sudden big changes
dramatically: adverb meaning that something is changing suddenly and noticeably
gradual: adjective meaning a slow change
gradually: adverb meaning something is changing slowly over a longer period of time
significant: adjective meaning important or meaningful
significantly: adverb meaning that something is happening in an important or meaningful way
significance: noun meaning importance
signify: verb meaning that something is suggesting something
stable: adjective meaning that things that used to change a lot are now changing less
stably: adverb meaning an unchanging way
stability: noun meaning a state of little or no change
stabilise: verb meaning to make things that used to fluctuate change less or no more
slight: adjective meaning small
slightly: adverb meaning in a small way
steep: adjective meaning the change from a low to a high number or amount, or from a high to a low number or amount happens within a short time or space
steeply: adverb meaning in a steep way
steepness: noun used to talk about the change from a low to a high number or amount, or a high to a low number or amount, which happens within a short time or space
5
a simple past tense – The description is of past trends, and of actions that have been completed.
b
1 have declined; **2** was; **3** decreased; have increased; **4** will be; **5** remained; **6** have grown
7
A 68,000; 28,000; 17,000
B … about 33,000, with a gradual decrease to 0 around May. In mid-July the numbers of deaths began picking up sharply, rising to about 15,000 deaths from pneumonia by mid-August. The data since then have shown a gradual increase to about 20,000 by the end of the year.
C … rise to 65,000 by the first third of the year. Over the next 6 months, it is predicted that sales will fluctuate between this number and 49,000, with two troughs of around 50,000 followed each by a peak of about 65,000. Between October and December a more or less steep decline to 32,000 is predicted.
8 Students' own writing

B4.6 Increase your word power

1 UNICEF, Aids, FIFA and SADC are acronyms.
2 **1** ISP; **2** SADC; **3** UNICEF; **4** FIFA; **5** IOC; **6** ICT
3 pc = personal computer; ISP = Internet service provider; WWW = world wide web; ICT = information and communications technology; AU = African Union; EU = European Union; USA = United States of America; UN = United Nations; UNICEF = United Nations Children's Fund; HIV /AIDS = human immunodeficiency virus / acquired immune deficiency syndrome; FIFA = International Federation of Association Football; SADC = Southern African Development Community; EAU = estimated annual usage; IOC = International Olympic Committee

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B4.7 Assessment

2 Reading and writing

3 a Antiretroviral therapy had a significant impact in adding life years in the period 1996–2008. The greatest impact was in **Western Europe** and **North America**, the most developed regions of the world, where it is estimated 7.2 million life years were added. Interestingly, in **Africa**, the least developed part of the world, the second largest number of life years were added, but at 2.3 million this was less than half the number in **Western Europe** and **North America**. Other regions with significant numbers were **Latin America**, with 1.4 million and **Asia** with 590,000. In the other regions of the world the numbers were insignificant.

b

1 The greatest number of life years added was in **Western Europe** and **North America**.

2 The second largest number of life years added was in **Africa**.

3 This was less than **half** the number in Western Europe and North America.

4 The **smallest** number of life years was added in the Middle East and North Africa with 7,500.

5 More years were added in Eastern Europe and Central Asia than in *the Caribbean*.

6 **Fewer** years were added in Eastern Europe and Central Asia than in Asia.

Suggested further reading

If possible, bring in more graphs presenting trends and ask students to bring any graphs. As in B4.4, get them to study the graphs and describe the trends. Students can practise 'reading' the presented information to a partner.

Students should read other articles and statistics relating to HIV/Aids. (Look in newspapers and magazines and on the Internet for suitable materials.)

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Unit 5 Tourism

Learning outcomes

By the end of Unit 5, students will be able to explain the barriers to developing the tourist industry and the positive and negative impact of tourism.

Learning competencies

Listening: Listen to dialogues to identify gist.
Reading: Read an article and scan to obtain specific information.

Language focus

Grammar: present perfect / past simple, adjectives ending in '-ing' and '-ed', I suggest + clause
Vocabulary: tourism and travel, describing places
Social expressions: turn-taking, suggesting

Background knowledge

This unit, on tourism, provides links with previous units through more work on modals, used for making suggestions, and word families and the relationship between nouns ending '-ion' and their base verbs. The unit presents further opportunity for students to role-play, practise listening and making notes, scan texts for specific information, and write formal letters. In discussions, the students practise more advanced turn-taking and polite interrupting.

Materials and resources

- A5.1: photocopies of the map (one photocopy per student); travel brochures, advertisements for accommodation, maps, photographs, bus timetables and flight schedules, etc (optional).
- A5.6: A4 paper and pencils / colour pencils / felt-tipped pens (optional).

Part A

Objectives

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

Listening – listen to a script on tourist attractions and make detailed notes
Speaking – identify a range of recommendations and suggestions on an issue and present findings
Reading – read a text for information, scan it for words ending in '-ion', and distinguish between adjectives giving factual information and words expressing subjective opinion
Writing – write a formal letter to a tourist agency

A5.1 Introduction

Tourism in Ethiopia (SB pages 120–121)

Tell the class you're a 20-year-old tourist from Britain. You've booked yourself a flight to Ethiopia for a 3-week holiday, but you haven't had a chance to read up about what there is to see in the country. Now you've just got off the plane at Addis Ababa Bole International. You've booked yourself into a hotel near the airport and are at a loss for what to do.

1 The students are to get into small groups and discuss what advice they can give you for places to see and things to do in Ethiopia.

Let them also discuss whether they've ever been to any of these places, and talk to their group about their experience there. While they talk, listen in to conversations and help with the vocabulary where necessary.

Finally, ask the students to talk about tourist attractions near you. Tell them that many people are reliant on tourism for their income. Ask what jobs people near you have in tourism.

Allow for a brief feedback session.

2 Ask the students to copy the table into their exercise books. You are going to read the listening script to the class. While they listen, the students are to fill in notes in the table. Read the text to the class; afterwards, get students to read out their notes on each of the attractions.

3 Hand out the photocopies of the map on page 121. Ask the students to label the places from the listening script that are shown on the map.

Now take out all the travel literature and pictorial material (see 'Materials and resources') you have brought to school. Hand a handful of these to each group and get them to talk about the destinations, pictures, advertisements and prices. At the end of the lesson ask the students to sort the material into categories, and help you put them up for a display. Invite the students to bring more travel materials to school for the next lesson.

Listening script

Ethiopia is a land of wonder and enchantment, a country with one of the richest histories on the African continent, a land of contrasts and surprises, of remote and wild places. It is home to cultured and friendly people who are descended from some of the world's oldest civilisations.

The country has a proud and long history extending to the known beginnings of humankind. In 1974 in the Afar region in the north of the country, a 3.5 million year-old

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skeleton of a female human ancestor, known as Lucy or Dinkinesh, was discovered. This makes Ethiopia the earliest known home of humankind. Today the place where she was found is a UNESCO World Heritage site.

At Dire Dawa you can see cave paintings considered to be thousands of years old, while the ancient town of Axum is famous for its amazing carved obelisks, Christian festivals and relics, including the Ark of the Covenant. In Nejashi you can visit the famous mosque, which was named after the Ethiopian king Al-Nejashi and was founded in the 7th century.

In the late Middle Ages great religious civilisations flourished in many parts of the country, particularly at Lalibela, famous for its churches hewn out of natural rock, and in the beautiful walled city of Harar, considered by many Muslims to be the fourth "Holy City" following Mecca, Medina, and Jerusalem.

Ethiopia is a land of great natural beauty. Along the Great Rift Valley is a string of lakes, many of which are in national parks and are home to a wealth of bird and animal life. The largest is Lake Tana.

Ethiopia is a land of mountains. In the north are the high, rugged Simien Mountains, while in the south are the Bale Mountains. Both are home to some unique wildlife and are ideal for trekking.

On Ethiopia's fast flowing rivers the sport of white-water rafting is growing in popularity with tourists.

Addis Ababa, Ethiopia's capital city, has so much to offer, too, with its first-class hotels and restaurants, museums and palaces, and the Merkato, Africa's largest open-air market.

Adapted from information at HYPERLINK http://www.tourismethiopia.org and HYPERLINK http://www.mfa.gov.et/Facts_About_Ethiopia/Tourism_Investment_Banking.

A5.2 Increase your word power

Tourism (SB pags 121–122)

1 Get the students to work in pairs. They are to copy the mind map into their exercise books and brainstorm words to add to it.
2 Allow a few minutes for this, then say you will read a list of words to them which they are to add to the mind map. The students can work individually.

guesthouse, trekking, sightseeing, manager, minibus, plane, important cities, religious sites, hotel, café, guided tour, double room, chef, safari, national parks, bar, white-water rafting, single room, photography, taxi, historic sites, rental car, camp site, lodge, receptionist, room maid, waiter, lakes, mountains, guide, restaurant, driver, bus

Add any other words you can think of, e.g. *organise, canoe rental, travel insurance, umbrella hire, ice cream vendor, archaeological site, tourist information.*

3 Get the students in pairs to choose four words from their mind map and write a definition for each of them. Remind them of their dictionary work in Unit 4; ask them to try to write a dictionary entry for these four words, including pronunciation, part of speech, and a sample sentence.
4 The students get to test their definitions on another student pair, by reading them out and getting that student pair to guess the headword.

A5.3 Reading

Extract from a tourist brochure or website (SB pages 122–123)

The students can work in pairs for this.

1 They are to read the text, either on their own or in pairs, and then discuss which place the text is about.
2 Get the students to try to fill in as many of the gaps in the text as possible. Since they are not to write in the textbook, they can be asked to write the number and corresponding place name in their exercise books.
3 Read the excerpt to the class and ask the students to check their answers.
4 In small groups, get the students to discuss the text under the points listed in 4a and b. Get them to write the words or phrases used to make people want to go there, in their exercise books. Afterwards, ask the student groups to report back to class about these, and discuss. The completed text, with adjectives underlined for A5.4, can be found under UNIT 5 ANSWERS, page 56.

A5.4 Language focus

The language of tourist brochures (SB pages 123–124)

1. Adjectives

1 Get the students to read through the instructions and find all instances of factual and subjective adjectives.

Note: As mentioned previously, if the Student Books are to be passed on to the next class of Grade 11s, ask the students not to write in the text books but instead, to write the headings 'Factual adjectives' and 'Subjective opinion adjectives' in their exercise books and underneath each, write the corresponding adjectives.

When they are done, go through the list orally with the class.
2 Get the students to work on their own to write these sentences. Afterwards, let them compare their sentences with their partner's.

Optional activity: Ask the students for examples of (a) factual and (b) subjective opinion adjectives to describe their school. They can brainstorm these either in pairs or as a class activity.

A5.5 Increase your word power

Word building (SB page 124)

1 For this exercise on word families, ask the students to write the list of verbs and related nouns in their

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exercise books. Write the correct noun form on the board, for the students to check their spellings.

2 Ask the students to scan the text in A5.3 for words ending in '-ion' and decide whether they are formed from base verbs. Get the students to feedback to the class when they are done.

3 This exercise is to be done in pairs, with partners discussing word stress and then practising the pronunciation of the words in turns.

Ask the class for other examples of nouns ending in '-tion' and practise their pronunciation with the class. Then ask the students for examples of nouns ending in '-ion' (e.g. *decision* and *legion*) and decide whether the pronunciation rule given in activity 3 applies to these nouns also.

4 Students do this in pairs.

A5.6 Writing

Extract from a tourist brochure (SB page 125)

In this activity, the students write a paragraph or two for an existing tourist brochure. In other words, they need to match their language to that of the rest of the text.
Start off by getting the students to read the instructions. Ask them to work on their own to brainstorm details that can be included about your town or village. The Students' Book provides points to be included, under 'Include this information'. Once they have jotted down all the details they want to include, and made a rough plan of the order in which to present the information, get the students to look back at the Language focus section to make sure they use the right language and register. Then get them to write a draft first, before editing it and finishing the writing task by writing it in neat. This work can be completed for homework.

Note: If you hand out A4 paper for this task, the students' work can be put on display for the class to read. If there is time at the end of the lesson, they can be asked to add a rough illustration or border to make their work look attractive.

A5.7 Speaking

Improving tourism in Ethiopia (SB page 125)

Divide the class into groups of about four people. Try to avoid having students in the same group all the time – they should aim to teamwork well with any group. Ask the groups to read through the information in the box and then go through the list in 'What tourists want', ticking those items the students think are already to be found in Ethiopia while putting a cross next to those not yet in place. Alternatively, one group member can be asked to write the items of the list and the group can then tick or cross items in that copy of the list.
Students then add items they can think of. Finally, the groups prepare a report on their discussion and findings and present it to the class. Get all the groups to present their report while the rest of the class listens, followed by a question-and-answer session.

Optional activity: Ask the students to remain in their groups. You will give them two case scenarios and they are to choose one for discussion.

a) Tell the class that since her oldest child has left the house to study overseas, Mulatu's mother has had a spare room which she's not using. She is thinking of renting it out to tourists, because the place where she and her family live is close to a tourist attraction. What steps will she have to take to make her room / house attractive to tourists, and make people aware of this accommodation?

The students are to decide on the location where Mulatu's family live, and make a list of attractions close by worth seeing.

They are to make a list of things Mulatu's mother can do to make people aware of the fact that her room is available.

Then they are to write an advertisement for her room. They will decide where her advertisement will be placed, e.g. it may be an Internet advertisement, or she might run an ad in the local newspaper or a tourist brochure. The ad will need to make the place sound as attractive as possible, by mentioning e.g. proximity to the nearest attraction, views of the attraction, good home-cooked food on offer at the place, added facilities, etc. At the end, the group are to present both their discussion and the ad to the class.

b) Grade 11 is due to go on a week-long class trip. The students are to decide on a place to go to, and list all the attractions there; they are also to discuss a budget, and travel and sleeping arrangements.

Ask them to imagine they were the class teacher, and write a letter to the parents of Grade 11, informing them of the forthcoming trip and the arrangements and requirements. Afterwards, they are to present their project to the class and read out the letter they have written.

A5.8 Reading

The impact of tourism (SB pages 126–127)

1 The students are to read the text and answer the True or False questions on their own. Get them to write their answers (the question number followed by *T* or *F*) in their exercise books, then check their answers against their partner's.

2 With a partner, they discuss the meanings of the underlined words and write the definition in their exercise books. Check this work, by going through the definitions orally in class or collecting the students' books for marking.

3 Each student pair can team up with another pair to discuss the questions in activity 3. While they talk, monitor and assess individual students' teamworking and speaking (fluency and language use).

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A5.9 Writing

A formal letter (SB page 127)

Get the students to read through the instructions on their own. Refer them back to A4.9 for a list of the features and layout of a formal letter, and remind them of the requirement to keep their language formal. Useful phrases for the letter in this writing task are included in the instructions. Remind them also of the stages of writing: thinking and brainstorming, planning, drafting, checking, rewriting, and proofreading.
Allocate the entire lesson for this task.

You may wish to take this as an opportunity for informal assessment using the following assessment criteria:

- Has the student followed the conventions of formal letter writing? Has s/he included all the features of a formal letter?
- Is there a proper opening and a proper close?
- Has s/he followed the plan as set out in the instructions?
- Has s/he included reference to the enclosed description that can be used in the brochure?
- Is the style formal?
- Is the student's use of language very good, good, adequate, or inadequate?
- Is the work well presented?

Part B

Objectives

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

Listening – listen to a text and identify problems and solutions; listen to a dialogue and identify specific information
Speaking – use appropriate turn-taking strategies
Reading – read dialogues in parts; read an excerpt from a novel and answer multiple-choice questions
Writing – look at what makes good writing and write a realistic goal for improving their own writing

Materials and resources

- B5.7: photocopies for the Unit Assessment, Task 1 and 2.

B5.1 Listening

Tourist complaints (SB page 128)

1, 2 The students are to listen to three dialogues you will read them, and identify the problems and solutions discussed in each. In activity 1, they are to write the answer, *a, b* or *c,* into their exercise books while in activity 2 they write the discussed solution in their own words. When they are done, get the students to check their answers with their partner.

Optional activity: In pairs, get the students to brainstorm other tourist complaints, e.g. with hotel or restaurant service or with a package holiday. They are to pick one of these, and write a short dialogue like the ones presented in the listening script. The dialogue is to include discussion of the problem and finding a solution. Once they have finished writing, they can practise role-playing their dialogue and present it to the rest of the class.

Listening script

Dialogue A

Manager: *Good morning. Can I help you?*
Guest: *Is there anything that can be done about the mosquitoes in my room? They were annoying me all night and I'm covered in bites.*
Manager: *Oh dear, I'm sorry to hear that.*
Guest: *Yes, there were so many of them they kept me awake with their droning sound.*
Manager: *Well, sir, you know you must be very careful with mosquitoes. Are you saying there are holes in your mosquito net?*
Guest: *Mosquito net? Oh no! I hate those things. I can't breathe when I'm under one.*
Manager: *Well, sir. As I said before, mosquitoes are very dangerous. You really should use a net to stop them biting you.*
Guest: *Is there anything else I can do?*
Manager: *Well, you could burn a mosquito coil. We can provide you with one. But they have a very strong smell which you may not like.*
Guest: *I suppose that's the only alternative. All right then. I'll try one tonight. Thank you very much.*

Dialogue B

Manager: *How can I help you, Madam?*
Guest: *Well, I tried to take a shower this morning, but the water was cold.*
Manager: *Yes, madam. This is an eco-lodge and we don't have hot water in the taps.*
Guest: *But it's cold in the mornings! It's not possible to wash in cold water.*
Manager: *We suggest our guests bathe in the evening before dinner. The water is kept in a tank and the sun heats it up naturally during the day, so it is quite warm in the evening.*
Guest: *Well, I like to bathe in the mornings.*
Manager: *Madam, I'm sorry but we are trying to run this lodge on sustainable principles. We don't have enough power to heat the water for the mornings, but it is quite warm enough in the evening. Could you possibly change your routine while you are here?*
Guest: *I suppose I'll have to.*
Manager: *Thank you very much. And please let me know if you have any other problems.*

Dialogue C

Manager: *Did you enjoy your dinner, sir?*
Guest: *It was all right.*
Manager: *Was there a problem with it, sir?*
Guest: *Well, I quite like injera, but I'm fed up with having it all the time.*

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Manager: *Really, sir? It's our national dish! We Ethiopians are very happy to eat it every day.*
Guest: *Unfortunately, I'm not Ethiopian. Could you possibly serve something else?*
Manager: *What did you have in mind, sir?*
Guest: *Well, I'm not expecting you to serve European food, but could you sometimes perhaps substitute rice or spaghetti for the injera?*
Manager: *This lodge is so isolated, sir, and we try to buy our food at the market in the local village. But possibly we could get hold of some rice for you for tomorrow evening, or make some bread.*
Guest: *That would be very kind, thank you.*

B5.2 Language focus

Making suggestions (SB pages 129–130)

Refer the students back to the activity, in A4.3, of giving advice and making recommendations using modals. Start off the lesson asking the students, *I would like to know more about Dire Dawa. What do you think I should do to find out this information? Who can give me advice?* Briefly revise the modals used for giving advice. Write some of the modals and phrases on the board.

1. Students quickly read the dialogues on their own in silence.
2. Students look at the dialogues again to find out how they differ in style. They do not need to write down their answer. Get students to discuss their answer with their partner.

   In their exercise books, students write the expressions used to make suggestions and for each, they provide an alternative expression. Elicit alternative expressions from the class and write them on the board.
3. Ask the students to write suitable expressions in their exercise book. When they are done, they are to compare notes with their partner.
4. Get the student pairs to practise reading dialogues A-D in parts. Afterwards, they are to make up their own dialogue for one of the situations in A–D. Get the student pairs to practise their dialogue as a role-play and then present it to the rest of the class. If you are running out of time and you would like all students to have a go at performing their role-play you could opt for asking every student pair to team up with another pair and role-play their dialogue to each other.

B5.3 Language focus

Turn-taking (SB page 130)

Invite the students to look back at Unit 1, B1.6, and the coltan mine meeting. In that activity, the students were introduced to some of the conventions of meetings and language of discussion, including some expressions for interrupting politely and turn taking. Ask the students to look at these briefly and then report back to class. Ask them to add expressions of their own.

More expressions are given in the box in B5.3. Ask the students to study them. Then explain what is required of the students in this activity. Split the class into groups of three. Get the groups to allocate the roles of a Mr or Miss Talkalot, a Mr / Miss Keepinterrupting and a Mr / Miss Quietasamouse among themselves. Then they are to go through the list of opinions to be discussed. After discussing opinion **a** and **b**, and again after discussing **c** and **d**, get the students to swap roles. If there is time at the end of the lesson, ask each group to come up with a sixth opinion to be discussed and discuss this in the same way as for a–e.

You may wish to use this activity for informal assessment. Use the following assessment criteria:

- How good was the student at turn-taking, and politely interrupting?
- Was the register appropriate?
- How good was the student's language use?
- How good was the vocabulary?
- Did the student stick to the point or did s/he digress from the topic?
- Were the arguments convincing and persuasive?
- How good was the student at role-play?

B5.4 Speaking

Role-play – Come to Ethiopia! (SB page 131)

1. With the class, read through the instructions. Divide the class up into groups of three (two travel agents, one tourist) or four (add an extra tourist). Get the groups to allocate roles among them.

   Remind the students of details about the holiday that should be kept in mind: time of year / month, number in the party and age of those travelling, type of holiday wanted, special interests, type of budget. The travel agents will have to persuade the customers to choose Ethiopia by presenting convincing arguments as to why Ethiopia is a preferable holiday destination to either Kenya or South Africa and suggesting a suitable Ethiopian destination or itinerary. The point of this exercise is:
   - speaking using the appropriate register and language
   - developing convincing arguments and persuasive language
   - practising appropriate turn taking
   - developing the unit topic.
2. Let the groups spend about five minutes on preparation. Once they have brainstormed and developed their ideas and decided on time of year for travel, number in the party travelling, type of holiday wanted, etc they are ready to begin.
3. After their role-play the groups need to discuss how they can improve it, and then redo the role-play. Get some groups to perform their role-play to the class.

B5.5 Increase your word power

-ed/-ing adjectives (SB page 132)

Tell the class that you were amazed by all their role-plays. Then say, *What I found most amazing was how well you*

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identified with the travel agents' and holidaymakers' roles. Then ask the students to repeat what you said, and write *amazed* and *amazing* on the board. Explain that these are verb participles with a different ending, and that their meaning is different although they're both adjectives based on the same verbs. Ask for other examples, such as *interesting* and *interested*, *riveting* and *riveted*, etc. Elicit sentences with these adjectives, to illustrate their difference in meaning. Try to get the students to come up with a rule for when to use the adjective with an '-ed' ending and when to use the adjective that has an '-ing' ending.

Ask the students to read through the introduction to B5.5.

1, 2 Working individually, the students are to write the correct adjective for the sentences into their exercise books and afterwards put in stress marks. Give feedback on the pronunciation and get the students to practise saying the words with a partner.

3 Ask the class to write the numbers 1-10 in their exercise books and next to each number, the correct adjectival form of the verbs in the box. When they are done, get the students in pairs to read out the letter, taking it in turns to read a paragraph or two at a time.

B5.6 Study skills

Focus on writing (SB pages 133–137)

In this Study Skills activity, the students critically examine one of the areas of their English work, writing. They do this by:

- brainstorming and mindmapping different types of writing used at school, outside school and at work
- agreeing or disagreeing on a number of statements on their own writing and feelings about writing
- deciding what makes good writing. They do this based on two letters written on the same topic, by pointing out each one's strengths and weaknesses.
- assessing their own writing and identifying its strengths and weaknesses
- setting a realistic writing goal for themselves.

The activity starts off with a definition of the word *writing* and several of the senses in which the word is used. With the students, look at the definition and ask the students to add examples and more senses if possible. For instance, *writing* can also be used to mean style: e.g. *formal writing*.

With the class, read the introduction and ask students to discuss their answers to the questions *Do you enjoy writing?*, etc with a partner.

1 Get the students to work in small groups. The idea is to brainstorm occasions when they do writing, and the things they write, both in school and in their free time. Once they have put down a list of items the groups can copy the mindmap on page 134 into their exercise books and extend it.

On the mindmap, the students mark those types of writing that they do in the English language with *E*. Then two groups get together to compare their mind maps. Any new ideas brought by the other group can be added to their own list.

2 The students work on their own to read through the statements and give each one an *A* for agree or *D* for disagree. They should write their answers and the statement number in their exercise books. Afterwards, ask students to put up their hand if they agreed to statement 1, statement 2, etc. Ask if there are any sentences anyone would like to add to the list, e.g. *I find that writing notes is a useful way of studying* or *Writing essays is easy once you have planned what you want to say.* The students are to compare their answers with other students' in a group.

Note: If there is time, you may decide to do a mini class survey on this, to give you a feel for how confident the students are about different aspects of writing English and how they feel about writing generally. Knowing how classmates feel might give some students the feeling that they are not alone in a situation that they may perceive as negative. At any rate, it will encourage discussion on the topic.

3 Now the students brainstorm what makes good writing Each group is to appoint a scribe, who takes notes for the group. Afterwards, ask the groups to report back to the class, and get the class to agree or disagree on the points listed. Some points to consider have been provided under UNIT 5 ANSWERS.

As a next step, the students are to read the two letters as silent reading. Then ask them to discuss strong and weak points of each of the letters with their group mates. Groups can check their comments against the comments on page 137 and see where they differ.

Get the students to ask themselves, and discuss with their group, which of the comments on page 137 apply to their own writing.

4 Students work on their own to assess their own writing. Ask them to copy the table into their exercise books and then enter comments in the right-hand column. They can base their self-assessment on previous English marks and comments on their writing by others (e.g. teachers and classmates), on their knowledge of their own areas of weakness or uncertainty (or strength and certainty), and on a comparison of their own writing with that of the two letters in activity 3. Ask them to be honest with themselves. They needn't show their table to anyone else if they don't wish to, the whole point of the exercise being to pinpoint areas for improvement and then work on them. Get the students to read through their table and mark areas for improvement with an asterisk.

5 A final step in this Study Skills lesson is for the students to set themselves goals for improvement. Tell them to make sure they are setting themselves realistic, 'doable' goals. Then get them to each write a writing goal. Next time you set a writing task, you can ask the students to review their writing goal before they start writing. It will remind them of what they need to pay especial attention to and what to aim for in writing.

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Note: Activities 4 and 5 can be completed at the beginning of the next lesson. Round that lesson off with this optional activity.

Optional activity: Ask the students to work on one of the tourist areas in Ethiopia that they've been reading and hearing about in the various texts of this unit. You can complement this information with tourist brochures.

Ask them to sit in groups, and for each group to select a different tourist destination. Get the students to write and design a simple tourist brochure on the destination. For the planning and design stages, you can refer them back to Unit 3, B3.8, where they produced a health leaflet. Tell them they can use the same format as for the health leaflet.

Alternatively, they can be asked to design a poster on the same tourist attraction. Get the rest of the class to read the leaflets, and put the posters up on display.

B5.7 Reading

Operation rhino (SB page3 137–139)

1 Students read the text on their own. Get them to read the answer alternatives in the multiple-choice questions and scan the text for the correct answer. Even if they think they know the answer, encourage them to check it against the text. This will give them practice in scanning for information.
2 Get the students to write definitions for the words. If you wish, you can ask them to write whole dictionary definitions, including their pronunciation and part of speech, and write a sample sentence for each of the words.
3 These questions should be discussed in small groups. When they are done, ask the groups to report back their answers to the class.

Optional activity: Ask the students whether poaching is a problem in Ethiopia. Ask, What is being done about poaching worldwide? Is enough being done? What else do you think should be done about it?

Then ask them to discuss the following in groups: *Poaching provides some people with a livelihood but it deprives many others of theirs.*

B5.8 Assessment

Task 1 Listening (SB page 140)

The students are to work individually on this Unit Assessment.

Tell them you're going to read them a listening script and they are to answer questions. Write the questions on the board, or photocopy them and hand a copy to each student. The questions can be found on page 140 of the Students' Book. Ask the students to write their answers in their exercise books.

Read the text twice. While they listen, they can take notes. After the second listen, they are to answer the questions.

This work can be assessed using the following criteria:
- Was the student able to identify all four topics correctly?
- Was s/he able to write all the details on each of these topics?
- Has the student used appropriate style for note-taking, e.g. abbreviating full sentences to phrases?

Listening script

Ben: *So how was Ethiopia?*
John: *Fantastic. I had a wonderful time.*
Ben: *Really?*
John: *First of all the coffee is the best in the world, and people drink it all the time and the food was very tasty. They eat something called injera, which I loved.*
Ben: *Yes, I've heard of injera.*
John: *Also, there are so many amazing historical places. Ancient Christian churches and mosques as well as castles and lots of other things. I went on a tour of the historical sites, we went to five places in total, including Harar, which was my favourite.*
Ben: *Before you left, you said you wanted to do some trekking. Did that work out?*
John: *Well, I went trekking. I'd heard that it's a wonderful thing to do, also I was really keen. But to be honest it didn't go well.*
Ben: *Why not?*
John: *I think I was unlucky. The weather wasn't good: it rained for the three days of our trek in the mountains, so we got wet and because the clouds were so low we couldn't see much. Another problem was our guide didn't really know what he was doing. I think we got lost a couple of times and when we asked him questions he never seemed to know the answers. But everyone else I've spoken to who has gone trekking in Ethiopia seems to have had a good experience.*
Ben: *So how long were you there all together?*
John: *Nearly two weeks. I went to visit my brother who's working there and we travelled around together.*
Ben: *What about the people, were they friendly?*
John: *Very friendly and helpful on the whole. If we got lost, there was always someone who could help us. Lots of people can speak English too, which was a surprise to me.*
Ben: *Do you think you'll go back?*
John: *Definitely. I've told my brother I want to go back next year.*

Task 2 Reading (SB page 140)

See page 137 for photocopiable reading text.

Each student is handed a photocopy of the reading text and accompanying questions. Ask the students to write their name on the top of the photocopy and tick or cross the correct answer alternatives on the sheet.
At the end of the Unit Assessment, they are to hand in both this sheet (Task 2) and their exercise books with the answers for Task 1.

Allocate 1 mark per correct answer.

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Unit 5 Answers

Part A

A5.1 Listening

Historical and religious attractions	
Afar	–1974 3.5 million yr old skeleton of female human ancestor, known as Lucy or Dinkinesh discovered. – makes Ethiopia the earliest known home of humankind. – now a UNESCO World Heritage site.
Dire Dawa	– cave paintings thousands of years old.
Axum	– ancient town – amazing carved obelisks, – Christian festivals – relics, include the Ark of the Covenant
Gondar	– former capital – castles and palaces
Lalibela	– churches hewn out of natural rock
Harar	– beautiful walled city – 4th "Holy City" following Mecca, Medina, and Jerusalem
Natural beauty	
Lakes	– string of lakes along Great Rift Valley – many in national parks – wealth of bird and animal life – Lake Tana: largest lake & source of Blue Nile
Mountains	– Ethiopia land of mountains – unique wild-life – ideal for trekking – high, rugged, Simien Mountains north – Bale Mountains in south
Rivers	– fast flowing rivers – white-water rafting
The capital	
Addis Ababa	– hotels & restaurants – museums & palaces – Merkato: Africa's largest market

A5.2

Here are some suggested words; add other words if you wish.

Accommodation
guesthouse
hotel
lodge
camp site
single room
double room
restaurant
bar
cafe

Tourist activities
trekking
guided tour
sightseeing
safari
white-water rafting
photography

Jobs in tourism
guide
receptionist
room maid
waiter
driver
manager
chef

Tourist transport
plane
bus
minibus
taxi
rental car

Tourist centres
national parks
mountains
lakes
historic sites
religious sites
important cities

A5.3 Reading and A5.4 Language focus

1 Lake Tana, the largest lake in Ethiopia, is the source and from where the *famed* **2 Blue Nile** starts its *long* journey to Khartoum, and on to the Mediterranean. The 37 islands that are scattered about the surface of the lake shelter *fascinating* churches and monasteries, some of which have histories dating back to the 13th century. However, it should be noted that most of the religious houses are not open to women. The *most interesting* islands are:
3 Birgida Mariam, Dega Estephanos, Dek, Narga, Tana Cherkos, Mitsele Fasiledes, Kebran and Deber Maryam.
4 Kebran Gabriel, the principal monastery visited by male tourists, with its impressive cathedral-like building which can only be visited by male tourists, was first built at the end of the 17th century. **5 Dega Estephanos**, which is also closed to women, is on an island in the lake, and the monastery is reached by a very steep and winding path.

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Although the church is relatively new (only a hundred years old), it houses a madonna painted in the 15th century. However, the treasury of the monastery is a *prime* attraction, with the remains of several Emperors, as well as their robes and jewels.

On the banks of the lake are many more religious houses, such as **6 Ura Kidane Mehret** and **Narga Selassie**, many of which are also open to be visited by women.

Near **7 Gorgora,** at the northern end of the lake, the **8 Susneyos palace** is a forerunner of the *magnificent* palaces and castles of Gonder, and dates from the reign of Emperor Susneyos. In the same area the medieval church of **9 Debre Sina Mariam** is particularly *important*.
A sail or cruise on **10 Lake Tana** is one of *the most pleasant* excursions for visitors to this region, particularly in the heat of the summer. Along the lakeshore, bird life, both local and migratory visitors, makes this an ideal place for birdwatchers.
Bird lovers will also not want to miss **11 Fasiladas Island**, which is *especially famous* as an *important* wetland.
The whole of the **12 Lake Tana** region and the **13 Blue Nile Gorge** have a wide variety of birds both endemic and visitors. The variety of habitats, from rocky crags to riverain forests and *important* wetlands, ensure that many other different species should be spotted.
From: HYPERLINK http://www.mfa.gov.et/Facts_About_Ethiopia/Tourism Investment Banking

A5.3 Reading: Extract from a tourist brochure
5
The beautiful and impressive palace built by **(1) King Abba Jifar II** in 1878, is situated in the lush green **(2) Oromo** countryside, world famous for its coffee. It was this king, encouraged by his mother, who expanded coffee cultivation in the region, thereby providing an important source of income for himself and his people.

(3) Abba Jifar II was king of the **(4) Gibe** Kingdom of **(5) Jimma**. Today his palace is still in excellent condition. The attractive three-storey hand-carved oak structure, with its Turkish and Indian influenced architecture, blends harmoniously with the forest backdrop.

The king was a big man, said to be 210 m tall and 150 kg in weight. Inside the palace can be seen his massive 2 x 3m bed and the huge chair he used to preside over judicial cases.

The **(6) Aba Jifar** family played a key role in spreading Islam in the south-west of the country. Next to the palace itself is the king's mosque, which is still in use.

A5.4 Language focus (continued)
2 Possible sentences:
a
A prime attraction / is / the treasury of the Dega Estephanos monastery.
The abundance of bird life / is / what draws many bird lovers to the area.
b
Many different bird species / on the lake's shores / are one of the major attractions / for bird lovers.
The many fascinating churches and monasteries / on the lake's islands / are what makes the country worth visiting / for people from abroad.
c
Water sports enthusiasts / will not want to miss / the opportunity to go sailing or white water rafting.
Nature lovers / will not want to miss / the beauty of Lake Tana and its many islands.

A5.5 Increase your word power
1, 3, 4

Verb	Noun		
a'ccommodate	accommo'dation		
'alter	alter'ation		
'complicate	compli'cation		
dis'cuss	dis'cussion		
'educate	edu'cation		
ex'plain	explan'ation		
'hesitate	hesi'tation		
'organise	organi'sation		
po'llute	po'llution		
re'duce	re'duction		
su'ggest	su'ggestion		

2
attraction (noun) – attract (verb)
excursion (noun) – (no verb)
region (noun) – (no verb)

A5.8 Reading
1
a F; **b** T; **c** F; **d** T; **e** F; **f** T; **g** T; **h** F
2
sector – part
GDP – gross domestic product: the value of all the goods produced and services rendered inside a country in a certain period
anticipated – expected
infrastructure – structure and facilities, e.g. roads, hospitals, airports, schools, that are available in a country and that determine how well that country does
insights – an understanding
multinational – involving or run by several countries
tour operators – people or companies that organise and sell package holidays
conserves – keeps something undisturbed; maintains it
sustains – supports something; maintains something

Part B

B5.1 Listening
1
Dialogue A: a
Dialogue B: c
Dialogue C: c
2
Possible answers:
Solution A: He will try to use a mosquito coil, which the hotel will supply.
Solution B: She can change her routine while at the lodge, and take a hot bath or shower in the evening.
Solution C: The lodge will try to get hold of some rice or make some bread to serve the next evening.

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B5.2 Language focus

1 Making suggestions

2a Dialogue A takes place between two strangers, an adult and a student, and the conversation is fairly formal. Dialogue B takes place between two student friends and the language is informal. In Dialogue A, information is asked for and given, while in Dialogue B, friends are discussing fun things to do that afternoon.

2b

Possible answers:

Dialogue A

Expressions used to make suggestions	Alternative expressions
Could you tell me …	Would you be able to tell me … / would be be able to direct me to …
What should I do?	Can you give advice?
You could walk …	One possibility would be to walk …
… you might take …	Otherwise, you could take …
I suggest taking …	If I were you I'd take …
Could you tell me …	Do you know …
I suggest that you ask …	I'm sure you could ask … / Why don't you ask …

Dialogue B

Expressions used to make suggestions	Alternative expressions
Why don't we go …	How about going …
We could go …	What about going …
Alternatively, we could do …	Or we can both go …
We could go and see …	Another thing we could do is go and see …

3

Dialogue C

A travel agent is talking to a tourist and his wife who have just arrived in Ethiopia about interesting places to visit.

Travel agent: I suggest that you and your wife take a tour of the important historic sites.

Tourist: How can we do that?

Travel agent: You could arrange a trip with one of the tour operators here in Addis Ababa, or you might leave it to us.

Tourist: Well, we'll think about that. But we also want to stay in the mountains.

Travel agent: You could stay in an eco-lodge. There are many excellent eco-lodges which offer all kinds of interesting activities.

Tourist: How can we arrange that?

Travel agent: Why don't you leave that to me? I can show you details of a lodge in the beautiful Simien MountainS

Dialogue D

A brother and sister are talking about what they can do for their mother's birthday.

Brother: Why don't we take her out for the day? We could go on a trip and take a picnic.

Sister: Yes, that's a possibility, but I think we should buy her something nice, like a new scarf. Father will give us some money too.

Brother: Yes, that's a good idea. Why don't we go to town tomorrow to find one?

Sister: Alternatively you could just leave it to me. I could look for one after school.

B5.5 Increase your word power

1, 2

1a I didn't enjoy the film. It 'bored me.

b Yes, it was very 'boring.

2a This maths problem is con'fusing.

b I was con'fused at first, but now I understand it.

3a The history of the walls of Harar is 'fascinating.

b Yes. I was 'fascinated to find out how old they are.

4a I'm always 'tired after athletics.

b It 'tired me today, although usually I'm okay.

5a I was a'stonished to hear that I had done well in the test.

b I don't think that's a'stonishing at all. You always do well.

6a I've heard that you have some ex'citing plans for the holidays.

b Yes, I'm going to be a tour guide. I'm really ex'cited about it.

3

Dear Mr Galbassie

I writing to tell you how much my husband and I enjoyed our holiday in Ethiopia which you arranged for us.

We were very **1 pleased** that all our flight connections were on time, and at the airport a minibus was waiting for us at the airport to take us to our hotel.

I was very **2 impressed** by the hotel staff in Addis Ababa and at the eco-lodge we stayed in. They were helpful and gave us lots of **3 interesting** information.

The tour of the historic sites was **4 fascinating**, although **5 tiring**. In particular we were **6 astonished** by the **7 amazing** obelisks in Axum. The stay in the Bale Mountains was **8 relaxing**, just what we needed after our tour.

The only thing that **9 disappointed** us was that we almost missed our return flight as the minibus was not available on the day of our departure. The hotel staff told us that it had broken and what **10 annoyed** us was that they then left it to us to make alternative arrangements, even though we had paid for the minibus trip. Perhaps you could arrange a refund. I have enclosed the receipt from the taxi driver.

In spite of this small problem, we had a wonderful time and will definitely recommend Ethiopia to our friends.

Yours sincerely

Lynda Goldman

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B5.6 Study skills
3 What is good writing?
Suggested list of points to consider
Presentation: handwriting or typing
Choice of words
Spelling
Punctuation
Grammatical sentences
Linking between sentences
Organisation of ideas
Style and register

Letter A. Spelling and grammatical mistakes highlighted

Class 4G
Valley Secondary School
Hawassa

The Headmistress
Mrs Burkitu
Valley Secondary School
Valley Road
Hawassa

15th March 20- -

Dear Mrs Burkitu
Re: Improving Road safety in front of our school

I am writing to make some suggestions for improving road safety in front of our school so that the number of serious road accidents can be reduced.

As you know there is always a lot of traffic on Valley Road making it very dangerous at all times of day. However, I **belive** that most accidents occur when students arrive in the morning and again when they leave at the end of the day. My first suggestion is **therefor** that we have a crossing patrol on duty for an hour at both of those times. Their responsibility would be to **stopping** the traffic every few minutes to allow students to cross the road. They could operate **in** a point in front of the school where all students would have to cross. There could be penalties for students who don't cross in this point.

Another suggestion would be for road signs **to put up** on either side of the school warning drivers of the crossing patrol **and tell them to** slow down. This could be made more effective if a police officer was present in front of the school in the morning and in the afternoon to warn drivers and to make sure they slow down.

Finally I think **we have** a road safety **campaigne** in the school. Perhaps a police officer or someone else could come and give **usefull advices** to students about road safety. There could also be **a road safety poster and essay competitions** to make students think about this issue.

The present situation is serious and I believe that with these **mesures** we could go some way **redusing** the number of accidents in front of the school.

Yours sincerly
Legamo Tolore

Letter B Model text

Class 11G
Butajira Secondary School
Butajira

The Headmistress
Weizero Zahria Mudesir
Butajira Secondary School
Valley Road
Butajira

15th March 20- -

Dear Weizero Zahria
Re: Improving Road safety in front of our school

I am writing to make some suggestions for improving road safety in front of our school, so that the number of serious road accidents can be reduced.

As you know, there is always a lot of traffic on Valley Road, making it very dangerous at all times of day. However, I believe that most accidents occur when students arrive in the morning and again when they leave at the end of the day. My first suggestion is therefore that we have a crossing patrol on duty for an hour at both of those times. Their responsibility would be to stop the traffic every few minutes to allow students to cross the road. They could operate at a point in front of the school where all students would have to cross. There could be penalties for students who don't cross at this point.

Another suggestion would be for road signs to be put up on either side of the school warning drivers of the crossing patrol and telling them to slow down. This could be made more effective if a police officer was present in front of the school in the morning and in the afternoon to warn drivers and to make sure they slow down.

Finally, I think we should have a road safety campaign in the school. Perhaps a police officer or someone else could come and give useful advice to students about road safety. There could also be road safety poster and essay competitions to make students think about this issue.

The present situation is serious, and I believe that with these measures we could go some way to reducing the number of accidents in front of the school.

Yours sincerely
Musema Negash

B5.7 Reading
1
1 c; 2 c; 3 a; 4 d; 5 d; 6 b; 7 a
2
a convoy – a number of vehicles driving together
b scrubland – land with growth of low thorny bushes and trees
c hound – large dog
d brutal – heartless; direct and unfriendly
e reproached – rebuked; blamed
f assets – property

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B5.8 Assessment

Task 1 Listening

1 food and drink: coffee is the best in the world; food is tasty; loved *injera*.
2 historical places: amazing and diverse: ancient Christian churches and mosques, castles and other things. Went on tour of historical sites including five places. Harari, one of these, was his favourite.
3 trekking: had bad luck – rained for the whole 3 days of the trek in mountains; low clouds spoilt the view; guide wasn't good, probably got lost and couldn't answer questions. Trekking good for other tourists he has asked.
4 the people: very friendly on the whole, and helpful. Many could speak English, which was surprising.

Task 2 Reading

1 a; **2** c; **3** b; **4** b; **5** a; **6** b; **7** c; **8** b
Alternatively, this could be presented as a mind map, see SB.

Suggested further reading

If possible, get the students to read additional materials on the unit topic, from travel reports, to advertisements by tour operators and hotels, to travel guides and brochures by the Tourist Board. Bring in supplementary reading and ask the students to contribute appropriate materials.

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Unit 6 Fiction

Learning outcomes

By the end of Unit 6, students will be able to identify different text genres and their unique features.

Learning competencies

Speaking and listening: Ask and respond accurately to a range of open and closed questions.
Writing: Students write suggestions / advice in response to a written request.

Language focus

Grammar: narrative tenses, questions forms, grammar of phrasal verbs
Vocabulary: Fiction and non-fiction, extreme adjectives, phrasal verbs with 'in' and 'out'

Background knowledge

This unit about fiction starts off with the students taking a look at different texts and deciding what text types they are, where they are likely to appear, and what their style is. Next, the students talk about different kinds of stories and their elements. They get to read excerpts from novels and analyse them, as well as sequence events narrated in them. They get to write their own narrative using plot structure and different features of the genre. Finally, they do a presentation and answer questions about their favourite novel or story.
The language features discussed in the unit tie in with the topic, being extreme adjectives (helpful in descriptions and story telling generally), sequencing words and expressions (helpful in linking events and thoughts in a story) and narrative tenses. The unit furthermore looks at phrasal verbs and in connection with this, provides some dictionary work.

Part A

Objectives

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

Listening – listen to a story and sequence events; analyse the story's plot structure
Speaking – create a story orally and recount others' stories
Writing – write a short narrative using appropriate plot structure and narrative tenses

Materials and resources

- A6.1: map of Africa or southern Africa.

A6.1 Listening

A story (SB pages 141–142)

With the class, brainstorm examples of fiction they have read up to now in English, both in and outside the classroom. Ask about different types of stories they have read, and ask how they differed from each other. Ask which of the reading excerpts in this course so far have been fiction.

1 Students discuss their preferences in small groups of four to five persons.
2 Ask the students where Swaziland is, and get a student to find it on a map. Say that this is where the story is set. Tell them that you are going to read a story from Swaziland and as they listen, they are going to number the events in 2a in the right sequence. Ask them to work in their exercise books.

   Read Extract 1 once. Afterwards, the students compare their sequencing with their group members. Read the extract again and let students check their sequencing. Discuss the answer with the class.

   Then get groups to predict how the story will develop. The first extract had a textual clue that will help them with this. Once the groups have agreed on a continuation and ending of the story, get different groups to present their story ending to the class. Let the class decide which of the presented endings is best, and which is most likely.

   Read the second extract to the class. Get the groups to discuss the ending, and whether it is as good as the best ending presented by the class. Elicit possible titles for this story from the groups.
3 With the class, read about the structure of a story plot and then get the students to complete the plot triangle with different events from the listening story. Ask them to discuss their answers with their group. Get them to also discuss the questions on setting (**b**) and the characters (**c**). Afterwards, have a brief feedback session on these questions with the class.

Optional activity: Write these discussion questions on the board. In groups, get the class to discuss them. Afterwards, get each group to report back their answers to the class.

1 Compare the way Thula and Lindiwe behaved. Do you think they both did well in the situation or could either of them have done better? What could they have done differently?
2 How well do you think you would cope in such a situation? Would you behave more like Lindiwe or Thula or better than either?
3 What is the best way to avoid crocodile attacks and to deal with them when they happen?

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Listening script

Extract 1

*The water was chest-deep and with each step they **took**, the water level increased. Thula **carried** Lindiwe on his back and **half-swam, half-dragged** her along; it was very difficult for him. He saw a black object ahead, lying on the surface of the water. Thinking it was a log he dived towards it but clinging on, he found to his horror that it was scaly. It swung sharply, flipping a powerful tail which splashed water into the couple's eyes. There was pandemonium. Lindiwe fell off Thula's back as the crocodile advanced towards them. Thula dived under water for some seconds.*

*When he surfaced for air he found himself no more than a metre from the crocodile. Simultaneously the reptile charged and Thula dived again. Under water, he struck at the crocodile's soft belly and the reptile, incensed, dived to attack him. Then, catching Thula's foot in its jaws as it passed, it snapped off three of his toes and Thula surfacing cried out loudly in pain. However, when he saw that the crocodile **had turned** to attack him for a third time, Thula dived under the water and the crocodile missed him.*

*In the struggle, Thula **had forgotten** about Lindiwe. He swam furiously to avoid the crocodile until he caught sight of the girl. She **was clinging** to a boulder **downstream**. With horror he realised that the crocodile, in search of easier prey, **was bearing down** on her.*

Extract 2

Thula lunged towards Lindiwe shouting at the top of his voice to warn her.

*Lindiwe stood, confused and cried loudly. Despite the agonizing pain in his foot as the rough waters washed over the new wound, Thula knew he must save Lindiwe. He dived under the water and swam towards her. The crocodile swam, keeping only its eyes and nostrils above the water. Thula pushed Lindiwe and she fell into the water. With the crocodile in pursuit once more Thula ducked underwater, playing for time, but when he rose, gasping for air, the crocodile **was waiting** to charge, jaws wide open. Thula dived, grabbed a sharp rock from the river bed and felt for the soft belly of the crocodile; he jabbed at it hard. The crocodile felt the pain as its flesh was torn, and turned swiftly and fled.*

*Their adventure **had brought** the fugitives closer to the opposite bank and the water was again quite shallow. Thula held Lindiwe and they stood shivering in the river for some time before heading for dry land once more.*

From *Sunset at Noon* by Anthony Kwamlah Johnson

A6.2 Increase your word power

Extreme adjectives (SB page 143)

With the class, read through the box. Elicit examples of extreme adjectives and the corresponding base adjectives from the students. Get them to say which of these can be weakened or strengthened with *quite* and *very*, and which need to be modified with words like *absolutely* and *completely*.

1 In their exercise books, get the students to copy the table and complete it.
2 Students are to write the numbers 1–8 and next to each number the modifier. Afterwards, get the students to compare answers with a partner.

A6.3 Speaking

Create a story (SB page 144)

In pairs, get the students to read through the instructions. Then get them to follow the steps for creating their story, in Stage 1. They should not forget the extreme adjectives or the title of the story. Tell the students that this is a speaking activity, not a written one, so they shouldn't write notes.

In Stage 2, each student pair teams up with another pair. This stage of the activity includes predicting what the other pair's story is about based on its title; telling a story; listening and identifying specific words from the table; and retelling the other pair's story.

A6.4 Language focus

Questions (SB pages 145–146)

This section will need to be done in two consecutive lessons. It involves a fair amount of both oral and written work. With each type of activity, get the students to give further examples of their own.

1 Get the class to talk in pairs about the questions in 1, without reading on about what we call the different types of questions. If they don't know what the different questions are called, it's good enough for the students to discuss what the questions do, e.g. ask for information, ask for confirmation when the asker already knows the answer, repeat a statement as a question, etc.
2 The question types are described on page 145. Get the student pairs to read the information in the boxes and practise the exercise questions orally. While they work, monitor them at work. Make sure when they get to the tag questions, to check that they use a negative tag for a positive question, and vice versa. Also listen out for rising and falling intonation for these.
3 The listening script can be found at the back of the Students' Book. Note that this is an oral exercise. When the student pairs have prepared five Wh- questions they are to get together with another pair. Pairs answer each other's questions without again consulting the text.
4 The students work in the same groups of four as at the end of activity 3. Ask if students are familiar with this game. Get a student to explain the rules, and then read the example with the class. One student in the group can keep track of how many questions are asked before a student answers with yes or no. Give the students about 8–10 minutes for this.

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A6.5 Language focus

Narrative tenses (SB pages 147–148)

1–5 Get the class to read the definition of *narrative* and *narrative tenses* and then write the answers to activities 1–5 in their exercise books. Afterwards, get the students to compare their answers with a partner's, or go through the answers orally with the class.

A6.6 Language focus

Sequencing words and expressions (SB page 149)

Ask the students how narrators (story tellers) show how different parts of a story are related in sequence and time. Get the students to tell you that they use sequencing words, examples of which are listed in the box on page 149.
With the class, read the list of words and expressions and then get the students to give sample sentences (each describing two or more actions) with some of these, either practising them with a partner or giving examples to the class.

1 Ask the students to copy the table and then complete it. Afterwards, go through the answers with the class.
2 Get the students to go through the listening script and identify sequencing words and expressions. They can compare lists with a partner.
3 This activity is a written task; ask the students to work in their exercise books. Elicit sample sentences from the class when they are done.
4 In this activity, the students do some narration, telling a partner about all their activities today so far. The point is to introduce each new activity with a sequencing word or expression but to avoid using the same word or expression twice.
5 The final activity involves writing and paraphrasing the story from the listening exercise in 6.1, but including sequencing words to show the relation between events, and filling in missing parts of the story using their own words. When the students have finished, get a few students to read out their paragraph summary of the story.

A6.7 Writing

A narrative (SB page 150)

1 Tell the students they are to write a short narrative. To start them off, remind them of the types of stories (genres) they thought of at the start of this Unit, A6.1, and ask them to name some of these.
2 Draw an outline of a large empty pot on the board. With the class helping, 'fill it' with some of the 'ingredients' for, e.g., a thriller. These could include, in no particular order, the plot, conflict, setting, suspenseful atmosphere, character(s), the relationships between characters, dialogue, development of the story from a beginning (opening) via a climax to a resolution. If possible, draw some of these, e.g. the setting, pictures of the characters, a police car, etc., rather than writing them. Now ask the students to decide on the story type for their narrative. Then ask them to draw a pot like the one you did, in their exercise books. Say theirs needs to be more detailed than the one you have done because they will be thinking of a particular story, not just 'a thriller'.
3 When they are done, ask the students to recall the structure of the plot they drew in A6.1, and do one for the narrative they are planning.
4 Afterwards, they can write the first draft of their story following the instructions in activity 4 for items to include.
5 To check their draft, the students are to use the checklist provided on page 150. Tell them to rate their own work on the checklist. Also tell them you will be using the same checklist to assess their work.
6 Students read each other's work and checklist ratings and discuss these if there is discrepancy between their partner's ratings and their self-ratings.
7 Finally the students rework their narratives if necessary and write the final version in neat.
8 Assess their work before the students display their stories for the class to read.

Part B

Objectives

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

Speaking – answer questions; speak about their favourite book or short story; recount a story; use description when talking about a character
Reading – identify different texts and state where they come from; sequence events after reading an excerpt from a novel
Writing – write a letter of response

Materials and resources

- B6.1: examples of different kinds of texts from the library and your own resource library, as well as from advertisements, bus tickets, pamphlets, etc (optional).
- B6.2: dictionaries, ideally one per student (optional); photocopies of the phrasal verb crossword (optional).
- B6.5: photocopies of the letter for the written assessment (optional: the letter could alternatively be copied onto the board).

B6.1 Reading

Different kinds of texts (SB pages 151–153)

1 In groups of four to six people, ask the students to brainstorm writing they read every day, e.g. bus schedules; school timetables; restaurant and shop names; school text books; the destination on the front of the bus; newspaper reports; advertisements; the time and date; headlines on TV; street signs; supermarket till slips; invitations; junk mail; emails; addresses; lists of items; room and house numbers; brand names on products; Internet articles, etc.

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2 Get the students in groups to look at the extracts and with each decide what kind of text it is and where it is likely to be found; also, whether it is fiction or non-fiction.
3 Get the students to copy the table into their exercise books and complete it. Get the groups to report back to the class.

Talk about different features of different genres (i.e. kinds of texts) with the class. If possible, give and show examples of your own, from the library and your own resources.

B6.2 Study skills

Dictionary use – rules for using phrasal verbs (SB pages 154–156)

The students have come across phrasal verbs before without, however, necessarily calling them 'phrasal verbs' or studying their make-up. They may remember the list of expressions with *let* and *make* they looked up in the optional activity in Unit 3, A3.6.

Read through the information box on phrasal verbs with the class. Elicit as many examples from the students as possible, with their meanings.

1 Get them to study the dictionary entries of phrasal verbs with *look*. Ask the students to work with a partner and practise these, by making sentences with them, and test each other on them.
2 Students get to work on their own to put the sentences in correct order. They are to write the correct sentences in their exercise books and then compare them with a partner.
3, 4 Students go back into the sentences they wrote in activity 2. They underline the phrasal verbs and then identify the type of phrasal verb.

Optional activity: Tell the students that many verbs can be used as phrasal verbs. Write the following lists of verbs on the board:
a *have, let, leave, go, be, make, take*
b *hold, bear, keep, show, look, see, buy*

Split the class into two equal groups. Group A is to look up phrasal verbs with the verbs in list **a** and Group B with verbs in list **b**, using the dictionary. Get them to write down all the phrasal verbs and their meanings and write an example sentence for each.

Then let each student from Group A team up with a student from Group B. Get the students to teach each other the phrasal verbs from their list, and their meanings. Ask the students from each group to write a mixed-up sentence as in activity 2 with one of their phrasal verbs and let their partner from the other group unjumble the words.

Now ask the class to look up a phrasal verb with *put* meaning 'to delay or postpone something' *(put off)*.

Ask them to look up a phrasal verb with *run* meaning 'to use up something until you have nothing left of it' *(run out of)*.

Finally, ask them to look up a phrasal verb with *draw* meaning 'to move away from something' *(draw back)*.

Get the students to test a partner on these phrasal verbs and their meanings.
If you have more time to spend, offer the crossword below as another optional activity.

Photocopy the crossword puzzle in the Student's Book and hand a copy to each student. The clues are below. Afterwards, ask the students to have a go at drawing up a simple crossword puzzle on phrasal verbs and test it on a partner.

Phrasal verb crossword

		[2]B						[5]R		
		O					[3]K	E	E	[5]P
[1]A	R	R	I	V	4E	D		S		A
C		E						E		S
C								M		S
E								B		E
T								L		S
T		[3]A	C	C	E	P	T	E	[7]D	
A		B							O	
B		[10]O	U	T			[11]D	O	W	N
L		U							N	
E		T								

Down:
1 If something **is not on**, it is not _____ . (happening / interesting / acceptable)
2 In the story, the crocodile _____ **down** on Lindiwe. (bore / moved / charged)
3 If you go to many places, you get _____ . (after / ahead / about)
4 If you are **looking forward** to something, you are _____ about it. (nervous / sad / excited / tearful)
5 To **take after someone** means to _____ them.
6 When we say, How time **goes by**!, we mean how it _____ .
7 If you **hold** _____ a job, you keep it for a long time.

Across:
1 Jan **showed up** an hour late: she _____ an hour late.
3 Because she had nothing else to wear for the party, Lishan **made do with** the skirt her sister had given her. In other words, she _____ something less than perfect because she had no alternative. (accepted/found/wished for)
8 Dawit managed to _____ **down** the food even though he had the urge to vomit.
9 If someone retreats, they _____ **away**. (shy/back/look)
10 To **leave someone** _____ means not to include them.
11 After listening to the story, the students **took** _____ the details.

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B6.3 Reading

Leaving Miguel Street (SB pages 156–158

To introduce this reading activity, tell the students this story is set in Trinidad in the West Indies. Invite the students to find Trinidad and Tobago on the map or globe. Talk about the English the people speak there, and read the introduction to the excerpt with the class.

Ask the students to read the text as silent reading. Alternatively, you can suggest they read it in twos, with partners taking it in turns to read out a paragraph aloud.

Get the students to read through all the instructions and do activities 1–5a on their own. Once they have answered all the questions and checked their answers, you can either ask them to discuss their answers with a partner or get them to feedback to the rest of the class.

1 For this sequencing exercise, students write down the numbers 1–10 and next to each, the letter of the corresponding sentence.
2 Students can write the exercise number and the corresponding letter in their exercise books.
3 Students are to rewrite all the italicised bits in standard English.
4 In this vocabulary-building exercise, students find the right words in the text and write them down.
5 Finally, the students find six phrasal verbs in the text. They write down these verbs and their meanings.

Before you go on to discuss activity 5b–d, let the students check their answers as discussed above.

Then let the students discuss the answers to 5b with their partner or in a group of four students. Invite the students to relate experiences and stories about superstitions and whether they bring luck or bad luck.

Afterwards, get them to look at the adjectives and decide which ones describe the young man's feelings when he left home. Let the students discuss how they would feel in a similar situation.

Finally, ask the class to tell you how they liked this text. Get them to give reasons for their answers.

If you are able to get a copy of *Miguel Street*, by V.S. Naipaul, you might want to choose another excerpt from it and read it to the students. Ask a few questions about it and get the students to make predictions of how the story develops.

Alternatively, you could choose another excerpt from a different novel about leaving home to study abroad, and get the students to compare the style and the character's feelings about leaving home. One example is the excerpt from *The African Child* by Camara Laye, which the students read in Revision 1.

Optional activity: For homework, ask the students to think of a novel or short story they have enjoyed, and to bring it in to the next English lesson. They are to prepare to present this novel or short story to their group, by giving a brief introduction and background and then reading an excerpt of about 1–2 pages from the story to the group. Finally, they are to tell the group how the story develops from there, and how it ends. Ask them to pick their excerpt wisely: it is both to show the style of the novel or short story and to be an interesting part of the story, so as to keep the group's attention. Ideally, in the plot, it should be somewhere near the story's climax.

Allocate an extra lesson for this presentation. It will prepare the students for their speaking assessment later in the unit.

B6.4 Increase your word power

Phrasal verbs with *in* and *out* (SB page 159)

Remind the students of their work with phrasal verbs. Tell them that they're going to learn more phrasal verbs, this time ones with *in* and *out*.

1 Students work on their own to read the sentences with phrasal verbs on the left and match them to their meanings on the right. They are to write down the letters and corresponding numbers in their exercise books, e.g. a = v. If they're unsure of the meaning of a phrasal verb, they can look it up in the dictionary.
2 The students need to write the full sentences in their exercise books. Afterwards, go through the correct answers to both activity 1 and activity 2 with the class.

Optional activity: Ask the students to work in pairs. They are to challenge each other with phrasal verbs by giving their definitions and asking for the phrasal verb that matches the definition. For instance, Student A might say, 'Give me a phrasal verb that means *to continue doing something*' and Student B should answer, 'keep something up'. Then it is Student B's turn to challenge Student A. Get them to start on well-known phrasal verbs and the phrasal verbs they worked on in this lesson and in B6.2.

B6.5 Assessment

Task 1 Speaking (SB page 160)

Allocate a lesson (or more if necessary) for this speaking assessment. Tell the class that their speaking assessment will be about a book or story they have read. The optional activity in B6.3 will have prepared the students to talk about a novel or story of their choice. For this assessment, they can talk about the same novel or story or another one of their choice.

Tell the students you will be asking a number of questions which they need to answer individually. The questions are given below. Get one student at a time to come to the front of the classroom and do their speaking assessment, with the rest of the class listening.

Ask the questions one at a time, and follow up on what the student says by asking further, follow-on questions.

To assess the students' speaking, use the following assessment criteria:

- Has the student understood all the questions and responded appropriately?

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- Has the student been able to narrate the story and plot adequately?
- Has s/he been able to describe the main character?
- Has s/he been able to answer why s/he likes the story? Has s/he been able to convince others to read it, by making the descriptions vivid, by making the story sound interesting, and by speaking persuasively?
- Has the language use and vocabulary been very good / good / adequate / not so adequate?
- Has the pronunciation been good / not so good?
- Has the student answered without too much hesitation, repetition and / or looking for words?

Questions
What is the title of your favourite book or story?
When did you read it?
Who is the main character in the story?
What does he or she look like?
What kind of person is he or she?
Who are the other characters in the story?
Where does the story take place?
At what time is it set? At the present time or in the past?
What happens in the story?
Why do you like it?

Task 2 Writing (SB page 162

For their writing assessment, the students get to write a letter of response. The writing assessment is thematically linked to the unit topic.

Make photocopies of Uncle Kelile's letter to his nephew, or write the letter on the board. Tell the students they are to work individually and in silence. They are to write a letter of response and have the whole period for finishing it.

Remind them to match the register (style) of the letter they are responding to, to include the necessary letter-writing features, and to edit and proofread their draft before writing a final, neat version.

Use the following assessment criteria to assess the students' work:

- Has the student matched the style and register of the uncle's letter?
- Has s/he included the same features as included in the uncle's letter?
- Has the letter been well planned and is there a progression of thought?
- Has the student used appropriate paragraphing?
- Has the student used linking words where appropriate?
- Does the letter include a proper opening and close?
- Does the letter include the date?
- Has the student made reference to the uncle's letter?
- Has the student included a personal note to respond to the uncle's enquiry after the family?
- Does the letter give the appropriate advice?
- Has the student used modals and other appropriate expressions for giving advice and making suggestions?
- Is the student's language very good / good / adequate / not adequate?
- Has the letter been proofread and is the spelling good / not so good?
- Is the letter well presented?

Unit 6 Answers

Part A

A6.1 Listening

2
1C 2F 3D 4A 5G 6E 7B

3a
Opening: They had got in the water and Thula was carrying Lindiwe on his back.
Rising action: The water got deeper; it was difficult for Thula. He spotted a black object ahead; thinking it was a log, he dived for it. It was a crocodile.
Climax: The crocodile attacked again and again. Thula avoided it by diving but once it snapped off three of his toes. Thula realised he had forgotten about Lindiwe and the crocodile was now bearing down on her. Thula managed to push her out of the crocodile's path and eventually to jab at the crocodile with a rock.
Falling action: The hurt crocodile turned and fled.
Resolution: Thula and Lindiwe reached the safety of dry land.

3b
i) It is in the wild – the river seems to be deep and swift; there are crocodiles.
ii) This creates an atmosphere of danger and suspense. Also the word 'fugitives' suggests that Thula and Lindiwe are running away from a bad situation or from people who are after them.

3c
i) Thula, Lindiwe, the crocodile
ii) Thula and Lindiwe are the fugitives; they are on the run and they are at the mercy of nature. Lindiwe seems to be especially vulnerable. The crocodile represents danger.
iii) Students' own answers.

A6.2 Increase your word power

1

Base adjectives	Extreme adjectives
tasty	delicious
bad	terrible / awful
big	enormous / huge / massive
cold	freezing
crowded	packed
frightening	terrifying
good	perfect / marvellous
hot	boiling
hungry	starving
interesting	fascinating
loud	deafening
pretty	beautiful
quiet	silent
small	tiny / minute
surprised	astonished

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2
1 absolutely; **2** completely / quite; **3** quite / very; **4** absolutely;
5 very; **6** very / quite; **7** very; **8** very / quite; absolutely

A6.4 Language focus
1. Questions
2A Possible answers
a Do you speak Somali?
b Are you going to stay at home tonight?
c Did you have chicken and rice for lunch?
d Can't your brother run faster than anyone in the school?
B Possible answers
a When did you go to bed last night?
b Where are you going after school?
c How is your mother?
d What is the date?
C Possible answers
You live on the fifth floor, don't you?
You can't swim, can you?
It's cold today, isn't it?
You don't like milk, do you?
D Possible answers
a You are going to see your cousin at the weekend?
b You want some coffee?
c We are having a test tomorrow?
d You went out last night?
E Possible answers
a Could you tell me if you've seen my school bag?
b Could you tell me how old you are?
c Could you tell me if your parents are still living?
d Would you know where the ladies' room is?
3 Possible questions
a Why was it difficult to carry Lindiwe.
b What did he see ahead in the water?
c What did he strike at?
d Why did Thula push Lindiwe?
e How did the story end?

A6.5 Language focus
Narrative tenses
1a simple past: saw, carried, dived
past continuous: was clinging, was bearing, was waiting
past perfect: had turned, had forgotten, had brought
b simple past
c They happened at the same time.
d Lindiwe was clinging to a boulder.
e
i) simple past, e.g. dived, turned
ii) past continuous, e.g. was clinging
iii) past perfect, e.g. had brought
2
1 was waiting; met
2 met; had been
3 were chatting; arrived
4 laughed; missed
5 smiled; had enjoyed
3
a has known – present perfect; knew – simple past
b sentence 1
c sentence 2
4
1 ate; **2** ate; **3** has told; **4** haven't eaten; **5** bought; ate
5
1 was started; **2** had; **3** had been; **4** had taken part;
5 participated; **6** were allowed; **7** became; **8** developed;
9 entered; **10** were being held; **11** were; **12** had come;
13 travelled; **14** enjoyed; **15** were telling; **16** were looking;
17 won; **18** has been

A6.6 Language focus
Sequencing words and questions
1

One event happening after another in a sequence:	then after that firstly finally later on next at first
One event happening before another	before then previously prior to
Events happening at the same time	while as at the time simultaneously
One event happening very quickly after another	when immediately

2 Sequencing expressions have been underlined in your copy of the listening script.
3 Possible answers
1 While I was watching TV my brother read the newspaper.
At the time that I was watching TV my brother was reading the newspaper.
2 Before some other students came into the room, we were doing our exam.
While we were doing our exam some other students came into the room.
3 After I had kicked the ball to Ahmed he headed it into the net.
First I kicked the ball to Ahmed and then he headed it into the net.
4 As soon as I'll get home I'll have something to eat.
First I'll get home and then I'll have something to eat.
5 We were working in the garden when it started to rain.
While we were working in the garden it started to rain.
5 Possible answer:
When Thula carried Lindiwe across the river on his back he saw a crocodile, which he thought was a log. He held on to it and only then did he realise it was a crocodile. As it swung its tail, Lindiwe fell off Thula's back and Thula dived underwater. The crocodile charged at Thula and he dived underwater again. When it charged a second time Thula hit it. It dived to attack and bit off three of his toes. After that, Thula saw the crocodile heading towards Lindiwe. He pushed her hard, which turned the crocodile's attention back to him. It was only after he managed to hurt the crocodile that it turned and fled, allowing Thula and Lindiwe to reach the shallow waters and, finally, dry land.

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Part B

B6.1 Reading

2 **A** poem **B** email **C** science textbook **D** recipe **E** play **F** letter **G** newspaper report **H** autobiography **I** novel **J** brochure

3

text type	lay out	style of language	content
A poem	short lines maybe in verses	may not be in sentences; often very descriptive	usually fiction: may be sad, funny, observational
B email	varies: may be well-organised in separate paragraphs like a letter, or may be just one paragraph, with details of sender and date given at the top	may be polite and even formal, like a letter, or may be very informal and written in 'textspeak'	factual: may have a purpose, like a letter, or may be just to stay in contact with someone
C science text book	in a book, organised in chapters. Chapters may be divided into sections. Will have diagrams and pictures	formal, impersonal	factual: explanations of scientific rules or principles
D recipe	in two lists: a list of ingredients and then a list of instructions for what to do with them	instructions written in the imperative form	factual: instructions for how to prepare a dish or drink
E play	organised in acts and scenes, written in dialogue with the words spoken next to the names of characters who say them. Stage directions are separated from dialogue	Dialogue is written as close to real speech as possible.	fiction: may be tragic, funny, romantic or a mixture of these
F letter	in paragraphs, with addresses and date	usually quite formal	factual: may be a request, a response to a request, a complaint, to thank someone for something, an application for a job, etc
G newspaper report	in a newspaper, written in columns with a headline and possibly photographs	narrative, often in a dramatic style, often includes quotations from people in the report	factual: may be about a political story, an incident such as a fire, or a crime, or a sports event
H autobiography	in a book, organised in chapters and paragraphs, may include photographs	narrative, written in 1st person	factual: gives the story of someone's life from their own point of view
I novel	in a book, organised in chapters and paragraphs, may include photographs	narrative, usually includes dialogue	fiction: may be a life story, an adventure, a romantic story, etc
J brochure	short: a few pages in sections with illustrations	factual but descriptive and may be persuasive and even exaggerated	factual: may be about an institution, an interesting place to visit, a public health matter

B6.2 Study skills

2, 3

a My brother and I look after our younger sister after school.
b To keep your clothes in good condition you have to look after them.
c I try to guess the meaning of a new word before I look it up in the dictionary.
d I must look up the number in the telephone directory.
e I'm having a party next week and I'm really looking forward to it.
f Are you looking forward to the exams?
g I was expecting to see uncle but he didn't look in.

4

a look after: inseparable
b look after: inseparable
c, d look … up / look up: separable
e, f look forward to: inseparable
g look in: no direct object

B6.3 Reading

1

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

2

1 = c; 2 = b; 3 = c; 4 = a or c; 5 = b; 6 = a; 7 = a

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3

You gettin frighten, eh? – You're getting worried, right?
Is a bad sign? – Is this a bad sign?
I know I not going to ever see you in Miguel Street again. – I know I'm never going to see you in Miguel Street again.
Why? Because I knock the milk down? – Why? Because I knocked over the milk?
Let we go back to Port of Spain. – Let us (Let's) go back to Port of Spain.
I thought you was in the air by this time. – I thought you were (would be) in the air by now.
So this mean I was never going to come back here, eh? – So this meant (was supposed to mean that) I was never going to come back?
Uncle Bhak, I didn't want to tell you before but I think your tappet knocking. – Uncle Bhak, I didn't want to tell you before but I think your tappet is knocking (rattling).

4

a tinker; **b** couplet; **c** overturned; **d** tappet

5

a Possible answers

e.g. **was at something** – to be working on something
knock something down / over – to make something fall off somewhere high / over
put off something – to postpone or delay something
b Students' own answers
c nervous, excited, uncertain, a bit worried and possibly impatient too; students' own answers
d Students' own answers

B6.4 Increase your word power

1

a a = v; b = i; c = iv; d = iii; e = vi; f = ii
b a = iii; b = iv; c = vi; d = i; e = ii; f = v

2

a Seeing that further resistance was useless, the criminal turned himself **in** to the police.
b After the storm, the sky started to brighten and the sun broke **out** again.
c Our army fought hard and eventually their enemy was forced to give **in**.
d The man looked carefully at the document, but couldn't make **out** what it meant.
e Pete slipped by the pool and fell **in**.
f "I'm a bit tired," said Kibitu. "Can we sit **out** the next dance?"
g I can't pick **out** anyone that I know in this old photograph.
h I can't make **out** what you have written. Your writing is so bad!
i I'll be home late but don't wait up for me as I'll let myself **in** with my key.
j Burglars broke **in** during the night and took the TV.

Suggested further reading

Get the students to bring in their own favourite reading materials (a novel or short story) and share them with their classmates by summarising the plot and reading out an excerpt.
If possible, students should have access to different fiction genres and works of fiction. Try to get a copy of Laye's and Naipaul's novels for the class library. Get students to read ten-line excerpts to each other, playing attention to fluency, expression, pronunciation and stress.

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Units 4–6 Revision 2

See the note under Suggested methodology in the Introduction for more ideas about how to get the students to complete these revision exercises.
Though it is up to you how much time you want to spend on each of these activities, it is suggested that you allocate three lessons for the whole of this revision: period 1 for activities A–C; period 2 for activities D and E; and period 3 for activities F–H.

At the end of the revision, ask the students for comments on how easy or difficult they found the different parts of the revision.

A Listening

Ask the students to copy the table on page 161 into their exercise books. Alternatively, if you want them to work on separate sheets of paper, hand out a page of lined paper and ask them to write their name at the top of the sheet before copying the table. Tell them you would like to collect this work at the end of the Listening activity.

Tell them you will be reading them a listening script. As they listen they are to make notes in the table. They will be read the text a second time to check their notes.

Then read the listening script at moderate speed. Give the students a minute or two to complete their notes. Then read the script again, faster this time round.

Listening text

Okot p'Bitek was born in Gulu in northern Uganda in 1931. On completing a teacher training course, he taught English and Religious Knowledge at a school near Gulu.

His first published novel was Lak Tar, *which was written in Acoli and came out in 1953. While literature was his first love, his other interests included music, politics and football. He played for both his district team and the national team. It was playing football that allowed him to travel around northern Uganda and learn more about the traditions of his people. While on a football tour of England in 1958, he stayed to complete his education at three universities, including Oxford.*

During this time he was becoming more and more interested in the poetry of Africa, specifically the oral traditions of the Acoli people. He returned to work in newly independent Uganda in 1964 where he collected and organised performances of traditional songs for the Extra Mural Department of Makerere University in Gulu. A few years after his return, he published Wer pa Lawino, *the Acoli version of* Song of Lawino.

He carried on his work of promoting traditional local culture in Kampala until he was forced to leave the country, largely because of his criticism of politicians in Song of Lawino. *He continued his work for many years at the University of Nairobi. It was here that he published his other major works, all of which promoted African traditions and culture at a time when many Africans looked to European traditions and culture.*

*He was able to return to Uganda in 1982, and took up another post at Makerere University. However, he died in the same year, a few months after his retu*rn.

Answers:

1 Place and date of birth: Gulu, northern Uganda, 1931
2 First job: taught English and Religious Knowledge at a school near Gulu
3 Interests: primarily literature, but also music, politics and football
4 His first book: *Lak Tar*
5 When and why he went to England: football tour in 1958
6 What he did in England: he studied at three universities, including Oxford
7 His job in Gulu: collecting and organising performances of traditional songs for the Extramural Department of Makerere University
8 What he wrote at this time: the Acoli version of *Song of Lawino*
9 Why he had to leave Uganda: because of his criticism of politicians in *Song of Lawino*
10 Where he spent his exile: in Nairobi, Kenya
11 What his work promoted: African cultre and traditions
12 Year and place of death: Uganda, 1982

B Reading

Working individually, the students are to read the extract from *Song of Lawino*, 'Acoli cooking', and then answer the questions about the poem in their exercise books, writing just the question number and a, b, or c for the corresponding answer alternative. Allocate 10-12 minutes for this.

Answers:

1 a **2** b **3** b **4** c **5** c **6** b

C Pronunciation

Ask the students if there are words in the poem whose meanings or pronunciations they are unsure of, e.g. *millet*, *gourd*, *retain*. Give definitions or get them to look them up in the dictionary, and go through the pronunciation of these words with the class.

In pairs, get the students to read out the extract from the poem. The first student is to read stanzas 1-3 and the second student follows with stanzas 4 and 5. Then they swap parts, so that student B reads the first three, and student A the last two stanzas.

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D Speaking

Ask the students to work in groups of four students. The first speaking activity ties in with the Listening, Reading and Pronunciation activities above, while the second speaking activity links in with the unit on tourism, Unit 5.

1 The student groups are to briefly discuss the questions in 1a-d. Ask the groups to summarise their answers in one to two sentences each in a feedback session at the end of this activity.

2 With the class, read through the instructions. The students work in the same groups as for activity 1. Allow groups 15-20 minutes to brainstorm, plan and practise role-playing a complaint situation within the tourism industry. Suggest that they plan the conversation and then write down a dialogue in rough. They must allocate roles between them and then practise role-playing. After their first practice they are to talk about ways to improve the role-play and redo it.

   Now ask the groups to perform their role-plays to the rest of the class. Get the class to listen and vote the best performance, justifying their choice.

E Dictation

Read the script to the class, first at normal speed and then slowly, in manageable phrases. At the end, read through the whole text again.

Dictation script

In order to maximise the benefits and minimise the drawbacks, tourism must be properly managed, and the conflicting needs of interest groups balanced. An approach particularly suited to contexts such as Ethiopia is ecotourism. It can be defined as responsible tourism in areas of natural and cultural interest that conserves the environment and sustains the well-being of local people. The ecotourism approach ensures that the natural environment and local communities are not exploited, that planning of new tourist projects is done in consultation with local communities and that infrastructure development brings benefit to local people, not only tourists.

Students can go back to A5.8 to check their own work.

F Writing

Get the students to look back to Unit 4, B4.4, to review ways of describing data and expressions used for this purpose. Ask them to write a paragraph to describe the graph on Olympic gold medals won by Ethiopia between 1956 and 2008.

Remind them to use the nouns and verbs practised, for describing trends and changes.

Give the students about 15 minutes for the writing activity. After they have done a rough draft, they can edit it and then write a clean version in their exercise books. Either collect their work for checking at the end of this revision, or let them swap books with a partner and check each other's work.

G Vocabulary

Ask the students to work individually. Give them 12-15 minutes for activities 1 and 2 together and to reread their work. Go through the answers orally with the class and get the students to check their own work. Afterwards, ask who got all the answers right, who got one answer wrong, who got two answers wrong, etc. The answers appear below.

1 The students can write the answers for Activity 1 in their exercise books, putting only a, b, c, etc and the word or expression.

2 If you are able to make photocopies, make copies of the word search, so that students can circle the words. Try to get them not to write in the books, or if they do, to write very lightly in pencil.

Answers:

1

a decline
b peak
c fluctuate
d headword
e malnourished
f myth
g stable
h accommodation
i assets
j ecotourism
k hesitation
l infrastructure
m multinational
n pollution
o punctual
p autobiography
q brochure
r deafening
s massive
t minute
u simultaneously
v terrifying
w alteration
x recipient

2

CAMPSITE
ECOLODGE
GUESTHOUSE
GUIDE
GUIDEDTOUR
HOTEL
RECEPTIONIST
SAFARI
SIGHTSEEING
TREKKING
WAITER
WHITEWATERRAFTING

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W	H	I	T	E	W	A	T	E	R	R	A	F	T	I	N	G	
A	O			C						E							
I	T			O						C	A	M	P	S	I	T	E
T	E			L						E							
E	L			O						P							
R				D						T	R	E	K	K	I	N	G
				G			G			I							U
				E			U			O							I
							E			N							D
		S	I	G	H	T	S	E	E	I	N	G					E
				U			T			S	A	F	A	R	I		D
				I			H			T							T
				D			O										O
				E			U										U
							S										R
							E										

H Language use

Students work on their own for this, writing the correct sentences in their exercise books. Allocate the rest of the period for this. Collect books at the end of the period, and mark the students' work, allocating 1 point per correct answer.

Answers:

1

a You don't like fish, don't you?
b When are you thinking of going to see your cousin?
c Could you tell me what time the bus is leaving?
d While I was waiting for a bus my money was stolen from my pocket.
e Before I met you, I hadn't met your sister.
f The World Cup was held in South Africa in 2010.

2

a I need to find out where I can buy a SIM card for my phone.
b I can't make out the name written in this book.
c Did you drop in at your grandmother's house yesterday?
d I haven't given my maths homework in / given in my maths homework yet.
e Don't wear your new clothes every day or you'll wear them out.
f The police are carrying out an investigation / carrying an investigation out into a murder.

3

a should / ought to / must be
b better see a doctor
c I would study more
d to write new words in a vocabulary book
e been a decline in sales of bicycles since 2000
f a peak in the growth of HIV infection rates at the end of the 1990s
g has risen steadily
h huge / massive / enormous
i packed
j astonishing
k boring
l confusing

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Unit 7 Weather and climate change

Learning outcomes

By the end of Unit 7, students will be able to identify and explain the causes and effects of climate change and ways to lessen the impact.

Learning competencies

Speaking and listening: Students listen to a speaker and re-tell what they have heard in some detail.

Reading: Students read a factual article and identify detailed information.

Language focus

Grammar: going to (for prediction based on present evidence), future passive, grammar of phrasal verbs
Vocabulary: weather and climate change, adjectives to verbs e.g. soft to soften, phrasal verbs with on and off
Social expressions: expressing hopes and fears, giving reasons.

Background knowledge

This unit, titled 'The weather and climate change', addresses the important issue of climate change and its impact on the world. The unit links in with the students' Geography work on climate and meteorology, and developing and developed countries.

As part of the topic work, the students define *climate* and *weather* and practise talking about these. They listen to a text on climate change and study its impact globally. They hold a meeting on implementation of measures to slow down climate change, learn about the importance of reducing carbon emissions and planting trees, and talk about extreme weather events and their consequences. They listen to listening scripts and take notes, summarising main points and supporting arguments. As optional activities, it is suggested that students keep a weather diary, present a forecast, report on a weather disaster and write predictions on the long-term effect of global warming.

This last activity will be presented in the context of a language lesson on future tense with *will* and *going to*. Another language focus is structures used for expressing hopes and fears.

Vocabulary in this unit includes, besides weather and climate vocabulary, expressions linking cause and effect, and phrasal verbs with *on* and *off*. Finally, students study vocabulary acquisition strategies and set themselves a vocabulary goal.

Part A

Objectives

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

Listening – listen to two texts and complete notes
Speaking – talk about the climate and climate change; discuss the impact of climate change in Ethiopia; participate in role-plays on measures to slow down climate change
Reading – read about climate change and answer questions
Writing – assess their progress with writing and talk about strategies to improve their writing

Materials and resources

- Newspaper cuttings on floods and droughts; a map of the world showing climatic belts (optional).

A7.1 Introduction

Your climate (SB page 167)

Introduce the unit topic 'The weather and climate change' to the class. To start with, get the students to define the words *weather* and *climate* (e.g. weather = the temperature and other conditions such as sunshine, rainfall and wind measured daily; climate = averages in temperatures, rainfall and wind conditions over the long term; and long-term predictions or statistics of such conditions). Explain that while we talk about the weather in a place today, last week or over the next few days, we talk about climate as something that occurs in a region, over an extended period of time.

Write these adjectives on the board and ask which of them are used to describe weather, which are used to describe a region's climate, and which can be used for either: *fine, hot, temperate, good, sunny, polar, dry, windy, arctic, tropical, stormy, beautiful, blustery, bad*. Ask a student to describe the weather today. Ask students to put their hands up if they like the weather today.

Now ask the students to talk about the Ethiopian climate. Write the words *tropical, dry and hot, arctic, tundra climate, subtropical, coastal rainforest, arid, Mediterranean climate, continental climate,* and *desert climate* on the board, and ask the students to decide which of these best describe the Ethiopian climate.

1–4 Ask students in groups of four to discuss the answers to questions 1–5. Monitor their work and help out with expressions and answer questions where necessary.

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At the end of the lesson, ask the students for ideas of extra activities to do with climate and climate change, that can be included in the teaching of this unit.

5 Allow students to discuss this on their own and then elicit the definition and the key words. Put them on the board and then go back to them when students have completed A7.2.

A7.2 Reading

The challenge of climate change (SB pages 168–169)

Show the class the climatic zones world map you have brought. Name the different zones and discuss the climate found there. Point to the deserts and tundras and talk about conditions there. Briefly mention the animals and plants they are a habitat to.

Show the newspaper cuttings on floods and droughts, and talk about recent weather disasters in the news. As you discuss these, point to the areas on the map and discuss the climatic zone they have happened in.

Ask the students to recall their definition and discussion of climate change, from the previous lesson. Get them to read the text about climate change, either silently or with a partner, taking it in turns to read a paragraph out loud. If there are new terms, encourage the students to infer their meanings using contextual clues. Get the students to discuss the answers to the questions with a partner. Ask what is meant by 'the international community' and ask to what extent it is the responsibility of the international community to help disaster-stricken countries and address climate change problems.

A7.3 Listening

The greenhouse effect (SB pages 169–170)

Invite the students to look at the diagram on page 170 and briefly talk about it with their partner. Then get them to write the numbers 1–4 in their exercise books, one below the other. Tell them you will read them a listening text. They are to listen and put the words and expressions missing from the text on page 170 next to the corresponding number.

Read the text. Afterwards, the students can compare their answers with a partner.

Listening text

*Life on Earth depends on heat. The normal average temperature of our planet is 15°C. **In fact**, many places, for example in Africa, are much warmer than this, and other places, such as the continent of Antarctica, are much colder. Heat comes from the Sun and passes through the Earth's atmosphere to its surface. **However**, some of the heat is radiated back out into the atmosphere.*

The Earth's atmosphere is made up of different gases: 99% is nitrogen and oxygen whereas the other one per cent consists of other gases: carbon dioxide, methane, nitrous oxide, ozone, water vapour and halocarbons. They are called 'greenhouse gases' as they act in the same way as the glass walls and roof of a greenhouse, which trap heat so that vegetables can be grown in places where outside temperatures are too cold.

*Greenhouse gases keep the Earth's warm temperature as they absorb heat and stop it escaping back out into space. Without greenhouse gases the temperature on the Earth's surface would be minus 18°C; **thus** too cold for most plants and animals.*

*It is changes in this proportion of these greenhouse gases, **however**, that cause climate change. **Due to** the burning of fossil fuels in factories, power stations and by motor vehicles, the amount of carbon dioxide in the atmosphere has been increasing in the last 100 years or so. **As a result of** this increase in carbon dioxide, more and more heat is being trapped. This is called 'the greenhouse effect' and that is why most scientists believe temperatures are increasing and the Earth is getting warmer.*

A7.4 Increase your word power

Climate change (SB pages 170–171)

1 Students can do this activity for homework. They need only write the missing words or expressions with the corresponding sentence number in their exercise books. At the beginning of the next lesson, run through the answers orally. Ask the students to enter the words into their vocabulary lists.

A7.5 Listening

The impact of climate change (SB page 171)

1 Get the students to copy the sentences on the impact of climate change into their exercise books, leaving a gap for words to be completed. Tell them you will read them a listening text and they are to write the missing words in the gaps.
When they are done, get individual students to read out the complete sentences.
If the students want to discuss any of the issues, or related issues, encourage a class discussion on the topic.

2 Encourage students to put the terms in a topic group in their vocabulary books. Elicit ideas about the information they are going to give about each one, e.g. part of speech definition (they are all nouns), translation.

Listening text

There is considerable evidence that globally the climate is changing, although it seems to be happening faster in some regions than in others. Rising temperatures and changes in seasonal rainfall patterns have already had significant impacts on the world.

The increase in global temperatures has led to the melting of ice caps at the North and South Poles. If polar ice continues to melt then sea levels will rise. In fact they are projected to rise by 15 to 95 centimetres by 2100. This may lead to the disappearance of low-lying coastal areas around the world. In addition, mountain glaciers are threatened by rising

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temperatures. A case in point is Africa's highest mountain, Kilimanjaro in East Africa. An estimated 82 per cent of the ice cap that 100 years ago crowned the peak, is now gone. This impacts on humans as the snow and ice on this ice cap feeds into several rivers which are now drying out in the warm season.

In parts of the northern hemisphere one effect of global warming is heavier rainfall. Meanwhile in Africa and Asia it is causing severe droughts. In fact, the incidences of drought have already increased from one to three per cent of the globe in the last 50 years. By 2050 it is likely to increase to 12 per cent.

Climate change threatens species of animals and plants that are adapted to live in certain conditions. When this happens their first response is to migrate to areas where the conditions they need to exist are. As a result, many species of plants and animals previously found only in tropical regions are now found in areas that were previously too cool. However, in crowded regions, such as East Africa, there is nowhere for plants and animals to migrate to as there are too many people and forests have been cut down for agriculture. There is a real threat that species will become extinct as their natural habitats are lost and there is nowhere for them to migrate to. An example of this is the mountains of eastern central and southern Africa where species diversity is threatened by rising temperatures and deforestation and extinction is likely for many isolated plants such as the wild Arabica coffee plant in southern Ethiopia, as there is nowhere for it to go.

Since most agriculture in Africa relies on seasonal rains, it is put at risk by changes in climate variability, seasonal shifts, and precipitation patterns. Any amount of warming will result in increased water stress. It is predicted that disruption to agriculture will mean that by 2050 up to 30 million more people in the world will be hungry. Many will be forced to leave their homes and migrate to other areas or countries. This along with lack of water in some regions of the world may lead to economic and political problems and possibly even wars.

Climate change will have significant impacts on biodiversity and food security in Africa. Consequently substantial reductions in heat-trapping gas emissions in developed countries and careful adaptation to changes in climate are crucial.

A7.6 Increase your word power

Discourse markers (SB page 172)

Remind the students of the work they did with sequencing words and expressions in Unit 6 and ask a student to state what they are used for: to show what action comes first and what comes second, etc in a sequence of actions. Ask for examples of sequencing words: *before*, *first*, *after*, *next*, etc.

Explain that discourse markers, the subject of this section, have the same function as sequencing words / expressions in that they connect the different parts of a narrative or factual report. Discourse markers include sequencing words and expressions but are not limited to sequencing words.

With the class, read the information box on discourse markers, then read the table to find out about their various functions. As you go through the table, give and ask for sentences with them, and also encourage the students to give further examples of discourse markers for the various categories. For instance, under 'adding information' they could add *also*, *furthermore* and *moreover*.

1 Get the students to go back into their copied text in A7.5 and add discourse markers where appropriate. Afterwards read the listening text again. The discourse markers have been underlined in the text; get the students to compare them with the discourse markers they have suggested, and put in the ones from the listening script.
2 Get the students to copy the table into their exercise books and enter the discourse markers from the box into the table. Afterwards, go through the answers orally with the class.
3, 4 Let the students read the instructions and do these Activities on their own in their exercise books. When they are done, they can compare answers with a partner.

A7.7 Language focus

Cause and effect (SB page 173)

Ask the class to define *cause* and *effect*. Ask for examples of sentences giving both a cause and its effect, or an effect and its cause. In the example, *I ate too much jelly last night so I'm all wobbly on my feet this morning,* ask which is the cause *(I ate too much jelly last night)* and which the effect *(I'm all wobbly on my feet this morning)*. Give another example, e.g. *Neil got a medal because he had done so well*. Ask which is the cause *(he had done so well)* and which the effect *(he got a medal)*. Write this last sentence on the board. Underline the cause and circle the effect. Then ask which is the word that tells you the relationship between the two *(because)*.

With the class, read through the box on page 173. As you read, ask a student to link the different parts of the sentences from the different columns, e.g. *I am ill and as a result I am unable to run the race.*
Say, we can replace any of these with another clause or expression, provided they make sense. For instance, we can say, *I broke my leg and as a result I am unable to run the race.* Or *I am ill and therefore I am unable to run the race.* Or *I am ill and as a result I can't come to your party.*

Get the students to practise, replacing either the cause or the effect with clauses of their choice. Give them several minutes to practise these in pairs.

Then say, we can also turn the cause and effect around, and then use a different linking expression, as shown at the bottom of the box. Emphasise that it is important to use the right linking expression: e.g. we can't normally say, *I am unable to run the race and therefore I am ill.*

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Read the second box and make sure the students understand the difference between a noun phrase and a cause or effect clause. Let them practise replacing parts of the sentences shown, as with the previous box, e.g. *My inability to write neatly is due to a hand injury I had when I was five* and *Climate change is due to many factors.*

Ask the students to identify the result or effect verb in each sentence.

1 Ask the students to write the complete sentences in their exercise books and add another five sentences with a variety of different cause and effect structures and different linking words / result and effect verbs. Afterwards, get them to check the answers with a classmate and read their sentences to each other.
2 Still working in pairs, they are to discuss possible consequences of the situations described. After a few minutes, elicit some of these from the class.

A7.8 Speaking

The impact of climate change in Ethiopia (SB page 174)

Ask the students to find a synonym (= another word that means the same) for *impact (effect)*. Explain that usually we use *impact* to mean a major and important effect.

With the students, read through the box and elicit a sample sentence or two for each of the language structures for describing cause and effect, 1st and zero conditional, future passive, and for making suggestions. If the students are not clear about the structures involved, let them briefly refer back to the relevant section in the course.

Then divide the class into groups of four to six persons. The groups are to read through the text in the boxes and the instructions. When they are ready to begin their discussion, tell them to take notes while they discuss, because you may not have time to hear every single group's presentation in today's lesson. Before they start they may want to decide on a group member to present their answers to the rest of the class. While they talk, monitor them at work. You may want to use this as an informal assessment opportunity.

Walk around from group to group and assess individual students':

- participation and contribution
- ability to adequately listen and respond to other team members
- turn taking
- ability to speak adequately on, and not digress from, the topic
- ability to speak articulately / not so articulately
- pronunciation.

Once they are done and have prepared their verbal summary, ask the groups to present their answers to these questions one by one. Agree with the class on a time limit for each group presentation.

Get the rest of the class to listen and after a group has completed the presentation, ask questions or challenge ideas presented. After the last group have done their presentation and answered questions / responded to challenges, present the following optional activity to the class.

Optional activity: Refer the students back to the coltan mine discussion in Unit 1. Say that they are to have a similar discussion on climate change. Ask the students to imagine the next summit on global warming is about to take place in Addis Ababa.

Delegates from all over the world come to the summit, and the students will represent different delegations from different places. One group will be the delegation from Ethiopia and other countries in the region, which have lately been badly affected by the worst drought in 200 years. Not only are they suffering from the consequences of global warming, but they say they need to develop more infrastructure and more industry in order to compete on the world market and be economically better able to deal with any future weather disasters.

Another delegation will be from the USA and other Western countries, who say they can't downscale industrial production or reduce carbon emissions because their economy is based on *increasing* production and profits.

A third delegation will be from an environmental agency; they are demanding drastic measures to reduce carbon emissions and turn around global warming. Finally, there will be a group of scientists and 'experts' on climate change who give advice, make suggestions and offer their opinion.

Get the class to agree beforehand on some targets and statistics to use during the discussion. Also, get them to agree on other contentious emission-related issues that the different delegates will want to discuss at the meeting.

The class are to appoint one person to chair the meeting. The agenda for the meeting is to be the same as that used for the coltan mine meeting (refer the students back to B1.6). Allocate the remainder of this lesson for the meeting.

Monitor the discussion but try to limit your role to observing. Do take notes of points you wish to raise afterwards, however.

A7.9 Speaking

Pronunciation – Homophones (SB page 175)

Get the students to define *homophone*. Ask for examples of homophones, e.g. *whether* and *weather; hair* and *hare; witch* and *which; plane* and *plain*. Write these on the board or ask a student to write them, and give the meaning of each.

1,2 Get students to work with a partner. They are to agree on the meaning of a listed word, write it down in their exercise books, and then discuss a homophone for that word, and its meaning. Afterwards, they are to come up with more homophones and make a list. Ask the class for some of their examples.

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3 The students work individually on this. Once they have rewritten all the sentences they can check their answers against their partner's.

A7.10 Speaking

Three role-plays (SB pages 175–178)

More opportunity for taking part in meetings on a contentious issue related to climate change is provided in the speaking activity A7.10. Before they start preparations for the first role-play, get the students to read the language boxes and refer back to the language structures listed.

Then read through all the instructions to this activity with the class. The challenge will be to put together groups with different people for each session. Work out beforehand how many groups of three there are in your class and how to configure the three different meetings so that when it's time to start role-play 2 and 3, the students will know where they have to go. If you think this may be necessary, draw up a meeting plan beforehand, use colour coding or write the meeting plan on the board, listing the group each student needs to go to for each of the meetings 1–3.

For each individual role-play, the groups allocate roles among them, then brainstorm ideas and arguments before they start their role-play. Allocate about 4 minutes for preparation and about 10 minutes for each of the role-plays. Monitor the groups at work but try not to interrupt. Take down any points you would like to discuss in note form, for discussion at the end of the lesson.

Afterwards, ask the students how they thought the role-plays went, which of the role-plays, and which role, was the easiest and which the most difficult in their opinion, and what they thought of the whole activity. Ask for feedback on the consensus (or lack of consensus) reached and the decisions made at each meeting. Now raise any points you would like to raise relating to the role-plays.

A7.11 Study skills

Focus on writing (SB pages 178–179)

1 Assess your progress with your writing goal

Remind the students of the study skills lesson in Unit 5. Get them to recall some of the features of good writing they looked at, and the fact that they assessed their own writing. In this lesson, they will be reviewing the writing goal they set themselves in B5.5.

1 The students are to work in twos to discuss their previous writing goal and whether they have met that goal. Get them to discuss both the goal and their progress. They will need to have some recent writing work ready for assessment by their partner.
2 After discussing the outcome of the work the students work on their own to set themselves another writing goal to focus on next week.

2 Strategies for improving your writing

1 Working in their former pairs, the students are to study a mind map on strategies for improving one's writing and discuss each of the listed strategies.
2 Working individually, the students look at the mind map again and decide which of the strategies will work for them. You might ask them to add any other useful strategy they can think of to the mind map.

At the end of the lesson, get feedback from the class. Ask the students whether they have found the Study Skills session on writing, in B5.5, and today's session useful, and why. Ask whether students generally feel their writing has improved since the B5.5 lesson, and whether they are generally confident that they will improve their writing.

Part B

Objectives

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

Listening – listen to a text and take detailed notes
Speaking – speak about bad weather and severe weather events
Reading – read a text and take down its topic sentences; answer multiple-choice questions in a reading assessment
Writing – write a summary; independently produce an information leaflet

Materials and resources

- Weather maps, a rain gauge, thermometer, meteorological graphs, newspaper cuttings on floods and droughts, photographs of rainbows, thunder storms, snow (optional).
- Photocopies of map for labelling (optional); large map of Ethiopia or your region (or another part of the world), weather symbols cut out of paper, Blue Tak, items to represent a camera and microphone (optional).
- White A4 paper, glue, scissors and, if required, felt-tipped pens
- Word flashcards (optional); different coloured pens (optional).

B7.1 Increase your word power

Weather (SB pages 180–181)

Show the items you have brought to the class: e.g. a rain gauge, thermometer, weather maps, meteorological graphs, photographs of rainbows, thunder storms and snow. Name each and talk about it. Encourage students to talk about different weather conditions and phenomena, like dust storms, the smell of rain at the start of the rainy season and the increase in insect life after the rains, thunder and lightning, etc.

1 Divide the class into small groups or ask the students to work in twos. Get them to talk about different types of weather in different seasons, and about their favourite

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and least favourite weather, giving reasons for their preference.

2–5 For these activities, the students work individually. After they have finished all four activities, they can compare their answers with a partner.

6 Students discuss these questions with a partner.

Optional activity: Ask the students to start a homework project involving keeping a weather diary over seven (or more) days, both for your town or area and for a town or city in a different climate zone, e.g. Vancouver in Canada, or Darjeeling in India, both in areas of high rainfall. If you are teaching this at a time of an important international political or sporting event that the students know about, you might try to get them to record the temperatures of that place. This will raise their interest and make the activity more meaningful for them. Ask them to include daily temperatures, rainfall, and (if possible) wind conditions in their weather diary. For your town or area, they can measure the temperature themselves and record the other observed weather conditions. For the other town or city, they should try to listen to an international weather forecast on radio or TV, or get their information off the Internet or from newspapers.

Discuss how temperature is usually measured twice a day, with hottest and warmest temperature given. Say that if they do the measuring themselves, they should try to measure it twice a day, early in the morning and again in the afternoon as close as possible to lunchtime.

Arrange the materials you have brought in a class display on weather and climate change, and ask the students to contribute with materials of their own.

B7.2 Listening

Weather forecast (SB pages 181–182)

1 Get the students to individually identify the regions of Ethiopia on the map. If you were able to photocopy the maps, you could get the students to label these, otherwise ask them to identify the regions but not write in their books.

2 Now ask them to copy the table into their exercise books. You will be reading them a listening text and they are to make notes in the table. Read the listening text once, not too fast. If students are struggling to keep up with their note keeping, tell them you will be reading the text a second time, which is when they can check and complete their notes. After they are done, let the students check their notes against their partner's; or you can go through them with the class.

3 Ask the students to discuss the questions in pairs.

Listening text

Here is the weather forecast for the whole of Ethiopia for the next twenty-four hours. The seasonal rain fall activity has continued across much of the country for the last few days. For the coming three days, the current rain bearing systems are going to remain across western and central parts of the country. So starting in the west, the heavy rainfall of the last few days will continue in Benishangul-Gumuz, Gambella, southern and western Oromia and SNNPR, with flooding in some areas. Temperatures will be in the region of 27–33 degrees Celsius during the day, falling to 12–15 degrees at night. In the north of the country, in Tigray, Amhara and Afar, the heavy rain of the last few days has eased and it will be sunny with some isolated showers. Temperatures will be in the mid 30s during the day and 15–20 degrees at night. As the rain moves south and east, there may be some showers in Somali in a few days, but for today and tonight it will be dry and sunny, though partly cloudy. Temperatures will be in the region of 34 degrees during the day and 15 degrees at night.

Optional activity: If you have time at the end of the lesson, you might ask a student to come forward and role-play giving a weather forecast for your town, region or country. This does not have to reflect today's weather or forecast – the point is to give a lively performance and use the right weather terms.

Put up a large map of your region or Ethiopia. Prepare some coloured sun, wind, cloud and rain symbols out of paper and put some Blue Tak at the back, so that the 'weather man' can stick them on the map. Also, give him or her a pointer (a long pencil will do) to point at different areas of the map while talking. Another student can be given a fake camera (e.g. a picture of a camera or an electronic pencil sharpener or anything to symbolise a camera) and a third, a microphone, to represent the crew at the TV studio. The rest of the class is to look on as the TV viewing audience and give feedback after the performance.

This activity can be extended to other areas of the world with other weather phenomena.

B7.3 Language focus

will and *going to* (SB pages 182–183)

With the class, go through the language box. With each of the points 1–3, give and elicit further examples.

1 Read the listening text from B7.2 again and ask students to complete the sentences in 1a. Then ask the students to explain to the class why *will* and *going to* are used in these sentences.

2, 3 Ask the students to work in pairs to talk about these events. While they talk, monitor them at work. Listen for correct usage.

4 Ask the students to work individually. They are to write the answers in their exercise books. Afterwards, go through the sentences with the class.

Optional activity: Ask the students to write a short paragraph with predictions on the long-term effects of global warming using *will* and *going to*. When they are done, ask some students to read out their writing.

Then get the students to work in twos to talk about their plans for the future.

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B7.4 Speaking

Bad weather (SB page 184)

With the class, read through all the instructions. Ask the students to form groups of four to five students each.

1 Student groups discuss the weather and whether it's normal for this time of the year.
2 Students individually make lists of consequences of the weather events listed in 2a–f. Afterwards, they compare their lists of consequences with the group's.
3 The students from one group take it in turns to present consequences of one of the events to the class. Then another group presents consequences of another of the events, and so on. The students may wish to follow this up with a class discussion to relate personal experiences of weather events, talk about weather phenomena generally, or natural disasters related to weather phenomena.

Optional activity: Invite the students to perform a role-play in groups. One student takes on the role of a reporter at a site of flooding (or other weather disaster). Another is a relief worker, a further three are victims of flooding, who are interviewed by the reporter. Get the groups to brainstorm ideas for the role-play first and make brief notes. Then get them to practise their role-play. Afterwards, they can discuss how they can improve the role-play, rehearse once more and then perform the role-play to the rest of the class.

B7.5 Language focus

Hopes and fears (SB pages 184–185)

1 With the class, study the information in the box. For each section, elicit further examples from the students. Ask for a definition of *pessimistic* and *optimistic* and ask for the noun forms of these adjectives. Ask who in the class thinks of him / herself as a pessimist and who as an optimist.
2 Students get to practise this language structure with a partner. They are to ask and answer questions about the topics in the circles, expressing their hopes and fears vis-à-vis these and explaining their answers. While they talk, you might wish to assess individual students' fluency and language use.

B7.6 Increase your word power

Word building (SB pages 185–186)

Ask the students to read the box on their own in silence.

1, 3 Get them to copy the adjectives into their exercise books and next to each, write the related verb form. Afterwards, ask them to add some more examples of adjectives and related verbs.
2 The students are to find antonyms in the list, and write down the pairs, e.g. darken – lighten. Afterwards, get the students to discuss their answers to 1–3 with a partner or alternatively the class.
4 Give students a few minutes to do this. When they have finished, tell them to look at the listening script to see if they have used 'will' and 'going to' correctly.
5 Working in pairs, the students practise the pronunciation as per instruction. Afterwards, the partners test each other on these adjective–verb pairs.

B7.7 Reading

Why weather forecasts are important (SB pages 186–187)

Students work on their own. They are to silently read sentences A–K as well as the text on weather forecasting. In their exercise books, they are to write down numbers 1–11 one below the other and next to each number the matching topic sentence.
Afterwards, get students in groups to take it in turns to read out a paragraph including topic sentence.

B7.8 Writing

A summary (SB pages 188–189)

Tell the class they will be writing a summary of the reading text in B7.7. The students have done some preliminary work on summary writing before, in Units 3 and 4. Elicit some of the important elements of summary writing from the class. Then read the information box on summaries with the class.

1 Students are to work individually for this activity. Get them to independently read through and follow the instructions in activity 1, from copying the table into their exercise books, to writing notes of the topic sentences and supporting points, using their own words.
2 Get the students to reread what they have written in activity 1 against the text to be summarised. Before they start on the summary, remind students to read through their work checking that they have left nothing out and for spelling mistakes, etc. To give you an idea of the students' work, you may wish to collect the students' books for informal assessment using the following criteria:
   - Has the student selected the main points of the text and left out unimportant information? Has s/he included the most important supporting points?
   - Has the student used his or her own words to summarise the text?
   - Has the student presented the information in bullet points? If not, has s/he linked paragraphs using discourse markers / linking expressions?
   - Is the language use very good, good, adequate, less than adequate?
   - Has the text been proofread?
   - Is the presentation good, or not so good?

Give the students feedback in the form of comments rather than a score.

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B7.9 Increase your word power

Phrasal verbs with *on* and *off* (SB pages 189–190)

Get the students to recall previous work with and rules for phrasal verbs. Ask them to read the box listing more rules for using phrasal verbs. Elicit further sentences with inseparable phrasal verbs and separable phrasal verbs using a noun object and a pronoun object.

1 Ask the students to work through the activity on their own, writing the phrasal verbs and matching definition or synonym in their exercise books. Encourage the students to use the dictionary if they're unsure of a definition. Afterwards, go through the answers orally in class.
2 Get the students to rewrite the sentences in their exercise books. They can compare their answers with a partner when they are done.

B7.10 Writing

An information leaflet (SB pages 190–191)

Introduce this activity during the second half of the lesson, after students have completed B7.9. In this lesson, the students are to start thinking about their leaflet, whether to do it on their own or in twos, the topic, and what to include. They are to do the necessary research at home, and produce the leaflet in the next lesson.

Remind the students of the work on leaflets they have done in previous units. Elicit important points to consider in preparing a leaflet. Then read through the instructions to B7.10 with the class. Tell the students it's important to know who is going to read your leaflet, and elicit reasons for this (e.g. it will affect the language level, level of detail, expected preknowledge on the topic, type of illustration, etc); in this case, the leaflet is for Grade 9 students.

1 Emphasise that when students do research they are not to copy and paste wholesale from the Internet. The point is to gather information and condense it in own words. Remind the students that an information leaflet normally only gives a few details in summarised, often bulleted, form.
Get the students to plan and brainstorm for their leaflet. If they use information from the Students' Book, they can begin the research process at school. Ask them to research their topic for homework. Besides using the Internet, they can use media cuttings and find information in the library. Also ask them to look out for pictures to include. Remind them that a lot of meteorological information can be very well presented in a graph.
2 Before they start writing, ask the students to reread the instructions for activity 2. Now they are ready to plan the writing process. Remind the students to do a draft version first before working on their final version. Monitor the students' work and answer questions or make suggestions where needed.

For the final version, hand out white A4 paper, glue, scissors and, if required, felt-tipped pens. Get the students to reread their work, checking that all the section heads are in place, etc. Put the leaflets on display for the rest of the class to read.

B7.11 Study skills

Focus on vocabulary (SB pages 191–194)

To introduce this study skills lesson, write some words and phrases related to learning vocabulary on cards, one word or phrase per card, and randomly hand these to students. Examples of such words include *vocabulary lists, synonyms, antonyms, word families, dictionary work, homophones*. Let the students with flashcards take turns reading out the word and showing the card to the class. Ask them to give a definition of the word. Then ask the rest of the class how all these words are related. Elicit other words that belong to this topic, e.g. *pronunciation, spelling, part of speech*. Tell the class they are going to focus on vocabulary and learning vocabulary in this lesson. At the end of the lesson, they will all set themselves a vocabulary goal to aim for.

1 Get students to silently read through the statements and agree or disagree with each. Get them to compare their answers with other students, explaining their choices.
2, 3 In pairs, students match explanations to parts of a mind map. Afterwards, they complete the table in activity 3, looking up the words they're unsure about in a dictionary.
4 Students work individually on activity 4a. Afterwards they compare their results with a partner's. Then get the students to do a farming mind map in their exercise book. Get them to use a new page of their books and work with different colour pens if possible. Afterwards they compare their mind map with other students'. Finally, ask the students to discuss the question in 4d.
5 Students read through the information box on active and passive vocabulary on their own. Then they discuss with a partner whether the words in the list are part of their passive or active vocabulary.
6, 7 In pairs, get the students to study the mind map on writing strategies. Afterwards, students make a mind map of writing strategies they think will be useful to them. This work, as well as the vocabulary goal they write for themselves in Activity 7, does not need to be checked by or discussed with anyone at this point.

B7.12 Assessment

Task 1 Listening (SB pages 195–196)

This unit assessment will be done under exam conditions. Tell the students you will be reading them a listening text and they are to listen and make notes in a table. Make photocopies of the table and hand a copy to each student or write the table on the board for students to copy. Then read the text twice at normal speed, not too fast and not too slowly.
Collect the tables for marking. Use these assessment criteria in assessing the students' work:

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- Has the student understood the text correctly?
- Was s/he able to write the correct information and the right amount of detail under each of the points 1–7?
- Has the student used appropriate style for note-taking, e.g. abbreviating full sentences to phrases?

Listening text

There is already a very large body of evidence that can be used to make projections about how the world's climate will change in the future. To do this, climate scientists use evidence from observations of the past climate, and from computer models derived from the laws of physics.

Most projections also take emissions into account, for example whether or not the levels of CO_2 emissions will increase or decrease. Many different scenarios are used, based on estimates of economic and social growth, and this is one of the major sources of uncertainty in climate prediction. But even if greenhouse gas emissions are substantially reduced, the long lifespan of CO_2 in the atmosphere means that we cannot avoid further climate change due to CO_2 already in the atmosphere.

Projections from climate models are always subject to uncertainty because of limitations of our knowledge of how the climate system works and on the computing resources available. Different climate models can give different projections.

None the less, despite the uncertainties, all models show that the Earth will warm in the next century. Current estimates are that global temperature is projected to increase between 1.5 °C and 6 °C by 2100. Climate change projections for Africa indicate future warming across the continent and this will be greatest over semi-arid margins of the Sahara and central southern Africa.

Rainfall, meanwhile, is likely to increase and decrease in different parts of the world. On average, globally there is likely to be 40 mm above current annual amounts because warmer air can hold more moisture. As far as Africa is concerned, in many parts, such as Ethiopia, there will be more rain, but in central southern and south-west Africa, there will be less.

Extreme weather events are projected to rise too. Incidence of drought has already increased from one per cent to three per cent of the globe in the last 50 years. By 2050 it is likely to increase to 12 per cent. Rain, when it falls, is likely to do so with greater intensity, increasing the likelihood of flooding.

Sea levels are projected to rise by 15 to 95 cm by 2100 as sea ice volumes decrease by a massive 50 per cent as global temperatures rise. This in itself could cause climate change around the world as it may affect ocean currents.

Some of the changes in climate seem favourable in some regions. However, if emissions continue to grow at present rates, the changes to the world's climate will be so large and so rapid that the adverse effects will quickly outweigh any local benefits and come to dominate in all regions of the world. However, if we plan ahead, we should be able to adapt to some aspects of climate change, provided that change is not too great or occurs too quickly.

Task 2 Reading (SB page 196

Hand a photocopy of the reading test to every student. Allocate the rest of the lesson for this activity. Remind the students to put their name at the top of the photocopy before handing in their reading assessment.

Unit 7 Answers

Part A

A7.3 Listening

1 Life on Earth depends on heat and the normal average temperature of the Earth is **15°C**.
2 Many places are **warmer** and some are **colder**.
3 Heat comes from the **Sun**.
4 It passes through the Earth's **atmosphere** and then reaches the Earth's **surface**.
5 Some heat is radiated back from the **surface** into the **atmosphere**.
6 Oxygen and nitrogen make up **99%** of the gases in the atmosphere.
7 The other 1% is made up by other gases which are called **greenhouse gases**.
8 These gases keep the Earth **warm** as they absorb heat and stop it escaping back out into **space**.
9 Without these gases the temperature on Earth would be **–18°C**.
10 Changes in the proportion of these greenhouse gases in the atmosphere causes **climate change**.
11 The burning of **fossil fuels** has increased the amount of **carbon dioxide** in the atmosphere.
12 More and more **heat** is trapped and cannot escape.
13 This process is called the **greenhouse effect**.
14 It is why most scientists believe the Earth is getting **warmer**.

A7.4 Increase your word power

1 climate change **2** fossil fuels **3** pollution **4** sustainability
5 targets **6** renewable energy **7** greenhouse gases
8 greenhouse effect **9** ice caps **10** sea level

A7.5, A7.6 Listening and Increase your word power

1 The increase in temperatures has led to the melting of **polar ice** at the North and South Poles. This has caused a rise in **sea levels** which may lead to the disappearance of low-lying coastal areas.
2 In addition, mountain **glaciers** are threatened by rising temperatures.
3 A case in point is the ice cap on Africa's **highest mountain**, Kilimanjaro in East Africa, which has been reduced by **82%** in 100 years.
4 In parts of the northern hemisphere one effect of global warming is heavier **rainfall**.
5 Meanwhile in Africa and Asia it is causing a rise in temperatures and an increase in the incidence of severe **droughts**.
6 As a result, many species of plants and animals previously found only in tropical regions are now found in areas that were previously too **cool**.
7 However, there is a real threat that species will become extinct as their **natural habitats** are lost and there is

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nowhere for them to **migrate** to.

8 An example of this is the wild **Arabica coffee** plant found in the mountains of southern Ethiopia.

9 Since most agriculture in Africa relies on **seasonal rains**, it is put at risk by changes in climate variability.

10 It is predicted that disruption to agriculture will mean that by 2050 up to **30 million** more people in the world will be hungry

11 Climate change will have significant impacts on species diversity and **food security** in Africa.

12 Consequently both substantial reductions in heat-trapping **gas emissions** in developed countries and careful **adaptation** to changes in climate are crucial.

A7.6 Increase your word power

1 See the underlined words in the text above.

2

Function	Example
adding information	in addition, furthermore, moreover
contrasting a piece of information in relation to another	however, nevertheless, although, whereas, while
emphasising a piece of information in relation to another	of course, in fact, indeed
listing and sequencing information	firstly, secondly, finally
introducing the reason for, or cause or effect of something	due to (the fact that) since
introducing effects or consequences	consequently, hence, thus, as a result, for this reason
introducing a new topic	with regard to, regarding, as a far as … is concerned
introducing a personal comment or opinion	in my view; as I see it
introducing examples or illustrations of the previous piece of information	for example, … ; For instance; examples are …, an illustration of this is

3

a however **b** in addition **c** consequently **d** For example, **e** due to the fact that **f** in fact **g** in my view

4

These have been highlighted in the listening text, A7.3.

A7.7 Language focus

1

Possible answers:

a He has won a lot of races and broken a large number of world records and for this reason some people think he is the best long-distance runner ever.

b I haven't seen you for a long time so I wasn't able to invite you to my party.

c I haven't eaten all day, so I'm very hungry.

d I'm out of breath due to the fact that I've been running very fast.

e The burning of fossil fuels results in carbon emissions.

f Too much carbon dioxide in the atmosphere causes global warming.

g Drought leads to famine.

h We've been training hard all season so we feel ready for the big event.

2

Possible answers:

a There was a violent storm so several roofs blew off.

b The bus driver was driving too fast because he wanted to get home to his sick children.

c I've been working hard in the garden all day and as a result the garden now looks beautiful.

A7.8 Speaking

Examples of sustainable development

- planting trees to replace trees that have been cut down
- growing crops more suited to the local environment (e.g. that don't use so much water)
- using natural fertilisers
- raising animals in ways that are more suited to the local environment
- using clean energy in factories or on farms

A7.9 Speaking

1 here, meet, pair, reed, red, some, son, tail, their, what, weak, where

3

a My waist is too big!

b We need to check if the postman has left any mail today.

c Bears are dangerous animals.

d Board games were played in ancient Egypt.

e The stones of the Great Pyramid each weigh over two tons.

f Don't stare at that man.

Part B

B7.1 Increase your word power

2

1 sun = c; **2** rain = f; **3** storm = d; **4** cloud = g; **5** wind = h; **6** snow = a; **7** hail = b; **8** mist = e

3

Noun	Adjective	Verb or verb that goes with it
1	sunny	The sun is shining.
2	rainy	It's raining.
3	stormy	–
4	cloudy	–
5	windy	The wind is blowing.
6	snowy	It is snowing.
7	–	It is hailing.
8	misty	–

4

1 Temperature: hot, warm, cold, cool

2 The condition of the air: humid, dry

3 wind: a breeze, heavy, strong, a tropical storm / cyclone

4 rain: heavy, a flood, a drought, a shower, pouring, a tropical storm / cyclone

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5
a heavy storm, strong wind, heavy snow falls, hail, rain storms causing flooding, or the lack of rain causing drought, tropical storms / cyclones

B7.2 Listening

1
1 Addis Ababa
2 Afar
3 Amhara
4 Benishangul-Gumuz
5 Dire Dawa
6 Gambela
7 Harari
8 Oromiya
9 Somali
10 Southern Nations, Nationalities and People's Region (SNNPR)
11 Tigray

2
Benishangul-Gumuz, Gambella, and southern and western Oromia and SNNPR: heavy rainfall of last few days will continue. Possibility of some flooding. Temperature: max 27–33°C, min 12–15°C
Tigray, Amhara and Afar: heavy rain has eased and it will be sunny, with isolated showers. Temperature: max mid-30s°C, min 15–20°C
Somali: rain moving S and E, so showers in the forecast, but sunny, dry and partly cloudy today and tonight. Temperature: max 34°C, min 15°C

B7.3 Language focus

1 is going to; will
2 Students' own sentences
3 Students' own examples
4 **a** 'll **b** 'll wash **c** are going to get married **d** 'll turn it up **e** 'm going to get **f** 'll keep **g** 's going to fall **h** 'm going to make him

B7.6 Increase your word power

1
broaden, darken, deepen, falsify, flatten, harden, legalise, lighten, lengthen, loosen, generalise, popularise, purify, regularise, soften, solidify, strengthen, tighten, weaken, widen

2
darken–lighten, harden–soften, lengthen–shorten, loosen–tighten, strengthen–weaken

3
Students' own examples, e.g. beautiful – beautify, black – blacken, large – enlarge

6
1 The main road into the city is too narrow and the city council is going to **widen** it. To **shorten** the period of construction, work will be carried out 24 hours a day, 7 days a week, which may not be popular with local residents.
2 During the experiment, the **clear** liquid solidified and then **hardened** to a **dark** brown substance.
3 If someone is feeling **weak** and is likely to faint, lie them down on a **flat** surface and raise their feet above the level of their head. **Loosen** any clothing around their neck and give them some cold water to drink.
4 My muscles are too **soft**, so I am starting to do **regular** exercise with weights. My aim is to **flatten** my stomach and **strengthen** my muscles all over.

B7.7 Reading

1a 1 = C 2 = A 3 = D 4 =B 5 = E
b Paragraph 2 = Y
Paragraph 3 = Z
Paragraph 4 = X
2a The first weather forecasts in Ethiopia were for aviation.
b They all provide data on the basis of which forecasts are made.
c **i)** they can cause turbulence which may be dangerous during flights **ii)** it can damage the plane during flight **iii)** pilots can save fuel if they take advantage of wind direction.
d **i)** move to higher ground **ii)** move to an area where there is no drought/ not plant if there is no water available for irrigation **iii)** stay indoors and secure their house
e Forecasters can now provide 5-day forecasts which are as accurate as 2-day forecasts were 30 years ago.

B7.9 Increase your word power

1
a call on – visit; call off – cancel
b get on develop / make progress; get off – receive little or no punishment for a crime
c go on – continue; go off – explode
d keep on – do something many times; keep off – avoid doing something
e look on – consider; make off – leave quickly
f put on – gain (kg in body weight); put off – postpone
g set on – attack; set off – begin a journey
h switch / turn on – start a machine; switch /turn off – stop a machine
i take on – employ; take off – remove something

2
a Please turn the TV / it on … (*or* Please turn on the TV …).
b … and made off in a car.
c How are you getting on with your course?
d I heard some fireworks going off.
e I was set on by his dog.
f Do you want to go on learning the guitar?
g I have put on 5 kg.
h Please keep off the grass …
i I look on my brother as my best friend.
j Don't forget to call on us …
k The exam has been put off …
l Her party has been called off …

B7.11 Focus on vocabulary

i) Meaning: Whether it has one meaning or several
ii) Spelling: What it looks like
iii) Pronunciation: What it sounds like
iv) Translation: An equivalent in your mother tongue
v) Collocations: What other words it can be used with. E.g. which prepositions can go after it or before it, which adjectives or adverbs can go with it.
vi) Register: Whether it is used formally, informally, neutrally.

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vii) Grammar: What part of speech it is and how it is used in a sentence.

3

spelling	*meaning*	*pronunciation*	*grammar*	*register*	*translation*
beetroot	dark red root vegetable	'beetroot	noun	neutral	
embroider	to decorate cloth by sewing a picture or pattern on it	em 'broider	verb	neutral	
hesitate	to pause before doing or saying something because you are nervous or not sure	'hesitate	verb	neutral	
revolting	very unpleasant	re 'volting	adj	informal	
screwdriver	a tool that you use for turning screws	'screwdriver	noun	neutral	
yummy	tasting very good	'yummy	adj	informal	

B7.12 Assessment

Listening

Possible answers

1 How climate change projections are made	Scientists use information on climate of the past and computer models based on laws of physics. They also take CO_2 emissions into acct in their projections.
2 The limitations of climate projections	Projections are based on estimates of economic and social growth. These are source of uncertainty. Also, limitations in our knowledge of how climate works.
3 Changes in temperature	All models predict warming globally over next century: increase of 1.5–6°C by 2100. There will be warming across Africa, most severely over semi-arid margins of Sahara and central southern Africa.
4 Changes in rainfall	Increases and decreases in different parts of world. Globally an average increase of 40 mm annually. More rain in Ethiopia but less in central southern and south-western Africa.
5 Extreme weather events	Rise in extreme weather events. Already there is increase in drought, to affect 3% of the world. By 2050 this will rise to 12%. Rainfalls will be heavier and cause flooding.
6 Changes in sea level	Sea level will rise by 15–95 cm by 2100, due to melting of ice. This will trigger further climate change through affecting ocean currents.
7 Our response to these changes	If we plan ahead we should be able to adapt provided the changes don't come too quickly.

Reading

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

Suggested further reading

You can let students practise their graph-reading skills by giving them meteorological graphs and weather maps to look at and discuss with a partner.

Students should read more on climate change and its impact by researching information on the Internet.

Bring in reports on weather disasters worldwide. If you put them up on the classroom wall and allocate a few minutes between Activities, students can be encouraged to read newspaper reports and other suitable materials.

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Unit 8 Water

Learning Outcomes

By the end of Unit 8, students will be able to explain issues related to water management.

Learning competencies

Speaking and listening: Identify a range of suggestions and recommendations on an issue.
Writing: Write two–three paragraphs to explain.

Language focus

Grammar: comparison of adverbs, I wish + past simple, like and as
Vocabulary: water, conservation
Social expressions: interrupting and returning to the topic

Background knowledge

In this unit on water, the students brainstorm different uses of water, and discuss ways to prevent wasting this precious resource. They listen to a text on the global water shortage, learn about water conservation methods and discuss the water situation in their area and how can it be improved.
Some optional activities have been suggested for this topic, including keeping a water use record, creating a comic strip on a water-saving lesson learnt, and brainstorming ways to start a water saving campaign.
In Study Skills, the students review the vocabulary goal they set themselves in B7.11 and their progress since then. Then they set themselves a new vocabulary target. Furthermore, they examine ways of improving their reading, and set themselves a reading goal.

Part A

Objectives

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

Listening – listen and label a map
Speaking – brainstorm and exchange experiences
Reading – read a text and answer questions; practise skimming a text and speed reading

Materials and resources

- Photocopies (one per student) of the diagram in Exercise A8.1: (optional).
- Felt-tipped pens for the mind maps; white paper (optional).

A8.1 Introduction

The water cycle (SB pages 197–198)

This lesson links up with the students' Science work. Find out how much the students know, and how well they can talk about their knowledge about Science, in English. Ask whether the students know the water cycle and if a student would like to briefly explain how it works.

1 Ask the students to work in small groups. Get them to discuss the terms listed in **1a–f** and give a definition.
2 If you have made a photocopy of the diagram on page 197, students can use this for labelling and drawing arrows. Otherwise, ask them to quickly do a rough sketch of the diagram in their exercise books and label that. Tell them you'll be reading a listening text and they are to label the diagram and insert arrows to show the process described.
3 Ask them to do a new definition of the terms in **1a–f**. You may ask them to do this orally or in their exercise books.
4 To describe the water cycle, get the students to revise the sequencing words / expressions in A6.4. Then working in pairs, get the students to describe the water cycle to each other from memory.

Listening text

The sun heats water in oceans and seas, which causes it to evaporate as water vapour into the air. Water vapour is an invisible gas. Evaporation also occurs in other ways: from water in rivers and lakes, from water in ice and snow and from water in soil. In addition, water vapour is released from plants into the air through the process known as transpiration.

Water vapour is taken up into the atmosphere by rising air currents by a process known as convection, which causes warm air to rise. Cooler temperatures then condense the water vapour into clouds. Rising air currents take the vapour up into the atmosphere where cooler temperatures cause it to condense into liquid water droplets in the air, which produces clouds. Precipitation, in the form of rain or snow, occurs when cloud particles collide, grow and then fall out of the sky.

A vital factor in the process is known as advection: this is the movement of water in the form of vapour, clouds or precipitation through the atmosphere. Without advection, very little rain would fall over land.

Most rain falls back into the oceans, but also it falls onto land. It then flows over the ground as surface run-off. Some of this run-off soaks into the ground and the rest flows into rivers, which then carry it to the ocean. Evaporation then takes place and the water cycle continues.

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A8.2 Reading

The tale of a tap (SB pages 198–201)

Before the students start reading, talk about the importance of surveying a text before reading it in detail. Explain that the ability to survey a text at a glance is a good skill to have. Not only does it greatly improve reading fluency, but it also informs the reader about a text without him or her having to read it in detail. Tell the students that being able to survey new reading material upfront is a good habit to develop.

Note: Try to encourage the students to do this as a matter of course from now when starting a new section or unit. You can do this by asking questions like, Look at the page and tell us what it's about. How many paragraphs are there? What's the tone?, etc. Skimming through a text can tell us what kind of a text it is, whether we will like it and whether it will be useful to us, and which of its parts are about what, who the author is and what s/he is intending, etc.

1 With the class, read through the box on surveying texts.
2,3 Give the class 2 minutes to survey the text. Then ask the students to tell a partner what they have found out.
4 Now they read the text and answer the questions, working individually.

A8.3 Increase your word power

Water (SB pages 201–202)

1 The students are to work individually for this. They can use their dictionaries. Ask them to use a whole page or a double spread in their exercise books when copying the mind map. If possible, offer the students different coloured felt-tipped pens for their mind maps. After they have finished copying the mind map they are to complete it with the words from the box.
2 The students turn the mind map into their own mind map by adding their own key words and ideas, e.g. *water uses,* and, branching off these, related words and ideas, e.g. *domestic use, agriculture, industry.* Afterwards, ask students to share some of their ideas.

3 Let the students form groups of four to five and combine the words from their word maps into interesting sentences. If they write down their best sentence they can be asked to read it to the class at the end of this task.

Optional activity: Ask the students to concentrate hard and think of water. For example, ask them to imagine it was a scorching day and they were offered a tall glass of water after hiking in the sun all morning. How would they describe that water?

Next, get them to imagine jumping into a cool turquoise pool, and then again, to imagine the power of a large wave in a storm at sea.

Working individually, get the students to write a list of adjectives to do with the way water can feel. Next to this list, ask them to write lists of adjectives to do with the way water can look, sound and move. Get the students to read out some of the adjectives they have written. Next, ask them to think of verbs that describe the feel, look, sound and movement of water.

Ask them to now try to call up different places and circumstances where we come into contact with water: e.g. a flood; cold rain slapping down hard; a refreshing shower; a welcome drink; the sight of a waterfall; the sound of a stream.

Ask the students to concentrate on one of these and write down all the images and thoughts that come to mind. Ask them to put these into order, and see how they are interlinked. Ask them to write a water poem of between four and ten lines. If they write the neat version of their poem on white A4 paper, the class' poetry can be put up on the pinboard for all the students to read.

A8.4 Speaking

All about water (SB page 202)

1, 2 Get the class to work in small groups. The groups are to independently read through the instructions and discuss the answer to each of the questions. When they are done, each group gets to join another group and compare answers.
3 The students can be asked to answer these False / True questions in their former group. Some of the questions will need to be researched. If possible, have resources such as library books, science books, computers with Internet access, etc available to the students in class. Otherwise, ask them to research any questions they are unable to answer with certainty for homework. Get the groups to discuss these statements and try to reach agreement. Then ask them to formulate five other False / True statements on water that can be asked in a water quiz. When they are ready, they can get back together with the other group and challenge them in a water quiz.

Optional activity: In connection with this lesson, ask the students to start a water use diary. Explain that we're often not aware of all the occasions when we use water, because we perform many actions like drinking a glass of water, or washing our hands, without thinking about them. Nor are we aware of how much we use each time. Propose to students that they draw a table and pin it to the wall next to each tap in their house, and have a pencil nearby, e.g. on a string. Having the table pinned on the wall right next to the sink will remind them to record their water use when they open and close the tap. Tell the students they will have to inform other members of their household of their record keeping, and get them to agree. If they are willing, the family members can join in the project, as long as they then write their name next to their own entries.

Keeping record of water use at home of course does not include our water use outside the house so the

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students will have to keep a pencil and notebook with them at all times once outside the house.

Each time they use the toilet, wash their hands, drink tea, wash a fruit, have a bath, wash the dishes, they are to record both the action and the approximate amount involved. Tell the students that if they keep the diary over several days, they may discover patterns in their water use. At any rate, the exercise will create far greater awareness of how much water they are using and possibly of occasions of wasting water.

A8.5 Increase your word power

Word building (SB pages 202–203)

Ask the students to read the information in the box. They might be asked to add other endings that typically give away a word's part of speech, e.g. *-ly* for many, but not all, adverbs.

1 Get students to copy the table into their exercise books, then complete it.
2 The students practise the pronunciation of the words in the table in pairs.
3 Get the students to work individually. It's enough to write only the sentence number and the correct form of the words.
4 After they have written sentence pairs modelled on those in activity 3, they can read them to a partner.

Optional activity: Copy the following words from the text in A8.2 onto the board: *light, foggy, equally, cheerfully, hard,* and *insist*. Ask the students to extend their table in activity 1 by these words. For this, they first have to determine the part of speech for each of these, e.g. *light – adjective*, and enter the words in the table in the correct column. Then ask them to complete the table for these words, e.g. *lighten – verb, lightness – noun, light – adjective, lightly – adverb*. If they are stuck, they can use the dictionary. Afterwards, ask the students to check their answers against their partner's. Then ask them to copy another four words from the reading text, to use in the table and work out word families for. Once they have completed the word building table for these words, they can test them on their partner. Elicit examples of words from the students and discuss their part of speech and different word forms. Ask students to make sentences with each of the words and with each word form of these.

Get students to challenge each other by asking for certain word forms of different words, e.g.:
Student A: What's the noun of *introduce*?
Student B: … *introduction*.
Student A: Correct.
Student B: Give me the adverb of *fast*.
Student A: *Fastly*.
Student B: Oops, you're out!

A8.6 Language focus

like and *as* (SB pages 204–205)

1 Get the students to read the examples in the box and formulate a rule for the correct use of *like* and *as*. Do this as a class activity. Afterwards they individually read the questions in **1a–c** and reformulate their rule if this is necessary. Ask them to write down the rule in their exercise books and write their own sentences, one with *like* and one with *as* to mean 'similarity'.

Now ask the students to read through the sentences in the second box. Ask them to define the meaning of *like* and *as* in these sentences. The point is for the students to recognise that the meaning of *like* and *as* is not the same in these sentences. After they have attempted giving the meaning of these words in all the examples, ask them to match the sentences with the meanings given in **1d**. Get the students to write a sentence with *like* or *as* for each of these meanings. Afterwards, elicit some sample sentences.

Ask the class to look at sentences 5–9 in the box again and work out their grammar. In **1e** they are to select the answer which reflects the grammatical structure that applies to these sentences.

Get the students to read through the note about the non-standard usage of *like* and *as*.

2, 3 Ask the students to work the answers out individually. They can write the sentence number followed by *as* or *like* for each of the sentences. Afterwards, get them to check their answers to activity 2 with a partner. They can find their answer to 3 in the text in A8.2. Ask them for the meaning of *as* and *like* in the sentences in Activity 3.

A8.7 Study skills

Focus on vocabulary (SB page 205)

Remind the class of the vocabulary targets they set for themselves in B7.11. Ask them to consider their learning over the past week and think of all the instances (exercises, reading and listening) where they came across new words, both in English and in other subjects. Ask them to write down a list of new words they have learnt since setting the vocabulary goal. Then ask them to compare their list with a partner. Ask them to consider which of these words they have since used actively.

1 Get the students to read through the box. Then get the students to work with a partner to review their vocabulary acquisition progress by discussing their answers to questions 1a–c.
2 The students work individually on this activity.

A8.8 Study skills

Focus on reading (SB pages 205–208)

Do not start this Study Skills activity halfway through a period; leave it for the beginning of the next lesson. Split the class into groups of four.

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1 Ask the students to work on their own to read through the statements and decide whether they are true for themselves or not. Students are to write sentence numbers and *A* for 'agree' or *D* for 'disagree'. Afterwards, they get together with group members and discuss each of the statements, explaining in what way they are true or not for them.
2 Get the group members to discuss their answer to **2a** and then decide which of the reasons, if any, is true for them. If there are additional reasons they would like to put, they can do so. At the end of activity 2, you can ask if anyone came up with a different reason, e.g. *It takes longer because I'm not that fluent in reading English. I don't stop and I don't say words aloud or use the dictionary, but I'm not able to fly over a text in English as I am in another language.*

   Get the groups to discuss how they can improve their reading speed, and make a list for the group.
3 Students in pairs look at the mind map and the list of reading tasks, and discuss which reading skill is used for which task. Get them to think of other reading tasks, e.g. following a step-by-step instruction for building a model airplane; reading subtitles of a movie; reading a recipe to find out what ingredients to buy, and discuss which skill in the mind map matches with these. Afterwards, ask the groups to report back to class. Students should note that we use different reading skills for different parts of a task and depending on our requirements or expectations. We may therefore employ several reading skills when reading e.g. a novel. It is important that the students should be aware of the different skills and their use, and should consciously use them to improve reading speed.
4 Get the students to read the box and the instructions. Then tell them to start the speed reading test and answer the True and False questions. When they are done they are to look at the clock to see how long it took them. Afterwards, get them to discuss their performance, by answering questions 1–5, with their group members.
5 Students work on their own to read through the instructions and write a short-term reading goal for themselves in their exercise books. Don't ask to see or discuss this goal at this point.

Part B

Objectives

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

Listening – listen to a text and make notes
Speaking – discuss an issue; practise interrupting appropriately; role-play a meeting; make a presentation
Reading – survey a text; scan a text to answer questions
Writing – write two to three paragraphs to inform

Materials and resources

- White paper and felt-tipped pens (optional); samples of comics (optional).
- Pamphlets, newspaper articles and books on water and conservation (optional); lined paper for making notes and writing their draft on.

B8.1 Listening

The global water shortage (SB pages 209–210)

1 Ask the students to sit in groups of four to six. Invite them to look at the pictures and read the captions and discuss what they tell us about water shortage. Allow up to 10 minutes for this.
2 The students are to copy the box and writing inside it into their exercise books. Tell them you will be reading them a text. While you read they are to take notes of key facts related to the topics in the box. Read the text at normal speed. Allow 2–3 minutes for them to finish writing, then read the text again.
3 Get the student groups to discuss the information in their notes. This can later be turned into a class discussion.

Listening text

Water covers three quarters of the Earth's surface, but only a fraction of one per cent of it is available for human use. Most of the rest is saltwater and of the remaining freshwater most is in the form of ice or is in hard to reach aquifers. Yet we humans have an absolute need for fresh water. Ten per cent of our need is for domestic use which consists of water for drinking, cooking, washing and so on. We use a massive 70 per cent for irrigation and the remaining 20 per cent is largely accounted for by industry.

Today the world is facing a water deficit and many countries are already water-stressed, which means they do not have enough freshwater to meet the needs of their population. This is because we are using 45 times as much water today as people did 300 years ago.
An indicator of water shortage is rivers running dry and lakes disappearing. For example in central Africa, Lake Chad has shrunk by some 95 per cent over the past 40 years. This kind of event is due partly to natural factors, in other words a decrease in rain and increased temperatures. However, also to blame for dried up rivers and lakes is human activity, such as the building of dams and irrigation channels.

Another important reason for water shortage is the increased use of electric and diesel pumps. When the pumping of water from wells depended on human or animal power, the amount pumped was limited, but now with powerful mechanically driven pumps, aquifers can be depleted in a matter of years, more quickly than nature can replenish them.

Some 80 countries, supporting 40 per cent of the world's population, already suffer from serious water shortages as aquifers are depleted. The problem is concentrated in North America, North Africa, China, the Middle East,

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and the Indian subcontinent where populations have grown and standards of living have risen. In Africa, north African countries from Algeria to Egypt and Sudan are facing very serious water shortages. In southern Africa, drought has increased in recent years and is causing severe reductions in available water.

Recently the United Nations said that 2.7 billion people would face severe water shortages by 2025 if consumption continues at current rates.

Optional activity: Ask the students to recall the facts they have learnt and discuss ways in which they can personally save water. Write the following on the board:

Ways to conserve water

Answer *Y (Yes)* or *N (No)* or provide a better alternative.

1 Turn the hose pipe on low when sprinkling the lawn.
2 Drink from the hand-washing bowl.
3 After bathing, use the bath water for watering flowers.
4 Plant shrubs and succulents in the garden instead of grass and flowers.
5 Use a dry riverbed if you need to use the toilet when out in nature.
6 Share a bath.
7 Collect rainwater in a water butt.
8 Leave water outside uncovered.
9 Place a brick in the cistern in your toilet.
10 Turn off a dripping tap even if you weren't the one to leave it dripping.

Ask the students to work individually to answer these questions. Then ask them to discuss the answers with a partner. Ask them to come up with other items to add to the list.

Now tell the students they are to create a comic strip on a water-saving lesson learnt. Tell them the comic strip is to be for junior high school students. The strip is to contain no more than five frames.

Get the students to plan their strips and work on a rough draft first, before putting the detailed comic strip on white paper. Hand out arts materials.

The students are to work on their own for this, but if they sit in pairs or small groups they can talk about the process or discuss problems while creating their strip.

Note: If you feel your students need an introduction to the genre of comic strips, bring in a few examples of comic strips to show to or pass around the class. Briefly discuss the features of this genre, e.g. use of speech bubbles for dialogue; colloquial speech; limited amount of text; importance of pictures; pictorial clues to important information; narrative text to give important background information.

B8.2 Language focus

Adverbs (SB pages 210–212)

1 In pairs, asked the students to talk about the difference between adjectives and adverbs and then study the table.
2 The students copy the table into their exercise books and complete it. They compare their answers with their partner's.
3 Students write the correct forms of the sentences with an ending for each.
4 Study the box with the class. Ask for more examples for each of the structures discussed. Then get the students to copy the sentences in activity 4 into their exercise books and complete them. Go through the answers with the class.
5 This is a speaking activity. In pairs, get the students to discuss their skills, paying particular attention to the adverbs.

Optional activity: Ask the students to turn back to their reading speed test in A8.2 and copy down all the adjectives and adverbs they can find in the text. Ask them to enter them in a table like the one in activity 2, B8.2, and complete the table. Ask how many adjectives and adverbs they found, and for the related adverb and adjective form, respectively, of these words.

B8.3 Speaking

Water shortage (SB pages 212–213)

Introduce this activity to the class by explaining what is required.

1 Before they speak about the water shortage issue refer the students back to the language structures to be used, and ask them to take a brief look at the Students' Book sections listed in the box.
2 In small groups, get the students to discuss the issues in activity 2a–c. Then ask them to write a short summary or put down the main points of ideas that came up in their discussion. Get each group to present their ideas to the rest of the class, with every group member being responsible for one part of the group presentation. Presenting group members may refer to the summary of points they have made. After you have heard all groups, get the class to help you jot down the key points discussed by all the groups together, and for each, the most important points. Depending on the class size, this activity may run on into the next lesson.

B8.4 Language focus

I wish (SB pages 213–214)

With the class, study the information in the box. Elicit further examples from the class and give more examples yourself, e.g. *I wish this week were over so that I could go home and sleep for two whole days!*

1 Students are to write down the full sentences in the exercise books. They can swap exercise books with a partner and check each other's sentences.

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2 In pairs, students make *I wish*-sentences on the topics listed.

Optional activity: Ask the students to write down ten topic-related *I wish*-sentences, e.g. *I wish we didn't have water restrictions so that I could have a long shower twice a day,* and read them out to a partner.

B8.5 Language focus

Contrasting ideas (SB pages 214–215)

1 Read the introduction and the box with the class. Get the students to define *concession* (the act of granting or acknowledging a point in an argument).

2,3 Students are to write the complete sentences in their exercise books. When they are done, get them to compare answers with a partner.

Optional activity: Write these sentences on the board for the students to copy and complete in their exercise books. Afterwards, get a few students to read out their answers to the class:

Although Addis Ababa is the capital of Ethiopia …
We should collect rainwater; however, we should make sure to …
It is important to wash our hands under flowing water. However, …
Despite the fact that there are water restrictions, …
Swimming is healthy and fun. On the one hand, … .
On the other, we must consider that …
In spite of the fact that …, we still … .

B8.6 Speaking

May I interrupt? (SB pages 215–216)

1 Get the students to recall the expressions of interruption they have learnt, plus add any others they can think of, and write these down in their exercise books.

2 Working individually, students are to copy the tables and write the expressions in the correct columns. Get them to compare notes with a partner.

3 Ask the students to read the rules of the interrupting game. Instead of using only the topics in the list, brainstorm a possible list of topics with the class before you start. In groups of up to six, get the students to play the game. Allow about 25–30 minutes for the game.

B8.7 Speaking

Role-play – the Ola Dam meeting (SB pages 216–218)

This speaking activity can be introduced in the last few minutes of the lesson, after playing the interrupting game, and then performed in the next lesson. This means that the relevant language structures and expressions can be revised, and a lot of the preparation can be made during the last part of the lesson and the actual meeting will be held in the next, full lesson.

Remind the students of the coltan mine debate in B1.6, in which different parties with very different viewpoints and interests came to discuss a contentious issue. Another such issue is to be the subject of the speaking activity in B8.6.

1–4 With the class, read through the notes under 'The situation' and study which parties will be represented at the meeting. Read the agenda and the notes in 'Preparation for the meeting' and study the map with the class. Also talk about the language structures and expressions and do a brief recap of these, or refer the students back to the relevant sections in previous units. Allocate a number of students to each role. Then get the students of the same role to sit in a group, reread their position and start brainstorming ideas and arguments. The students can give some more thought to the problem for homework and contribute any fresh points to a brief group preparation at the beginning of the next lesson.

Give about five minutes for groups to refresh their memories, make notes of the points they want to raise and also write down possible questions to other groups.

Then let the meeting start, chaired by a representative of the Elviran Ministry of Water and Power.

Note: Try to organise the classroom in such a way that the meeting can be held there, with everyone able to see and if possible, face the other members. If this is impossible, you might have to organise a suitable alternative space, e.g. the school hall or outside, provided there will be no distractions. Apart from taking notes of any items you would like to raise after the meeting, try to limit your role to that of observer. Unless you are prepared to let this activity run into a third lesson, remind the students when it's time to let the meeting draw to a close.

5 A review and summary can be made by the class after the meeting. This is useful in that it gets students to view the meeting as a whole process and a class effort; it also gets them to look at the process critically – useful for self-assessment and for similar tasks in the future. The questions in **5 a–d** can guide this review process.

B8.8 Reading

How the world is dealing with water shortage (SB pages 218–220)

This activity provides further opportunity for skimming texts for information.

1 The students get exactly two minutes to survey the text. Then they need to tell a partner what they found out about it.

2 This activity is likewise done before the students read the text in detail. Let them work individually. They are to write down only the topic letter, *a, b, c* or *d*, and then the number of the corresponding paragraph(s) next to the letter. Get the students to check their answers with a partner.

3 Now the students individually read the text in silence

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and write brief notes of water conservation methods discussed in the different sections.

4 They scan the text to find the words. They can write the words in their exercise books. Afterwards, get them to compare their answers to Activities 3 and 4 with their partner's.

Ask the class whether this reading exercise was easy, fairly easy or difficult. Ask how much of the information in the questions they knew just from surveying the text. Ask if the students feel they are improving in their reading generally, and in surveying specifically, and discuss ways of improving this reading technique.

B8.9 Writing

Saving water in Ethiopia (SB page 220)

Before setting the writing task, inform students that their work will be assessed in terms of:

- organisation of ideas
- relevance of ideas
- the justifications given for their choice of methods.

Ask the students to read through the instructions to this task. Tell them they can use any of the information in the Students' Book on water shortage and conservation, plus any other sources they may have consulted in the past, as well as their own ideas. If possible, make some additional sources, such as pamphlets, newspaper articles and books on the topic of water conservation available during the lesson. Hand out lined paper for students to make notes, plan their writing and write a draft.

Use the following assessment criteria:

- Does the text include a brief introduction with background information?
- Does it include clear main points, and supporting points for each?
- How well are the ideas organised? Is there a clear progression of thought?
- Is there a satisfactory conclusion?
- Has the student been able to stick to the point? How relevant are the ideas that are put forward?
- Does the text show a thorough understanding of the issues involved?
- Has the student justified his or her choice of method?
- Is the language use good / adequate / not so adequate?
- Has the text been edited and proofread?

B8.10 Assessment

Task 1 Speaking (SB page 220)

Ask students to form small groups. Put this question on the board for them to discuss: *What is the water situation in your area and how can it be improved?*
Students should be given a few minutes to prepare some ideas and then begin their discussion. They should:

- draw on ideas presented in this unit and their own knowledge of their area
- use the language of discussion which they have practised in this unit.

Monitor the groups at work and assess individual students' ability to:

- express contrast
- use the language of discussion: expressing their opinion, asking for clarification, agreeing and disagreeing
- give reasons for their opinions and statements
- politely interrupt, and
- take turns
- listen to other group members and respond adequately
- stick to the point, and argue persuasively
- show an understanding of the issues involved
- come up with own ideas and put them forward in an articulate manner
- speak and pronounce words adequately

Task 2 Writing (SB page 220)

Ask students to form small groups. Put this question on Use the writing task in B8.8 as assessment task 2 for this unit.

Optional activity: If there is time at the end of this unit, and if you're prepared to spend an extra lesson or two, propose to the class that they start a water saving campaign.
Arrange for the class to hold a formal meeting for discussion of points such as:

- scale of the campaign (e.g. will it target the class, the school, the wider community)
- targets (e.g. reduction of water by 10% in the next month)
- time scale
- strategies (e.g. advertising)

Before the meeting, draw up an agenda with the class. Do this by brainstorming points to be included on the agenda and putting them in order of importance.
For the meeting, make sure to appoint a student to chair the meeting and a 'minutes secretary' to take notes.
Remind the students to use the language of discussion and conventions outlined in Task 1 above.
During the meeting, try to limit your role to monitoring and to responding to students asking for advice or information.
Once the meeting is closed, ask the class for a summary of main points. It may be impossible to implement all the strategies discussed but try to encourage the students to put some of their planned strategies into action. For instance, if one of the strategies was creating awareness through a survey, allow the students to draw up survey questions and administer the survey to a target population and under agreed conditions. If one of the strategies was advertising, you could propose that the students create a poster or write an information leaflet on the importance of saving water.
Do encourage the students to monitor the success of their campaign. This can be done through follow-up surveys on water use, through obtaining meter readings and comparing them with previous readings, and through observation. Allocate some time in a future lesson to reviewing the situation.

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Unit 8 Answers

Part A

A8.2 Reading

1a

1 C; **2** B; **3** B; **4** A; **5** D

1b

1 the man from the third floor, who was rushing to get to the tap
2 This person let go of the pipe to undo a top of a helper's *debe* (=tin).
3 dash off; rush; dive (for)

1c

1 no worries
2 inability to think clearly, possibly combined with a headache, experienced particularly after a night of too much drinking
3 beating about the bush
4 without looking directly at him
5 heading for the same place and about to collide
6 tossed a coin to decide who could go first
7 a soft weak sound in the back of the throat, made before dying
8 big crowd of people
9 heap of bodies all grabbing for the same thing
10 expecting something and not even giving it a second thought whether it'll be available or how much effort it took to make it available

1d

1 Students' own answers
2 Students' own answers
3 Students' own answers
4 He is saying that water is precious and not to be taken for granted.

A8.5 Increase your word power

1, 2

Verb	Noun	Adjective	Adverb
	'atmosphere	atmos'pheric	
breathe	'breathing breathe	'breathing 'breathy	'breathily
con'dense	conden'sation	con'densed	
co'nnect	co'nnection	co'nnective	
con'tain	con'tainer	con'tained	
con'tinue	con'tinuation	con'tinuing	
con'vect	con'vection	con'vective, con'vectional	
'demonstrate	demon'stration	de'monstrable	de'monstrably
e'vaporate	evapor'ation		
ex'pect	expect'ation	ex'pectant	ex'pectantly
		'fortunate	'fortunately
	invisi'bility	in'visible	in'visibly
moisten	'moisture	moist	'moistly
	'person	'personal	'personally
pre'cipitate	precipi'tation	pre'cipitous	pre'cipitously
		'proper	'properly
	pride	proud	'proudly
'realise	reali'sation		
	'solitude	'solitary	soli'tarily
'struggle	'struggle	'struggling	
tran'spire	transpi'ration		
'triumph	'triumph	tri'umphal, tri'umphant	tri'umphally, tri'umphantly

3

a personal / personally **b** condensed / condensation
c moisten / moisture **d** atmospheric / atmosphere
e solitary / solitude **f** expectantly / expectant

A8.6 Language focus

1d

i = 8; ii = 7; iii = 9; iv = 5; v = 6

1e = i

2

a as **b** like **c** like **d** like **e** as **f** as **g** as **h** as **i** as

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A8.8 Focus on reading

4a

1 T; **2** T; **3** F; **4** F; **5** T; **6** T; **7** F; **8** T; **9** F; **10** T

Part B

B8.2 Language focus

2

Adjective	Adverb
childish	childishly
easy	easily
good	well
fast	fast
angry	angrily
probable	probably
hopeful	hopefully
cowardly	cowardly
early	early
friendly	(in a friendly manner)
late	late
slow	slowly

3

Possible answers

a The **friendly** crowds welcomed the competitors i**nto the stadium with cheers and whistles**.
b The policeman **angrily** shouted at the boy **who was playing a ball game by the roadside in rush hour**.
c The teacher looked so **angry that the students decided to be on their best behaviour.**
d Juma played very **badly** and **lost the game**.
e The weather was so **bad we postponed the picnic.**
f Swimming is a **healthy** activity t**hat strengthens the heart muscles.**
g The athlete ran **fast** and **beat the other competitors**.
h The striker kicked the ball so **hard** that **it landed outside the stadium**.

4

a Nujuma studies **harder** than anyone else in the class. I think she is **the hardest** working student in the school.
b The rains have arrived much **earlier** this year than we expected.
c Generally dogs live **longer** than cats.
d Our new pump works **more efficiently** than the old one.
e My younger brother behaves far **worse** than I did at his age.
f I can't speak Swahili **as fluently** as I should after living in Mombasa for several years.
g The Ethiopian team played much **better** today than they normally do.

B8.4 Language focus

I wish

1

a I wish there was a secondary school in my village.
b I wish we had enough time to prepare for the exam.
c I wish you lived near my house so that we could see each other often.
d I wish I wouldn't have too much homework to do so that I could watch TV.
e I wish I had gone to your party.
f I wish I had finished my homework so I could go out.

2 Students' own wishes

Contrasting ideas

a concession: e.g. Although he is a rich man he is not generous.
b concession: e.g. In spite of the fact that he did not steal the money he was sent to prison.
c difference: e.g. Neither of my parents is from Addis. Whereas my mother is from Dire Dawa my father is from Harar.
d difference: e.g. I'm not sure what I want to do. Though I would like to be an accountant my mother thinks I should be a lawyer.
e concession: Even though my sister is bossy she has a kind heart.
f difference: e.g. I listen to all kinds of music. While I like our traditional music I also like hiphop.
g difference: There are two seasons in inland South Africa. October to April is hot and wet, while April to September is cool and dry.
h concession: It was raining yesterday. However, we went ahead with the match.

3 Students' own answers.

B8.6 speaking

Interrupting	Returning to the topic
Excuse me for interrupting, but … I'd like to comment on that. May I say something? Sorry, but …	Anyway, … Where was I? As I was saying … To get back to …

B8.7

2

a Outlook for the future = para 7, 8
b Water conservation in urban areas = paras 5, 6, 7
c Reasons for the water shortage = para 1
d Promoting water conservation by farmers = paras 2, 3, 4

3 Students' own notes

4

a investment
b hydrology
c depletion
d sprinklers
e high-tech
f plumbing
g desalination

Suggested further reading

Students should regularly practise the skill of speed reading and surveying a text. Look in pamphlets, newspapers and on the Internet for suitable materials. Materials on water conservation may be found in the newspapers and on the Internet.

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Unit 9 Disability

Learning outcomes

By the end of Unit 9, students will be able to identify and discuss the needs of people with disabilities.

Learning competencies

Listening: Students listen to a text and identify detailed information.
Reading: Students read a text and skim to get the general ideas.

Language focus

Grammar: 'when' clauses, 'wh' questions, prepositions of time, ability (past, present and future), verb patterns
Vocabulary: disability, phrasal verbs with up and down, affixes
Social expressions: revision of expressing hopes and fears and talking about advantages and disadvantages

Background knowledge

This unit's topic is disability. To start off, the students define *disability*, then brainstorm and learn about different disabilities. Next, they study disability cases and find out about individuals who have conquered their disability.

In the unit, the students learn about society's treatment of disability and discuss ways to counter discrimination. As part of this activity, they design and conduct a disability survey. They read about the UN Convention on the Rights of Persons with Disabilities and discuss ways to enforce these rights. They read a poem written by a disabled person and discuss the features of different text types. The main aim of the unit is to create awareness of the presence of people with disabilities and the problems they face in daily life. In Ethiopia, between seven and 10 per cent of the population have a disability and a large percentage of these are officially unemployed, many as a result of discrimination. Prejudice and discrimination have previously been discussed in Unit 2; here, the students learn about discrimination against individuals who are already disadvantaged on account of their disability. The students discuss how they can help, e.g. teamworking to design a useful gadget for disabled people. Throughout, encourage the students to share stories based on personal observation and experience, and to discuss ways of supporting these disadvantaged people.

Part A

Objectives

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

Speaking – contribute to and develop conversations about the unit topic; and take part in a planning meeting
Reading – skim texts to get general idea; scan texts for specific information
Writing – write a survey report

Materials and resources

Activities like 'swim' and 'drive a car' written in bold on pieces of paper, or flashcards.
Access to computer and printer or photocopier.
Prefix flashcards.

A9.1 Introduction

What is disability? (SB page 221)

1 With the class, read the definition and look at the pictures. Brainstorm different disabilities. The list the students brainstorm should include mental disabilities like learning disabilities.

2 Read the statement and discuss this as a class discussion. Alternatively, you could ask the students to work in groups of up to six people. Give as much time as the students need, as long as the discussion yields new ideas and opinions, i.e. there is not too much repetition, and as long as all the students participate. At the end of the discussion get the groups to feedback to class and summarise the key points.

The discussion should conclude with students agreeing or disagreeing with the opinion that disability is a life sentence, and giving reasons for their decision.

Optional activity: You might ask them whether they think a serious, chronic illness is a life sentence. Mention that some people are of the opinion that illness has its place in a person's passage through life, and should be seen as challenge rather than a (life) sentence. Ask the class to take a stand on this.

A9.2 Reading

Disability is no obstacle to success (SB pages 222–224)

1 Get the students to skim the three texts. Tell them they will have a maximum of three minutes for this. Afterwards, elicit answers to the questions.

2, 3 Students read the text and individually match the questions to the corresponding name. Ask them to write the letter or number of the question plus the

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name or names the question applies to. Ask them to also do activity 3 on their own. For this, they will have to scan parts of the text. As before, they are to write the number of the definition and the corresponding word or expression in their exercise books. Go through the answers with the class.

4 Split the class into groups to discuss these questions. Specify a time limit for each question, e.g. 20 minutes each for questions **a–c** and 10 minutes for **d** and **e** combined. Allow this activity to run on into a second lesson. Get the groups to report back to class at the end of the discussion. Alternatively, if you want to save time and to give the students practice in presentation, you might divide the class into three groups, each to be allocated one of the questions 4a, b or c. Ask the student groups to each appoint a scribe, who is to take notes. Allocate half an hour for the groups' discussion. Then get the groups to do a presentation on their discussion topic, main and supporting points, and conclusion. It is up to each group to choose between appointing a person to do the whole presentation or giving a combined presentation, with each member responsible for a certain part of it. Questions **d** and **e** could then be done as a brief class discussion.

A9.3 Increase your word power

Disability (SB page 225)

1, 2 In pairs, get the students to read the box. Working individually, they are then to complete the sentences, writing only the sentence number and word in their exercise books, and then check their answers against a partner's.

3 With the class, study and talk about the graph and discuss the questions.

A9.4 Language focus

Verbs + verb patterns (SB page 226)

1–4 Ask the students to work individually to read the information in the box and do activities 1–4. They are to write only the sentence numbers and word or group of words in their exercise books. Afterwards, get them to compare answers with a partner.

A9.5 Language focus

Ability past, present and future (SB page 227)

1, 2 In pairs, ask the students to read through the Language box and then work out the rules for using the structures. Then get them to discuss the answers to the questions in Activities 1 and 2.

3 Get students to individually complete the sentences, by writing the sentance number and word or words in their exercise books. Go through the sentences orally with the class afterwards.

4 Students get into small groups to talk about their abilities at these ages. Monitor them at work.

Optional activity: Get the class to play a game. Put these activities on pieces of paper:

SWIM
DRIVE A CAR
TIE A BOW
PLAY TENNIS
USE A COMPUTER
PROGRAMME THE VIDEO RECORDER
CHANGE A PLUG
SCUBA DIVE
SPEAK ANOTHER LANGUAGE
KNIT
DO EQUATIONS
WRITE YOUR NAME
SKATE
PLAY A MUSICAL INSTRUMENT
COOK A COMPLETE MEAL
RIDE A BIKE WITH TWO WHEELS
CHANGE THE WHEEL OF A CAR

A student is to draw one out of a hat without showing it to the rest of the class. They have to guess what it is by asking questions such as:

_____ you do this?

_____ you do it very well?

How long _____ do it?

_____ learn how to do it very quickly?

Do you think all of us in this class _____ do it?

_____ do this in the classroom?

_____ do this when you are 80 years old?

_____ do it outside and inside?

_____ you do it by yourself?

A9.6 Speaking

A survey about disability (SB pages 228–229)

With the class, read the box about the UN Convention on the Rights of Persons with Disabilities. Introduce the task in A9.6 by explaining that the students will be designing and conducting a survey, and what is required for this. Read steps 1–4, as well as the instructions to activity 2, with the class.

Ask the class to define *closed question* (a question that can be answered with a single word or a short phrase: in the questionnaire, these will be mostly Yes / No questions and questions with a limited number of answer alternatives). Agree on the number of questions to be included. Perhaps you can suggest a maximum of ten questions for the questionnaire.

Get the class to vote on whether, after completion of step 2, they will agree on survey questions for the whole class, or whether they would prefer to let each group use their own questionnaire.

1 Divide the class into groups of four or five and brainstorm and discuss the issue and formulate questionnaire questions. If each group appoints a scribe, this student can be asked to write down the

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questions. The groups then sort and group their questions according to category, and perfect the presentation of their questionnaire.

Note: If you have access to a computer or several computers you can arrange for students to do their questionnaires on a PC and, after proofreading and entering corrections, print out the required number of questionnaires. If you do not have access to a computer, get the students to neatly handwrite their questionnaire, and make the necessary number of photocopies.

Get the students to administer the survey for homework. Ideally they should have two afternoons or the weekend for this. Get the groups to collate their results, following step 4, at the beginning of the next English lesson.

2 The groups discuss the questions about their results and at the end of the lesson, report back to the class. Together, work out the class result of the survey.

Optional activity: If there is time at the end of the lesson, or if you want to build in an extra lesson, ask the students in groups of four to five to discuss the following topic:

In spite of the conventions and laws in place to ensure full integration of disabled people into the community, discrimination continues in many places. How can we get people, e.g. employers, not to discriminate?

Alternatively, this can be discussed in connection with B9.1.

A9.7 Writing

A survey report (SB pages 229–230)

1 With the class, study the information box on writing survey reports. Discuss the structure of a report and what goes into the different sections.
2 In the same groups as for A9.6, ask the students to plan the writing of their survey report, based on the questions in activity 2.
3 Students work individually to write the draft and edit it using the checklist in activity 3 for guidance.
4 They make their final corrections and write a neat version of their report. You can use this as an opportunity for informal assessment. For assessment criteria, use the checklist in activity 3.

A9.8 Increase your word power

Phrasal verbs with *up* and *down* (SB pages 230–231)

Get the students to read the box.

1, 2 Working individually, they are to rewrite the sentences. Get them to check their answers against their partner's.
3 Refer the students back to B7.9, in which they learnt about the position of the direct object in sentences with phrasal verbs. Then ask them to rewrite the sentences replacing the verbs with phrasal verbs from the box. They can compare their answers with a partner's once they have finished.
4 The students get into groups of about four to test each other on the phrasal verbs learnt.

A9.9 Increase your word power

Affixes (SB pages 231–232)

Ask the students to define *affix*, as well as *prefix* and *suffix*. Ask for examples of suffixes and prefixes. As they call out examples, make two lists on the board, under the headings 'Prefix' and 'Suffix'. See if you can get the students to formulate the rule for prefixes and suffixes and say what they do.

With the class, read through the boxes.

Prefixes

1 Get the students in pairs to match the meanings to the prefixes.
2 Ask the student pairs to come up with examples of words for each of the prefixes. Get them to make a list and afterwards, feed back their examples to the class.
3 Students work individually. Get them to write *a, b, c*, etc for the sentences and next to each letter, the corresponding word. Afterwards, they can compare their answers with their partner's.

Optional activity: Place flashcards with prefixes in a stack, upside-down on a desk. Divide the class into two groups. A student from group A takes the top flashcard from the stack and holds it up, e.g. *anti-*. Group A now needs to come up with a word containing this prefix, e.g. *anti-human rights*. Group B needs to make a sentence using this word. The sentences need to illustrate the meaning of the word. Then groups swap roles. If a group fail to come up with an answer within 5 seconds, or if their sentence doesn't show the meaning of the word, they lose a point. You can keep the score. Also, ensure that different members of the groups get to answer.

Suffixes

1, 2 They can work individually for these exercises too, and then discuss their answers with their partner.
3 Pairs of students brainstorm as many words as they can think of, with these endings. When they are done, get the student pairs to feed back their examples to the class. Write the words on the board.

Optional activity: Ask the students to work in pairs. Ask them to make sentences using as many of the words on the board as possible, e.g.

A twentyish atheist guitarist and a thirtyish Buddhist drummer were discussing truths and falsehoods about childhood, motherhood and friendship.

Afterwards, get the pairs to read out their best sentence.

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Part B

Objectives

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

Listening – do prelistening activities to make predictions
Speaking – discuss case scenarios and how to help in each; take part in a planning meeting
Reading – skim read and do a matching activity

Materials and resources

- Photocopies of the sentences to be completed in B9.8 (optional);
- Photocopies (one copy per student) of the reading text and instructions with subheadings.

B9.1 Listening

Disability rights (SB page 233)

1 Tell the class you will be reading them a text about disability rights. Get them to read the instructions to activity 1. Ask the students to choose a partner to work with. Get them to study the lists of key words and discuss the topic of each group of key words.
2 Read them the listening text, however, **without reading the paragraph numbers**. While you read, students are to make notes about each topic in their exercise books.
3 Student pairs are to get together with another student pair to discuss the points they made about each topic. Afterwards, discuss with the students whether the key words and prediction task had made understanding the text easier or more difficult.

Listening text

(**Note:** Do not read out the paragraph numbers.)

1 *It is estimated that more than 600 million people in the world are disabled – some 10 per cent of the global population. Some have their disability from birth but the majority occur later on in life, either through illnesses such as meningitis or as a result of injury caused by accidents, armed conflicts or landmines.*

2 *After centuries of discrimination and prejudice, disabled people are now demanding their rights to live in society alongside the able-bodied. One of the most basic rights is access to buildings. For example, few of the able-bodied realise how many steps there are to climb just to get through the doors of many schools, hospitals, railway stations and offices. For someone who can barely walk, or who is in a wheelchair, these make access very difficult or even impossible. Moreover, once inside a building, there may be several flights of stairs to negotiate. Fortunately wheelchair ramps and lifts are more commonplace, making it possible for large numbers of disabled people to go about their daily lives independently.*

3 *Access to education and employment has also been a major focus of the disability rights movement. Both schools and workplaces have often been reluctant to admit the disabled, believing that they would be unable to cope with school or work life. Yet it is often the case that once simple access issues are dealt with, the disabled are proving time and again that there are no limits to the heights they can reach.*

4 *Another important right the disabled are now exercising concerns independent living. In the past they relied more or less totally on their able-bodied relatives, but now many disabled people are playing an active part in society on their own, or with far less support than was once necessary. They are able to do this thanks to a variety of disability aids. Some of these, such as walking sticks, wheelchairs, spectacles and hearing aids, have existed for a long time. In the modern age there are technological aids such as computers with Braille keyboards, speech-controlled computers, speaking clocks, and many other gadgets. These enhance quality of life and allow the disabled to be financially independent.*

5 *One of the most difficult rights to achieve is acceptance by the able-bodied community. The disabled are considered inferior, and are often wrongly assumed to suffer mental impairment. As a result, many doors remain closed. Assumptions are made by the able-bodied, that disabled people can't cope with work or activities that in fact are well within their capabilities. Then too, the disabled face being stared at in the street, being called names and even bullied, sometimes by their own families, on a daily basis.*

6 *Much progress has been made with disability rights. In most countries of the world the disabled have won many legal rights. There has to some extent also been a change in attitudes. But the battle is far from won.*

B9.2 Speaking

How can I help? (SB pages 233–234)

With the class, read the information box. Invite the class to discuss Gandhi's statement.

1 Divide the class into groups of six. The groups are to read scenarios 1–6 and discuss how in each they could assist. Tell them that some of the scenarios need to be made more complex. For instance, in scenario 1, add the following: *You would like to help but you've promised your girl / boyfriend to meet her /him at 1 o'clock at the new coffee place.* In scenario 3, they are to add, *You'd like to help but the day he wants to go to the council you have football / netball practice.* Tell the class they get 30 minutes to discuss each case (five minutes per scenario). Afterwards they will need to present their plans to assist to the class. Each member of each group will need to report back on one of the scenarios.
2 Get the students to report back to the rest of the class, as outlined above and in the instructions.

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Optional activity: Give the class more scenarios as in 1–6 and discuss these, first in their group and then with the class. An example would be,

Your uncle owns a supermarket. You overhear him saying to your father that he needs new till and packing staff. You happen to know about a hearing-impaired student who desperately needs a part-time job, but you have also heard your uncle make discriminatory remarks about disabled people in the past.

Alternatively, ask the students to come up with further scenarios for discussion.

B9.3 Listening

Things that have changed my life (SB pages 234–235)

Tell the class that you will be reading them a listening text. As they listen, they are to make notes in the table.

1 Get the students to copy the table into their exercise books. Then read them the listening text.
2 In groups, get the students to discuss the disability rights issue involved in each of these cases. Afterwards, get them to talk about disabled people they know or have seen, and how these people cope with everyday life and have overcome a serious difficulty.

Listening text

Milliam, Uganda

As a result of childhood polio, Milliam is paralysed in both legs. None the less, she succeeded in completing a BA in fashion design and business management. Her hard work seemed to be in vain, however, when on graduating she could not get a job. No employers were interested in employing a disabled person. The outlook was not good until she heard about an NGO working for people with physical disability. Through this organisation she met other disabled people. They helped her not only to find out about her legal rights, but also to understand that believing in yourself, and not letting others undermine your self-esteem, is an important part of achieving your dreams. She realised that this had been lacking in her previous attempts to find work. With her new-found confidence, she found a good job in a medical foundation and after a few years there, she went on to work as an instructor in a technical skills college, a job she loves.

Rachel, England

Rachel suffers from dwarfism. Having been in and out of hospital in her childhood, she wanted to be a nurse. At school she obtained the necessary qualifications for a nursing course, but when she applied to various training schools, they all said that at her size she couldn't possibly manage hospital work. Eventually she was accepted at one school, but the next struggle came when she went into hospitals to do the practical part of her course. Her supervisors stood over her, watching everything she did, unconvinced that she could do the necessary work and often not believing results they saw with their own eyes. Many times Rachel had to question unfavourable grades until her assessors were forced to admit that in fact she had managed to perform duties they didn't think she was capable of. Now a qualified nurse, she works in a children's hospital in London.

Stephen Hawking, England

Professor Hawking is a world-renowned theoretical physicist who investigates the history of the universe. In his 20s, while working at Cambridge University, he developed motor neuron disease, a condition in which gradually all muscles cease to function. At a time when he was already confined to a wheelchair, unable to walk or use his arms, his speech began to slur until it became incomprehensible. For a time, the only way he could communicate was to spell out words letter by letter, by raising his eyebrows when someone pointed to the right letter on a spelling card. However, a colleague developed for him a computer program which allows him to speak by selecting words from a computer screen, using head or eye movements. When the message is complete it goes through a speech synthesiser and comes out as perfectly comprehensible speech. The computer and synthesiser are attached to his wheelchair. Using this device, Professor Hawking has written books and scientific papers, given lectures and made speeches. Although not exactly the same as the speech of a normal human, it is a good substitute. The only problem for Professor Hawking, is, he says, that it gives him an American accent!

B9.5 Speaking

How should we support the disabled? (SB pages 235–237)

Introduce the task for this lesson.

1 With the students, read through the instructions and the information on *when* clauses. Elicit examples of sentences with *when* clauses. Get students to read the information on hopes and fears and refer back to B7.5 if necessary.
2 Read the discussion topic, points for inclusion, and speech bubbles. Get the students to work in groups to discuss how individuals outside the family, as well as the community and government, can help and support disabled individuals. Allow 20–25 minutes for this, then invite feedback from the groups.
3 Ask the students to copy the table into their exercise books and fill it in with the ideas they discussed. They are to work individually on this.

B9.6 Language focus

Talking about time using *wh*-questions + prepositions (SB pages 237–238)

1 With the class, read through the box. Then get the students to work on their own, matching the *wh*-words with the questions on the right, and writing the whole questions in their exercise books.
2, 3 Ask the students to read through the information in the prepositions box. Then get them to individually match the prepositions to the times and match their

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answers to activity 2 to the questions in activity 1. Go through the questions and answers with the class.

4 The students are to work in pairs for this oral task. After they have gone through the questions in 1–3, get them to extend this activity to other areas of their lives, asking and answering other *wh*-questions, e.g. *What time do you normally get up in the morning? When do you think you will start your first job? Since when have you lived in …?*

5 Finally, ask the students to silently read through the sentences and as they read, fill in the prepositions. Afterwards, go through the sentences with the class, picking different students to each read out a completed sentence.

Optional activity: Get students to work in pairs. Ask them to go back to the texts, earlier in this unit, on disabled people, e.g. Helen Keller and Tofiri Kibuuka. Ask the students to choose one of these. They are to imagine they are this person (Student A) and an interviewer (Student B) interviewing him or her for radio or TV. Get the student pairs to work on a series of questions that can be asked by the interviewer, and the answers to these questions. Both questions and answers are to use the language structures discussed in this section. Once they have worked out and written down the interview in rough, get the student pairs to practise their interview and then perform it to the class.

B9.7 Speaking

Invent a gadget for a person with a disability (SB page 239)

1 In groups of four to five, get the students to talk about gadgets that are available for disabled people. After about five minutes, ask the groups to tell the rest of the class the items they thought of. Write these on the board and describe any that need clarification.

2 Introduce the activity by explaining what the students will be required to do. With them, read through the language in the boxes.

3, 4 Get the groups to brainstorm ideas, choose the best of these, plan and design it, and prepare their presentation. Allow 30 or 40 minutes for this task, as required.

5 Groups present their gadget to the class, either by having one member do all the speaking or by complementing each other, e.g. with one student talking about the gadget name and whom the gadget was designed to help; another presenting the drawing while a third student explains the function; and a fourth talks about the cost and concludes the presentation. The rest of the class listens and follows the presentation up with questions and answers, and a discussion of advantages and disadvantages. At the very end, get the class to choose the best gadget, giving reasons for their choice.

B9.8 Reading

Poem (SB page 240)

1 Read the poem to the class. Ask what disability the poet is talking about. Ask who the poet is.

2 In pairs, get the students to read the poem and discuss questions 2a–c.

Afterwards, talk about this genre and how it differs from, e.g., the three pieces about Kibuuka, Mabhena and Keller. In considering this question, ask the students to look at aspects such as the writer's purpose, targeted readers, differences in language and tone, differences in length and layout, etc.

B9.9 Assessment

Task 1 Listening (SB pages 240–241)

Tell the students they will be doing a listening assessment, followed by a reading assessment. They are to work individually and silently.

For the listening assessment, hand each student a photocopy of the sentences to be completed. Ask the students to put their name in the top left-hand corner of the photocopy sheet. Alternatively, you can copy the sentences on page 240 on the board and the students can write the missing words as well as the sentence number in their exercise books. Named photocopy sheets / exercise books are to be handed in before you will hand out the reading test (Assessment task 2).

Read the text once, at normal speed, i.e. not too fast. After the students have written their answers, read the text once more, a little faster this time.

Allocate 1 point each for correct answers, with a possible total score of 10.

Listening text

Oscar Pistorius is one of the greatest Paralympians. A double amputee, not only has he won three Paralympic gold medals, but he has achieved great success in able-bodied competitions too.

He was born in 1986 with some of the major bones missing in both his legs and feet. As a result, both his legs were amputated below the knee. He says that he was never brought up as disabled and he started walking and running on artificial legs at the same age as normal kids. At school, he was active in all sports, excelling in water polo, rugby and tennis.

At the age of 15, while recovering from a knee operation after a rugby accident, he took up running. Three years later at the 2004 Athens Paralympics he competed in the 100 metres and won gold in the 200 metres. He has won a host of gold medals at international Paralympic events since, at 100 metres, 200 metres and 400 metres. He achieved a first for an amputee athlete in 2005, when he finished first in the able-bodied South African Championships over 400 metres. Oscar's success was due to his special prosthetic, or artificial,

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limbs. He runs on special J-shaped carbon-fibre blades, hence his nickname "Bladerunner".

Early in 2008, the International Athletics Federation prevented Oscar's participation in international athletics events when objections were raised over his blades. It was claimed they give him an unfair advantage over able-bodied runners, due to the amount of spring in them. The controversy prevented Oscar from competing for South Africa at the Beijing Olympics in 2008, although he won three gold medals at the Paralympic Games.

Eventually the International Athletics Federation's ban was overturned and Oscar now competes in major international athletics events against elite athletes. Of Paralympic sport, Oscar says, "It taught me so much more about doing your best, while able-bodied sport is just about winning at any cost. I can win now and be disappointed, or I can come fifth and be happy. It's about the performance."

Task 2 Reading (SB page 241)

Hand out the photocopies for the reading assessment (see page 139 of this Teacher Guide). Get the students to write their names on the top of the photocopy sheets, but not to start reading before you tell them to. Explain that they are to skim read the text and enter the subheadings for the right section. You will give them four minutes for this test. At four minutes, tell the students to stop writing and put down their pens. Collect the test papers. Allocate 2 marks each for the seven answers.

Unit 9 Answers

Part A

A9.2 Reading

1 Kibuuka **a** blind **b** Paralympic athlete
Prudence **a** paralysed in both legs **b** singer and film star
Helen **a** deaf and blind **b** toured the world giving talks
2 a Kibuuka **b** Prudence **c** Prudence & Helen **d** Kibuuka & Prudence **e** Kibuuka **f** Prudence **g** Kibuuka & Helen **h** Kibuuka **i** Prudence **j** Kibuuka **k** Helen **l** Helen **m** Kibuuka
3 a skis **b** Paralympic Games **c** curse **d** neglected **e** salvation **f** thrived **g** affliction

A9.3 Increase your word power

2 a blind **b** hearing impaired **c** amputees **d** paralysed **e** autistic **f** learning disabled

A9.4 Language focus
Verb and verb patterns

1
1 closing **2** closing **3** to be here **4** to be **5** to thank **6** to make **7** to go **8** to join **9** stay up

2
1a sweeping
b to look
2a drinking
b to listen
d seeing
e to lock

3
Prudence – started singing (group 3)
Helen – learned to do (group 3)

4
Students' own answers

A9.5 Language focus
Ability past, present and future

1
The one exception is (b) *I <u>can</u> / have been able to run a marathon of about two years.* (present perfect)

2
a *Can* and *able to* are mostly interchangeable.
b *Can* is probably used more than *able to*
c *Can* cannot be used after *to* or after modals such as *must* or *should*. So we have to use *able to* in these contexts.
d Sometimes *could* is the past of *can*.
e We can only use *could* for general ability, not to express what happened at a particular moment in the past. In this context we have to use *was / were able to*.
f However, *could* is possible in any situation in the past:
- in the negative
- with sense or perception verbs such as *see, hear, taste, feel, remember, understand*

3
a When my brother was a child he *could* turn upside-down and walk on his hands.
b What *can* you see from your window?
c I won't *be able to* finish my homework before tomorrow morning.
d I *have been able to* type without looking at the keyboard since I did a typing course.
e There was a fire last night in our block, but everyone *was able to* escape from the building.
f I used to *be able to* speak a little Oromo, but since we moved to Addis, I can't.
g I'm tired today as I *couldn't* sleep last night.
h Last weekend I stayed at home and I *was able to* finish my essay.
i The people in the next room were talking loudly and we *could* hear everything they said.

A9.8 Increase your word power

1
a Kibuuka took up cross-country skiing.
b He had to give up running in 2000.
c Prudence's grandmother brought her up.
d Her group Liyana was made up of eight disabled musicians.

2
a Kibuuka started cross-country skiing.
b He had to stop running in 2000.
c Prudence's grandmother raised her.
d Her group Liyana was composed of eight disabled musicians.

3
1 We were very surprised when my uncle **turned up** last night.
2 My brother was offered a job in a factory but he **turned** it **down**.
3 An accident **held up** the traffic in town today.

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4 I'm going to **pick up** my new dress from the tailor when I go to town.
5 I must work hard so I don't **let down** my parents.
6 I don't believe what you say. You have **made** it **up**.
7 We must **do up** the school hall for Speech Day.
8 My brother's wife **gets** me **down** as she is always asking me to do things for her.

A9.9 Increase your word power Affixes
Prefixes
1

anti-	against e.g. *antisocial*
dis-	the opposite of / not
fore-	before or at the front of
in-	the opposite of / not
inter-	between or involving two or more things, places or people
mid-	middle e.g. *midday*
mis-	bad / wrong e.g. mispronounce
multi-	many e.g. *multicultural*
over-	too much / across or above e.g. *overpaid*
pre-	before / earlier than e.g. *prefix*
re-	again or back e.g. *redo*
self-	of or by your self e.g. *self-control*
semi-	half e.g. *semi-conscious*
un-	the opposite of / not
under-	not enough e.g. *underage*

2
a weekly **b** disability **c** semi-circle **d** predated **e** interactive **f** understate **g** forefront **h** reaction **i** self-centred

Suffixes
1
-ship = abstract noun, usually refers to status
-hood = abstract noun, used especially for family terms
-ism = abstract noun for beliefs and sometimes a profession
-ist = a person with a belief and sometimes his or her profession
-or / -er = a person or thing who / which does a particular job
-ish = adjective giving the word it is added to a less precise meaning
2
a guitarist **b** drummer **c** sisterhood **d** motherhood **e** membership **f** Buddhists **g** journalism **h** twentyish

Part B

B9.4 Language focus
1
Fanta: *When* are you going to Axum?
Mossa: I'm hoping to go on Saturday.
Fanta: How are you going to travel?
Mossa: I could go by car with my uncle, but he's leaving at 4 o'clock in the morning, or I can go by bus, about 9 o'clock. *If* I go by bus I should get there about midday.
Fanta: *When* you arrive, can you phone my cousin and ask him to phone my grandmother?
Mossa: Yes, no problem.
Fanta: *When* are you coming back?
Mossa: *If* I come back with my uncle, I'll be back on Sunday afternoon. *If* I take the bus, it will be Sunday night.
Fanta: What about your homework?
Mossa: I'll do it *when* I get back.

B9.5 Language focus
1, 2, 3
a **When** do you normally do your homework?
At about 6 o'clock
a **When** are you going to leave school?
In two years' time
c **What time** do you go to bed?
At 10 o'clock
d **When** / **How long ago** did you arrive here today
2 hours ago / at 10 o'clock
e **How long** have you lived in your present house?
Since I was born
f **What** day were you born on?
On a Monday
g **What** month is your birthday?
In August
h **What** year did you come to this school?
In 2010
4 Students' own answers
5
1 on; in; at; until; by
2 for; in; since; until
3 in; Before; Since; ago
4 from; to; after; after; in; for

B9.9: Assessment

Task 1 Listening
1 lower legs ('legs' is good enough) **2** rugby, tennis **3** gold **4** able-bodied **5** carbon fibre ('carbon' is enough) **6** banned **7** able-bodied athletes **8** performance / trying your best; winning

Task 2 Reading
a The way forward = 7
b Key ministries responsible for people with disabilities = 3
c Current situation = 1
d Governmental support for people with disabilities = 2
e Key international standards on disability and their status = 4
f Organisations of persons with disabilities = 5
g The role of the ILO = 6

Suggested further reading
If possible, students should read other books, articles or extracts on the topic of disabilities. (Look in newspapers, magazines or on the Internet for reports and case studies and other suitable materials.) These materials may be used to practise skim reading and reading aloud to a partner.

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Units 7–9 Revision 3

See the note under Suggested methodology in the Introduction, page x, for more ideas about how to get the students to complete these revision exercises.
It is suggested that you spend three periods on this revision: the first period on activities A and B, period 2 on activities C, D and E, and period 3 on activities F–H.

A Listening

This task involves listening to a talk about growing food crops versus cash crops.

1 As a pre-listening activity, get the students to look at and define the three terms.
2 Get the students to copy the headings into their exercise books. As they listen, they need to write notes under headings. Read the text twice, once for students to listen and write notes, and once for the students to check their notes against the listening text. Allow two minutes between the first and second read so the students can finish writing. Afterwards, let students swap their exercise books with a partner and check their answers as you discuss them. They need to check for points included under each section, not for language.

Listening text

Traditionally most Africans are subsistence farmers who grow their own food. They may produce a small surplus that they can trade or sell for other goods that they can't produce themselves, such as salt, soap or clothes. Nowadays though, there are more and more commercial farmers who are producing crops for sale, and keeping only a small amount for their own use. Many grow cash crops rather than food. For example cotton, coffee, sisal. A cash crop is usually grown for export and gets a higher price than food crops that are sold locally. There are often co-operatives or marketing companies for different cash crops, which provide farming advice and access to markets. Some cash croppers have done very well and they have used their profits to buy fertilisers, pesticides and other things to increase their yields. This has helped them to make even bigger profits.

So there are many advantages to cash cropping. But there are downsides as well. On the international market, prices can suddenly go down. Also, disease or bad weather may wipe out one year's entire crop. Events like these can result in a dramatic fall in a farmer's income. If no-one wants to buy your crop, there is not much you can do with it, you can't even eat it and this may be disastrous if you have no money to buy food. Another argument against cash cropping is that it is expensive to start up; some crops like coffee and tea take years to mature before they produce a crop. Also, in East Africa, with its fast growing population, agricultural land is needed to produce more food so that we can feed ourselves. Some people say that growing cash crops means that less food is produced.

Should all farmers grow food, then? Certainly an increase in food production is needed. This could come about if more farmers used scientific methods. Yields would go up and they would have a larger surplus to sell. In this way more food would come on to the market for people to buy. Many farmers have found that scientific methods mean that they too make good profits by selling food crops.

The country still needs to earn valuable foreign currency. Cash crops like cotton, tea and coffee are major exports from East Africa. They allow us to buy all the things we can't produce ourselves, including food. In times of famine we have to buy food from other countries.

There is no simple answer to the question of what a small farmer should grow. In East Africa we need to produce both food and cash crops. Which of these a farmer chooses and how efficiently the crops are produced depends on how much land the farmer has, where it is located and his or her personal circumstances.

Suggested answers:

1 Subsistence farmers: grow their own food; if they produce a small surplus they can sell it and buy other things, e.g. salt, clothes, soap.
2 Commercial farmers: produce crops for sale, keep a small amount for themselves; may grow cash crops not food.
3 Cash croppers: farmers who grow a high value crop usually for export, generally not a food crop, e.g. cotton, tea, coffee, sisal.
4 Advantages: high value crops; get help from co-ops or marketing companies too; can reinvest their profits to expand their business.
5 Disadvantages: international market prices can go up and down; crop may be wiped out by weather or disease; expensive to start up; plants may take years to mature and produce; country needs to produce food.
6 How we can grow more food: using scientific production methods.
7 The importance of cash crops: earn foreign currency.
8 What farmers should grow: depends on many factors including where the farm is situated and farmer's personal situation; both food and cash crops important.

B Writing

Get the students to brainstorm and note down the main points for the paragraph, based on their notes from the listening activity. Students are to start each main point on a new paragraph, and need to give (a) supporting argument(s) for each. The summary needs to be brief and needs to be written in the student's own words.

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Once they have done a draft, the students are to edit their summary and write a neat version. This work can be handed in and assessed using these criteria:

- Does the summary show that the student has understood the text and the issue under discussion?
- Has the student included all the main points?
- Are main points presented in logical order, and is there one main point per paragraph?
- Has the student included supporting arguments for each main point?
- Has the student included linking expressions to show links between the different points?
- Has the student used his or her own words to summarise the arguments for and against?
- Is the language adequate?
- Has the summary been edited?

C Reading

Read the poem to the class.

1,2 Ask the students to answer the questions and do the matching activity. Afterwards, go through the correct answers with the class and let students check their work.

Answers:

1

a the poet's brothers
b older: 'six-year giants'
c farmyard manure
d Joe and Fred
e the trees
f flowers
g the milk
h the leaves whispered in the wind
i yes: 'They haunt me still in work and play.'
j indoors (probably in bed)

2

a – iii **b** – v **c** – i **d** – ii **e** – vi **f** – iv

D Pronunciation

The students work in pairs. Student A reads out the first half, and Student B the second half of the poem. Afterwards, they swap around.

Ask if anyone wants to read the whole poem to the class.

E Speaking

1 Divide the class into groups of three or four. Get the students to talk about the first of the listed topics. Give about four minutes for the first topic. Then tell the students to start talking about the second topic. After about four minutes, tell them to stop.

2 Get the students to find another two or three students to work with, but to choose different students from those in activity 1.

With the class, read through the instructions to this activity.

Allow about half a minute for students to agree on the person speaking first, and for each student to choose a topic.

Say 'Start.' After one minute, say 'Stop.'

Ask the other group members to give a score, out of 3 points, as per instructions.

Then it's the turn of the second person in the group, etc.

After the activity, ask the class whether they found this activity challenging and what they found the easiest or most difficult part in the task. Ask who got a score of 3.

F Dictation

Tell the students they will be doing a dictation. Ask them to write in their exercise books.

Read the script to the class, once at normal speed and once slowly, in manageable phrases. At the end, read through the whole text again.

Even though we cannot stop climate change, even a small reduction in greenhouse gases will slow down the speed at which it is happening. This will make it easier for people to adapt their ways of life: to develop new forms of agriculture, building and so on. Wildlife will also have time to move to new areas and adapt to them. It is therefore important that human beings take action to reduce the amounts of carbon in the atmosphere so that climate change happens slowly.

Get the students to swap their books and check each other's work against the text in A7.2.

G Vocabulary

1 Get the students to work individually. They are to copy the exercise into their exercise books and next to each word, write the matching words from the box. When they are done, they are to compare their answers with a partner. If the partners have different answers, get the students to give reasons for their choice.

2 Students do the crossword on their own.

Answers:

1

Disability
paralysed
partially sighted
dyslexia
depression

Global warming
fossil fuel
greenhouse effect
carbon dioxide
atmosphere

Water
aquifer
desalination
hydrologist
dam

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Weather
cyclone
hail
mist
precipitation
2
Across: 4 landmine **8** extinct **10** hemisphere **12** drought **14** meteorology **16** gadget **17** leaflet **19** breeze **21** stare **22** lengthen **23** ablebodied (able-bodied) **24** deforestation
Down: 1 optimistic **2** homophone **3** forecast **5** moisten **6** wheelchair **7** shortage **9** interactive **11** solitary **13** condensation **15** guitarist **18** greenhousegas (greenhouse gas) **20** evaporate

H Language use

Ask the students to do this on their own, writing answers in their exercise books. Ask them to write only the sentence numbers and the corresponding letter. Afterwards, go through the answers with the class, by selecting students to read out a complete sentence each.
Answers:
1 a **2** d **3** b **4** b **5** b **6** c **7** b **8** b **9** a **10** a **11** a **12** c **13** c **14** c **15** b **16** a **17** c **18** c **19** a **20** a **21** c **22** c **23** b **24** c

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Unit 10 Poverty and development

Learning outcomes

Learning Outcomes: By the end of Unit 10, students will be able to identify causes and solutions to poverty through development.

Learning competencies

Speaking: Students give explanations (including express cause and effect).
Writing: Students write an essay of five paragraphs independently.

Language focus

Grammar: second conditional, third conditional
Vocabulary: poverty and development, rich and poor, opposites with un-, in-, il- and im-
Social expressions: revision of interrupting and language of meetings

Objectives

Background knowledge

The unit's topic is poverty and development. After defining these words, the students find out how the two are related. Next they read the success story of South Korea rising out of poverty and discuss how this story is relevant to Ethiopia, by researching Ethiopia's development during the same period, 1960–2009, that South Korea turned from poverty to a developed country. The students discuss how, e.g., education can contribute to Ethiopia's development. They role-play a meeting and vote on development factors to be prioritised. Furthermore, they read a poem, and independently write an essay on the topic.

Your role in this unit, more than before, will be to facilitate, monitor and observe. The students will be asked to do research: if you have access to computers with Internet access, arrange for students to be allocated computer time for research purposes. Provide reading materials, both on the unit topic and for the Study Skills session with a focus on reading (A10.6).

Part A

Objectives

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

Speaking – present their research findings
Reading – do a pre-reading exercise; read a poem and answer questions; review their reading progress

Materials and resources

- Map of Asia or globe.
- A thesaurus (optional).
- A variety of reading materials, e.g. brochures, newspaper articles, magazine articles, advertorials, short stories and poems.

A10.1 Introduction

The Miracle on the Han River (SB page 248–250)

Introduce the topic of this unit, 'Poverty and development'. Ask, *What makes a country rich and what makes a country poor?* Get the class to brainstorm factors to do with poverty and affluence of nations, and to identify differences between poor and rich countries. If you prefer you could have them discuss this in groups of up to six, otherwise, they can discuss this as a class activity. Write key words and expressions on the board, e.g. *being part of a rich region; resources; peace; natural disasters (e.g. earthquakes, droughts),* etc. When the class has exhausted the topic or you want to move on, ask the class to look at the words on the board and sort them in order of importance to economic wellbeing. Ask the class to motivate why they are choosing the factor they have named, as most important.
Tell the class they will be reading about one nation, and how well they are doing.

1 As a pre-reading exercise, get the students to look at the logos and identify them, e.g. Hyundai is a car manufacturer. LG make cellphones and other electronics, etc. Get the class to identify each of the logos. Ask where these cars, phones, etc are manufactured. Get the class to locate South Korea on the map.
2 Get the students to read the text, either in pairs, with partners taking it in turns to read out a paragraph, or silently on their own. Ask the students to define *GDP*.

Optional activity: Set the homework task of finding out the GDP of Ethiopia. If they have access to the Internet, the students might try sources such as the *CIA World Factbook*. Tell them if they do find out Ethiopia's GDP, they will also need to write down the GDP of various other countries, both developed and poor, for a comparison, in order to make the figure meaningful. Also, get them to research the population figures for those countries, to provide a comparison.

3 Get student pairs to discuss the factors that have contributed to South Korea's success and substantiate their answers with quotes from the text.
4 The students are to scan the text for the words or expressions. Ask them to work on their own. Afterwards, get them to report back to you. Ask the students to enter new words into their vocabulary lists.

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5 Divide the class into groups of up to six. Ask the groups to discuss the questions in 5c. At the end of the lesson, ask groups to report back to the class.

Set the research for questions 5a and 5b for homework:

- Ask the students to do research by speaking to their parents and other older people, including e.g. their History teacher, by surfing the Internet, and doing some reading in the library.
- Ask them to consider what they know about political developments in Ethiopia since 1960.
- Tell them to make a list of Ethiopian industries and try to find out when they started. They are to consider your town and whether there has been important growth in their lifetime. They are to find out what Ethiopia's chief export is.
- They are to think about education in Ethiopia, and its contribution to industrial growth and economic development.
- Their Geography lesson will have informed them of the country's exports and imports, an important factor to consider.
- Ask them to jot down key factors and findings of their research. They will be asked to present their research findings to their group at the beginning of the next lesson, when groups will discuss these questions.

Optional activity: Tell the class that in an article published in July 2010, *Daily Ethiopia* predicted that Ethiopia's GDP was likely to grow by almost 11 per cent by 2011, putting Ethiopia in the 'leading development position' in Africa. 'Ethiopia is one of the fast growing non-oil economies' in Africa, the article said. The article also mentioned that 'Ethiopia has given priority to education, health, agriculture [and building of] roads'. Ask the students how economic growth such as this will affect them and other Ethiopians in the short, medium and long term. If you wish, you can allocate an extra lesson to this topic. Divide the class into groups of five to six for their discussion, and ask them to report back to class at the end of the lesson.

A10.2 Increase your word power

Rich and poor (SB page 250)

1 Ask the students to copy the table into their exercise books. Then dictate this list: *rich, poor, affluent, badly off, deprived, destitute, hard-up, impoverished, penniless, poverty-stricken, prosperous, underprivileged, wealthy, well-off* and get the students to enter the adjectives in the correct columns.

2 Students work on their own to work out the noun form of those adjectives that have a noun form, and enter them in the table. They can check their answers with a partner.

3 In groups of four, get the students to appoint a scribe for their group. Read out words randomly from the list and get the groups to make sentences as per instructions. Afterwards, invite some groups to read out sentences for each word family.

Optional activity: Ask the students if they know any other synonyms for *rich* or *poor* that could be added to the table. Encourage use of a thesaurus, if available.

A10.3 Language focus

Revision (SB page 251)

1 Past or third conditional

Start this lesson off by asking, *Do you think Ethiopians would have been better able to cope with drought if our industry had been developed more?* Write the question on the board. Get students to answer in a full sentence, using the third conditional. In the question on the board, underline *would have been* and *had been developed*, and circle *if*. Ask the students what this language structure is called. Ask for more examples of sentences with the third (past) conditional. Refer them back to B3.6 if you feel the students need to review *if*-sentences with the past conditional.

1, 2 Get them to work in pairs to form the sentences and write them down.

3 Ask the students to practise reading their sentences, using contractions as per instruction. If the students are unsure of how to do this, refer them back to B3.7. Walk around the classroom and monitor their work. Correct them where needed. After about five minutes, elicit some sentences from some of the students.

2 Linking words and expressions

Revise linking words and expressions with the class. Elicit some of these expressions from the class, e.g. *although …, in addition, due to the fact that …, examples are …,* etc. Refer them to the relevant sections of previous units if necessary.

1 In pairs, get the students to read the sentences, filling in the linking words and expressions.

2 Still working in pairs, get the students to discuss ways to complete the sentences.

A10.4 Speaking

Pronunciation – Silent consonants (SB page 252)

Write the words *two, answer, wrong* on the board. Underneath these, write *castle, whistling* and *nestle*. Alternatively dictate these two lists to the students. Ask the students to look at the lists and read them silently. Ask them what the words in each of the lists have in common. Get the students to tell you the words in the first list all have the letter w, and those in the second list have the letter t, and that in both lists, these letters aren't pronounced. Ask them for other words with a silent *t* or *w*.

1 Get the students to look at the lists and work on their own. They are to write the words with silent letters in their exercise books.

2 Read the first list to the class and ask the students to repeat the words after you. Then go through all subsequent lists in the same way. Now get the students

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to practise saying the lists with a partner. You can tell the class that the pronunciation of some of these words differs depending on the region and background of the speaker. For example, in words like *often*, some people pronounce the *t* and others do not pronounce it. However, most people will pronounce the word without the *t*.

3, 4 Students identify the silent letter in the words and then practise reading them as above. Ask for further words with unpronounced letters, e.g. autumn, doubt, and wrap. Get the students to test each other on the spelling of the words in **1** and **3**.

To wrap up, ask the students why we do pronunciation exercises like this. (Not only does it improve their pronunciation but it also helps with their spelling, and listening.)

A10.5 Reading

A poem (SB pages 252–253)

1–7 Briefly introduce the activity to the class by asking them to read the poem and do the accompanying exercises. Tell them not to try to understand every word in the poem, but to concentrate on extracting the information they need for the exercises. Ask them to work on their own for this. When they are done, briefly go through the answers with the class. Ask who is the "I" in this poem, and whom the poet talks to when she says, "Do you know why the old woman sings?"

8 Student pairs take turns practising to read the poem.

9 Get the students to discuss question 9a in a group. While they talk, monitor them at work. Afterwards, ask for feedback from the groups. Ask about the quality of life of the old woman. Does she like looking after her grandchildren? If she could choose another life for herself, what would she choose? What is the quality of life of other people like her, that the students talked about in their discussion? Ask, Is the old woman's life harder than the life of, e.g., South Koreans who need to work hard to compete on the labour market? Get the class to draw comparisons.

Finally, ask the students for their opinion of the poem. Ask them to justify their opinion.

A10.6 Study skills

Focus on reading (SB pages 253–254)

Students are by now familiar with the process of setting study goals in English, and reviewing them. They have previously set goals in vocabulary acquisition and in reading. With the students, read the box.

1. Assess your progress with your reading goal

1 Ask students to sit with a partner to review their progress in reading, using the questions in 1a–c to guide them.

2 Working individually, they set themselves a fresh reading goal or decide to continue with the same goal. They write their reading goal in their exercise book.

2. Strategies for improving your reading

1 Working in pairs, the students study the mind map and discuss it in terms of the points listed.

2 Students work on their own again, to make their own mind map of reading strategies. They can base their mind map on the one on page 254 or else, draw one up from scratch.

Optional activity: At the end of this lesson, encourage the students to put some of their newly formulated strategies into action. Hand out a variety of reading materials, e.g. brochures, newspaper articles, magazine articles, advertorials, short stories and poems. Ask them to first skim read (survey) the text and then read in greater detail. If you ask the students to work in pairs, they can exchange their reading materials after a few minutes. At the end of the reading session, ask them to discuss what they learnt about the texts by skim reading, whether surveying the texts informed them about the nature of the texts and helped with the reading. Then ask partners to discuss and compare the texts.

Part B

Objectives

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

Listening – listen to texts and talk about and practise note-taking; check their listening skills and set themselves a listening goal

Speaking – discuss states of poverty; report information they have just heard; talk about different listening skills for different listening occasions; role-play a meeting and defend a point; discuss various statements on poverty and development

Writing – write an essay including main and supporting points

Materials and resources

No special materials or resources are required for this section.

B10.1 Speaking

Discussion – Poverty (SB page 255)

1 In groups of about four, get the students to discuss their definition of *poverty*. They are not only to define the word, but brainstorm and talk about the daily reality of poverty, e.g. *People who are poor don't have enough food for two or three meals a day. They are constantly hungry.* or *Poverty means not having any reserve money set aside in case of medical or other emergencies.*

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2 Ask the students to look at the UN definition of *poverty* and try to fill in the gaps. They are not to write anything down as yet.
3 Read the UN definition to the class. The students are to listen and complete the missing words. Tell them they can write the letters *a, b, … g* in their exercise books and next to each letter, the corresponding word (the highlighted word).

Listening text

Fundamentally, poverty is a denial of choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society.

*a It means not having enough to **feed** and **clothe** a family.*
*b Not having a **school** or **clinic** to go to.*
*c Not having the land on which to **grow** one's food or a **job** to **earn** one's living.*
*d Not having access to **credit**.*
*e It means **insecurity, powerlessness** and exclusion of individuals, households and communities.*
*f It means susceptibility to **violence**.*
*g It often implies living on marginal or fragile **environments**, without access to **clean water** or **sanitation**.*

Ask the students to discuss how, e.g., not having a school or clinic to go to can lead to further poverty. Ask what 'susceptibility to violence' means. Finally ask how their own definitions of *poverty*, in activity 1, differed from the UN definition and which of the points from the UN definition they had included in theirs.

4 Ask the students to reread the UN definition carefully and discuss in the same groups as before to what extent people in your region meet this definition of *poverty*.

B10.2 Listening

A lecture on development (SB pages 256–257)

Start off this lesson with a class discussion on note-taking. Initiate this by asking, What are the benefits of note-taking? When do we take notes? Do you take notes outside the English classroom?, etc. With the class, read the information box on Listening and note-taking. Under 'How?', remind the class that in many of their listening activities thus far, they have been given main points of the text and have been asked to supply supporting information for each of these. Tell the students that these main points provide an outline. As they do more and more listening and note-taking activities, especially in Grade 12 and at university, they will become better able to recognise main points themselves and do their own outline in note-taking. This will provide a framework for their notes, and sometimes the outline alone, or an outline filled in with very little other text, may be sufficient to recall the rest of the information to mind, when a student rereads the notes days, weeks or months later.
With the students, revise common features of note-taking, e.g. notes can be done in bullet form, notes are to be written in key words, abbreviations and phrases, etc. Refer the class to the information box on 'taking good notes' in A1.5.

1 In small groups, get the students to discuss the questions 1a and b.
2 Ask students to put down the outline notes in their exercise books, leaving space for the supporting details. Tell them you will be reading them a listening text and they are to take notes. Read the listening text at moderate speed.
3 In pairs, students are to compare their notes. This is an opportunity for students to critically self-assess their note-taking. Let the students make changes to their notes as they think necessary. Remind the students, however, that longer notes aren't necessarily better notes.
4 Read the text again, and let students check their notes.
5 In the same groups as in activity 1, the students report the information they have just heard. They are to use their notes in the process.

Optional activity: Afterwards, get students to give a definition of *quality of life, NGO* and *MDG*. Ask what is meant by the three levels of education, and also what is meant by *end* and *means* in the quote, 'Human development is the end – economic growth a means.' Ask the students to discuss this statement.

Listening text

In a world that is very rich, many people are very poor. Development is about reaching these people and helping them improve their lives. I am going to consider what development does and doesn't mean and what its aims are.

What then is a developed country? This is not a simple question to answer. It is easier to say which countries are richer and which are poorer. But indicators of wealth, which reflect the quantity of resources, provide no information about the allocation of those resources – for instance, whether or not they are distributed equally and used to provide free health and education services. Nor do indicators of wealth tell us about the effects of production and consumption on people's environment. Thus it is no wonder that countries with similar average incomes can differ substantially when it comes to people's quality of life, that is, their access to education and health care, employment opportunities, availability of clean air and safe drinking water, the threat of crime, and so on.

Like wealth indicators, economic growth is often used to measure a country's development. It is true that economic growth by increasing a nation's total wealth also enhances its potential for reducing poverty and solving other social problems. But history offers a number of examples where economic growth was not followed by similar progress in human development. Instead, growth was achieved at the cost of greater inequality, higher unemployment, weakened democracy, loss of cultural identity, or overconsumption of resources needed by future generations.

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What then is the purpose of development if it is not to merely increase national wealth? Recent United Nations documents emphasise "human development", measured by life expectancy, adult literacy, access to all three levels of education, as well as people's average income which is a necessary condition of their freedom of choice. In a broader sense the notion of human development incorporates all aspects of individuals' well-being, from their health status to their economic and political freedom. According to the Human Development Report 1996, published by the United Nations Development Program, "human development is the end – economic growth a means".

In 2000 most of the countries of the world, under the auspices of the United Nations, established a list of goals called the Millennium Development Goals or MDGs. These are eight targets that will help meet the basic development needs of most people. They are: to eradicate extreme poverty and hunger, improve maternal health, achieve universal primary education, combat HIV / Aids, malaria, and other diseases, promote gender equality and empower women, ensure environmental sustainability, reduce child mortality, develop a global partnership for development.

That brings us to consider who are the agents of development. Development is a cooperative effort of many. First of all, the poor themselves, who struggle daily to provide for themselves and their families. Then, their governments who work to improve their incomes, and, in most cases, to improve the lives of their people. The governments of most rich countries try to help poor countries to do so. Multinational institutions like the World Bank also provide money and projects to improve the lives of poor people. Many other NGOs and charitable groups around the world work to do the same.

As we look forward, development, by its nature, will always be ongoing, even when these goals are met. People will always try to improve the quality of their lives and the lives of their children. At the same time, all agree that development efforts should be "sustainable". This means meeting today's social, economic, political, cultural and environmental needs without jeopardising the needs and development of future generations.

Source: World Bank, You Think website

B10.3 Increase your word power

Revision – prefixes (SB pages 257–258)

Ask the students what prefixes, like *de-* and *anti-*, do: they change the meaning of the word. Give examples, and ask the students for examples of prefixes that give adjectives and adverbs, verbs and nouns the opposite meaning. For example, *undo* is the opposite of *do, impossible* the opposite of *possible*, and *unsociable* the opposite of *sociable*. Elicit further prefixes that make words turn into their opposite meaning: *im-*, *non-*, *anti-*, *mis-*, *dis-*, *de-*, *un-*, il- and *in-*. Elicit examples of words using the prefixes *non-*, *anti-* and *dis-*, e.g. *non-verbal* or *non-standard; antisocial, anti-war; dissatisfied, distrustful*.

1 Get the students individually to match the prefixes on the left to the words on the right in the box. They can do this as a silent activity if it makes the subsequent activity easier for them, they can write the words in their exercise books. Get them to complete the sentences in **1b** and write the rules in their exercise books. Afterwards, check the rules with the students and elicit examples of words in each case.
2 Get the students to work on their own, writing the words and their opposites in their exercise books. Then go through the word pairs orally with the class.
3 In groups of four or five, let the students play the game.

Optional activity: 1. Write the following words on the board, or dictate them to the students. Ask the students to write them one below the other in their exercise books:
dissipate, distract, miserable, nonsense, intelligence, misguided, unheard-of, dishevelled, undo, distance, dispel, nondescript, disease, mismanaging, ill-behaved, disturb, insight, mistake, misdirect, unbelievable, understand, instrument, indirect, intact, infinite, impoverished, missed, antibiotic, anticipation, immature, illegal, indigenous

Explain that not all words starting with *mis-*, *dis-*, *un-*, *anti-*, *in-* and *im-* contain prefixes which give the word the opposite meaning. The students are to go through the list and underline those words in which prefixes give the opposite meaning. Ask them to write the meaning of these prefixed words next to the words in question. Tell them they can use their dictionaries. Afterwards, go through the list with the students. Ask them to find out the meanings of the other words in the list.

2. Now ask the students to copy these words into their exercise books and give them a prefix to make them mean the opposite. Afterwards, the students can check their answers with a partner:
interested, certain, governmental, agree, probable, direct, fair, favourable, perfect, able, ability, clockwise, trust, manned, knowingly

When they are done, check that the students answered *unable* (adj) or *disable* (verb) but *inability* or *disability* (noun). Now ask them to extend the game in activity 3 to the words in this optional activity.

B10.4 Study skills

Focus on listening (SB pages 259–261)

1. When do you listen in English?

1 In groups of about four, get the students to brainstorm different situations when they listen. Their lists of listening occasions might include listening to the radio, listening to a friend on the telephone, and listening to the lyrics of pop songs, to their parents talking to them, to a stranger asking for directions, to two people having an argument, to an announcement at the bus station, to kids shouting at each other in a sports field, etc.

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Get the students to copy the mind map into their exercise books and complete it with their own ideas.

2, 3 Get the students to read through the instructions in the Students' Book and work independently, first writing an *E* next to each of the listening activities they have entered in the mind map that they can do in English, and then comparing their mind map with those of other groups. If the comparison yields up new listening events they have done, they can add these to their mind maps. Monitor their work.

2. How do you feel about listening?

1 Students are to work individually to read through the statements in 1a–e and agree (A) or disagree (D) with them.

2 Students get together with their former group. They compare and explain their answers.

3. Listening skills

Students work in pairs. They are to read through the introduction and instructions on their own, as well as the mind map. Then they match the listening tasks in **1a–e** to the listening skills in the mind map. They do this orally, discussing each of the five listening tasks listed. Afterwards, the students discuss with their partner how well they master each of the skills.

4. Check your listening

1 Tell the students this is an exercise to test their listening. Get them to read the instructions in **1a–e**, then quickly to look at the pictures. Read the listening script a first time. Ask them in their exercise books to write numbers 1–6 and next to each number, the corresponding letter for the pictures.

Once you've read the text and the students have decided on the right order for the pictures, read the text out to the class again. This time, they make a note of the words in the text, which told them about the right order of the pictures. Finally, they are to think about the listening skills involved in this task. Get the students to compare their answer to **b** and **c** with a partner's.

2 Allocate a few minutes for this discussion.

Listening text

Lebna and Kihele lived in a small house with their mother and father. When his parents were out, Lebna had responsibility for his brother Kihele, who was still only a baby.

So this is what happened one day. Lebna had promised his mother he would sweep the yard while she was out. Before going outside to do this, Lebna lay Kihele on his bed to sleep, and then he put a pot of food on the stove for his lunch. As he swept he was looking forward to eating something. What he didn't know was the wind was blowing strongly and the curtain at the window was billowing dangerously close to the fire under the pot of food. Lebna didn't see the curtain catch fire and the first he knew about it was when he looked up and was horrified to see flames and smoke coming through the window.

He acted swiftly. Dropping the broom he grabbed a blanket which was hanging on the washing line. Then, he found a can of water and poured it over the blanket. Putting the wet blanket over his head he rushed into the house, which was now blazing inside. The blanket gave him the protection he needed to go over to his sleeping brother, pick him up and rush him outside. As he made his way out of the door, the neighbours were already rushing to the scene, amazed at what Lebna had been able to do.

5. Set a listening goal

Again, get the students to work on their own. They are to read through the instructions and then write a listening goal for themselves, based on their listening experiences till now and on this study skills lesson. Tell them they needn't share their goal with anyone else at this point.

B10.5 Language focus

Revision (SB pages 261–262)

1 Cause and effect

Ask the students to recall the work on cause and effect they did in Unit 7. Then ask them, in Lebna and Kihele's story, there was a fire. Also, Lebna put a pot of food on the stove. Ask, Which was the cause and which, the effect? (The action of putting a pot on the stove was the cause; the fire the effect.) Then say, The boys' parents went out to work. The boys were alone. Which was the cause, and which, the effect? ('The boys' parents went out' was the cause, and 'the boys were alone', the effect.)
Ask the students to think of other causes and effects in Lebna and Kehire's story.
Get the students to read the information box.

1 Ask them to work individually to decide which of the ideas in **1a–e** is the cause (C) and which is the effect (E). They can write their numbered answers in their exercise books.

2 Get the students to work in pairs to turn the ideas in activity 1 into a sentence showing their cause and effect relationship, e.g. *Water shortage in many places is due to overconsumption and waste*.

3 Again working with the partner, the students complete the sentences by discussing possible endings and agreeing on one. The challenge is in using words or expressions they have used in this lesson and in A7.7.

2 Unreal conditionals

With the students, read through the information box on unreal conditionals.

1, 2 Ask students to work independently to do activities 1 and 2. They are to write the sentences in their exercise books. Afterwards, select students to read out their answers to the class. Students can check their own work.

3 In pairs, let the students discuss how to complete the sentences.

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Optional activity: Ask the students to imagine they were the characters in Lebna and Kihele's story (B10.4). In pairs they are to think of and write down six sentences using unreal conditionals, that a character from the story may have said. For instance, Lebna's mother would possibly have said, 'If I didn't have to go out to work, the boys wouldn't have been left alone at home.' And the neighbours might have said, 'But for Lebna's presence of mind, the house with the baby inside would have burnt down!'

Afterwards, get the student pairs to read out an example each from their list.

As a fun optional activity combining several skills and competencies, suggest to the students that they make up their own story like Lebna and Kihele's and create a comic strip. Tell them that like Lebna and Kihele's story, there should be quite a lot of action, but no text. Tell them that students might try to introduce some humour into their stories.

Get the students to work in pairs, to (1) brainstorm their story and plan it, plan what goes into the frames (there are to be no more than five frames) and create a comic strip. (2) Then they write a few cause and effect sentences, and sentences using unreal conditional, for the story, as above for Lebna and Kihele's story. (3) Afterwards, they are to cut the frames apart and shuffle them. (4) Let them present their shuffled frames and sentences about the story to another student pair, who need to sequence them.

Paste the frames of the comic strips in the correct order and the sentences underneath, and put them up as a class display for the rest of the class to read.

This activity may take some time to do, so allocate an extra lesson. At the end of the lesson, ask the students whether they enjoyed the activity, what was the most difficult part of the task, and which language structures and skills they practised while doing it.

B10.6 Speaking

How can our country develop? (SB pages 262–264)

With the class, read through the instructions to this activity, including the boxes and the different phases of this task, so that the class will know what is required. They have done similar discussions before, so they should be getting familiar with the technique. This time, the class will be split into several groups to all hold the same meeting simultaneously.

Revise the language mentioned in the boxes, if necessary by going back into the previous unit sections quoted. Then ask the students to individually reread their notes in B10.1 on development.

Now they are ready to form groups of four to five students, and brainstorm factors contributing to development. After about five minutes, ask the groups to feed back their ideas to the class. Ask each group to select one of the factors.

Allocate about 20 minutes for groups to discuss the contribution of their selected factor to development, and how it would help Ethiopia's development specifically, as well as to work on the mind map.

Students are to spend the rest of the lesson preparing for the meeting, by going over the points they need to defend, as well as rereading the Background, Agenda and Preparation sections. Finally, they are to regroup, as outlined in the Student's Book.

Start the meeting in the next lesson, and allocate the full lesson to groups role-playing the meeting according to the Agenda. This includes voting for the two priority factors and, afterwards, report-back sessions to the class. While they have their discussions, monitor the different groups and group members at work. Pay particular attention to whether they are using appropriate language for meetings, and following the conventions for turn taking and interrupting.

Optional activity: If there is time to plan in another lesson on this unit, you can start a group discussion. Write the following on the board:

What is better?

a) *To give a beggar some money, or giving him or her a meal?*

b) *To give clothes and money to AIDS orphans, or teaching them to read and write?*

c) *Handing funds to a needy community, or building them a well, school or hospital?*

In groups, get the students to discuss these questions. Allocate roughly 10 minutes per question. After each question, get the groups to report back to class. Then ask the groups to discuss how they personally can address poverty in Ethiopia, today, in the next five years, and as a working adult.

B10.7 Writing

An essay (SB page 264)

The students should prepare and write the essay independently, without your help. Tell them this work will be collected and assessed. Allocate one lesson for this task. The students need to read through the instructions to this activity on their own and then plan and write the essay following the steps outlined.
Monitor them at work and make sure they are working in silence. You might want to give them 10 minutes' warning before the end of the lesson, so they will know it's time to write the final version.
Assess this essay using the following assessment criteria:

- Does the essay include an adequate introduction giving the background and describing the present situation?
- Are the main points clearly presented, and has the student started each one on a new paragraph?
- Are there supporting arguments for each main point?
- Is there a conclusion, and does it adequately sum up

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the points made and contain a satisfactory concluding remark?
- Does the student argue his or her points convincingly?
- Are the language use, vocabulary, spelling and grammar adequate / not so adequate?
- Is the essay well presented?

B10.8 Assessment

Task 1 Speaking (SB page 265)

Write the following on the board:

Speaking assessment
Your teacher will give you some statements to discuss on the topic of this unit. Try to include the language you have practised on cause and effect and unreal conditionals, as well as the language of discussion.

Give the students a series of statements to discuss. This can be done in small groups (maximum four students to a group) or rotating pairs.

Put each topic on the board and let students get on with their discussion: do not help them in any way.

Allow a few minutes (maximum five minutes) for each topic and then rub it out and put another topic on the board.

Move around the class to listen in on the discussions. Assess individual students' speaking, using the following criteria:
- Is the student using appropriate turn-taking and interruption strategies?
- Is the student using the appropriate language of discussion?
- Is s/he using the language structures for cause and effect, and unreal conditionals?
- Does the discussion show that the student understands the concepts involved and has formed an opinion on them?
- Is the student successful in arguing his or her opinions?
- Does s/he have adequate vocabulary to talk about the issues involved?
- Does s/he speak fluently, without too much hesitation or repetition?
- Is the student's grammar adequate?
- Is the pronunciation adequate?

Suggested topics
a In many parts of the world, people still don't have enough food. Why?
b In what ways should Ethiopia copy South Korea?
c Can we afford to think about the environment?
d How can we persuade skilled people who have gone abroad to work to come back to Ethiopia?
e If you could ask the government of Ethiopia to do one thing, what would it be?
f What are the advantages and disadvantages of international aid?

Task 2 Writing (SB page 265)

Use the writing task in B10.7 for assessment purposes.

Unit 10 Answers

Part A

A10.1 Reading

4
a affluent
b per capita GDP
c emerging
d frontline
e self-reliant
f elite
g multinationals
h work force
i brain drain
j degradation

A10.2 Increase your word power

1, 2

Rich		Poor	
Adjective	**Noun**	**Adjective**	**Noun**
rich	richness / riches	poor	poverty
		badly off	–
affluent	affluence	deprived	deprivation
	–	destitute	destitution
moneyed	prosperity	hard-up	–
prosperous	wealth	impoverished	impoverishment
wealthy	–	penniless	pennilessness
well-off		poverty-stricken	–
		underprivileged	underprivilege

A10.3 Language focus

1 Possible answers
a while; **b** Then; **c** In spite of; Also **d** Another important fact is that …
2 Possible answers
a … An illustration of this is their dependence on aid.
b Whereas South Korea focused on manufacturing and exports, African countries have relied on income from agricultural production and have exported little.
c … In fact, it has become a major exporter.
d As far as education is concerned, South Korea has invested into education to ensure an educated workforce.
e Due to the fact that South Korea has focused on economic growth, it has developed from a poor nation to a well-off country.

A10.4 Speaking

1
1 what, hour, rhyme, honour
2 two, whole, answer, wrong, few
3 walking, song, gnat, foreign, sign, gnaw
4 knife, know, knee
5 whistle, fasten, listen, often
6 climb, debt, comb, thumb
7 psychology, receipt, pneumonia, psalm

3
island, hymn, iron, biscuit, muscle, calm, Wednesday, leopard, handsome, walk

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A10.5 Reading

2

Each day she milks the goat
She sells the milk to buy soap
She feeds and washes the children
She tethers the goat
She grazes the goat
She weeds the garden
She waters the seedling beans
She mends the thatch
She clears the barnyard
She pounds maize
She winnows chaff
She grinds millet
She lights the fire
She fetches water in the morning
She goes to fetch firewood with her axe
She goes to the fields to look for pumpkin leaves
She cooks

3 Because "her sons and their wives are gone south to dig gold" (they have gone to work in the gold mines in South Africa)

4 Five miles is about eight kilometres (8.5 km)

5 milk goat beans maize millet water pumpkin leaves

6

south
the fireside
the garden
the barnyard
the well
the forest
the fields
the well tree

7 a tether **b** graze **c** mend **d** pound, grind **e** chaff **f** winnowing **g** fetch **h** well **i** limping

Part B

B10.2 Listening

2

1. What is development about?
= *helping poor improve their lives.*
2. Does rich = developed?
– Resources in rich countries may not be distributed equally
– Resources in rich countries may not be used to provide free health and education
– May have poor environment
– Economic growth does not = human development & may come at a high cost.
3. The aim of development
– UN says human dev measured by life expec., adult literacy, access to ed, av income, freedom of choice
– ec growth a means, human dev the end
4. The Millenium Development Goals – 2000
– <poverty
– maternal health
– universal primary education
– HIV / Aids & malaria
– gender equalioty
– environmental sustainability
– <child mortality
– global development partnership
5. Agents of development =
– individuals
– governments
– governments of rich countries
– multinationals, e.g. World Bank
– NGOs
6. Sustainable development
– Development always ongoing
– Must be sustainable = meet today's needs and without creating problems for future development.

B10.3 Increase your word power

1

1 *un-*, *in-*, *dis-* can be added to many adjectives.
2 *in-* changes to *im-* before adjectives beginning with *m* or *p*.
3 *in-* changes to *ir-* before adjectives beginning with *r*.
4 *in-* changes to *il-* before adjectives beginning with *l*.

2

a disagree
b unavailable
c unco-operative
d undeveloped
e undivided
f uneconomic
g inefficient
h unemployment
i inequality
j unequipped
k inessential or non-essential
l unexpected
m unimportant
n disinformation or misinformation
o illiteracy
p immortality
q insignificant
r unsuccessful
s unsustainable
t untrained

4

1 Our forests are an **irreplaceable** resource which we must protect and preserve.
2 It is **unfortunate** that lack of funds means the new bridge project cannot go ahead.
3 Many people feel **uncomfortable** about giving personal information on the Internet.
4 Don't set goals which will be **impossible** to achieve as you will feel a sense of failure.
5 Even a small **dishonest** act will leave you with a sense of shame.
6 Many find the treatment for TB long and **inconvenient**, but it is essential that it is continued for the necessary number of months.
7 I'm afraid you have been **misinformed**: the lecture is tomorrow, not today.
8 Your story about seeing a ghost is highly **improbable**. I don't believe it.
9 Most of the volcanoes in East Africa are **inactive**.

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10 I can't understand the point you are making in this paragraph. It is illogical.

B10.5 Language focus

Cause and effect

1

a i) C ii) E **b** i) C ii) E **c** i) C ii) E
d i) E ii) C **e** i) E ii) C

2

Possible answers:

a Over irrigation leads to the depletion of acquifers.
b In South America there is a huge demand for grazing land. As a result, large areas of forest are lost every year.
c There has been population growth, climate change and mismanagement of resources in many parts of Africa; as a consequence, there is serious water shortage.
d Some oil-rich countries are underdeveloped because the financial gain has not been shared by the population as a whole.
e Water shortage in many places is due to overconsumption and waste.

3

Students' own answers, e.g. *Achieving the Millennium Development Goals would improve the lives of many millions of people because development is intended to benefit primarily the poor.*

Suggested further reading

Provide reading materials, both on the unit topic and for the Study Skills lesson on reading, in A10.6. See the Optional Activity in A10.6 for ideas on different reading materials and activities related to them. The students should have exposure to a variety of text types and be able to talk about the features of different text types. For example poems, articles and essays all make excellent materials for reading practice. Get the students to practise skimming texts, do silent reading and read out extracts to a partner, paying attention to fluency, expression, pronunciation and intonation.

For further reading materials on development in Ethiopia, look on the Internet, as well as in newspapers and journals.

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Unit 11 NGOs

Learning outcomes

By the end of Unit 11, students will be able to give information about the role of volunteers and NGOs and participate in a job interview

Learning competencies

Writing: Students interpret simple statistics and write a report.
Reading and writing: Read job advertisements and express their views.

Language focus

Grammar: Present perfect, past simple, past perfect, 1st conditional with if and unless, 2nd conditional, 'wh' questions, should / could have done
Vocabulary: NGOs / volunteering, applying for jobs, work (including phrasal verbs and verbs with dependent prepositions)
Social expressions: revision of giving advice, expressing regret and language of advantages and disadvantages

Background knowledge

This unit about NGOs critically looks at aid work in Ethiopia and elsewhere in the world. The students discuss valid and invalid reasons for wanting to do aid work and discuss the question, Do we need foreign aid workers? As part of the unit's work, the students study and participate in interviews. This work is linked to the unit topic: first the students listen to an interview with an aid worker and role-play back the interview. Later they apply for a job with an NGO and plan and role-play the interview for this job.

The unit therefore provides the students with important life skills; and the language activities give them confidence for and practice in performing these in English. Monitor the students at work and give advice when preparing for and performing and reviewing the interviews. Give tips on applying for work, and follow up with feedback.

You can supplement the unit's reading by bringing in further graphs and tables, and newspaper reports on the unit topic.

Part A

Objectives

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

Listening – listen to an interview, and take notes
Speaking – agree and disagree; hold a discussion; report research findings
Reading – skim and do other pre-reading activities; read a newspaper report and answer questions
Writing – write a paragraph comparing data presented in a table.

Materials and resources

Logos of NGOs working in your area.
Graphs of different types to show to the students: line graphs and bar graphs, pie graphs and tables.
Reports on natural disasters and relief work.
Lined and white A4 paper.
A recording of a song, a stereo to play the song, photocopies or printouts of the song's lyrics (optional).

A11.1 Introduction

NGOs (SB page 266)

For this lesson, bring in logos of NGOs working in your area. Put them up on the wall or pinboard.

1,2 In groups of four or five, the students discuss the questions on NGOs and the work they do, and on the NGOs whose logos are depicted, and their particular area of work. Get the class to report back on these. If they don't know one of the logos, get the students to research that NGO for homework. Ask them about any other NGOs they know about. Point to the logos of NGOs you have brought and ask whose logos they are and what these NGOs do.

3 The students write down the definition on their own, and then report back to the class. Agree on the best way to define NGO.

A11.2 Listening

Interview with the director of an NGO (SB page 267)

Ask the students to write down *Question 1, Question 2*, etc in their exercise books. Explain that this is a listening task and what they need to do.

1 Read the listening script once. While they listen, the students write down the questions in their exercise books.

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2 Read the text again and this time, the students write down the key supporting details in the answers.
3 Get the students to work in pairs to role-play the interview. One student role-plays the interviewer and the other the interviewee. Afterwards, they get to swap roles. Observe them at work. Afterwards, ask whether the notes were useful, and in what way. Ask whether the students remembered without their notes the second time round.

Listening text

Question 1: You work for an international NGO. Can you tell me which one that is?
I work for Médecins Sans Frontières, or MSF as it is usually called. In America it is called Doctors Without Borders. I work in their London office.

Question 2: What exactly does MSF do?
MSF works in two kinds of situation. Firstly, in emergencies, such as an earthquake or a war, MSF provides essential health care and runs hospitals and clinics, performs surgery, tackles epidemics, carries out vaccination campaigns, operates feeding centres for malnourished children and offers psychological support. We can also dig wells or dispense clean drinking water and distribute materials like blankets, plastic sheeting and other basic necessities. Secondly we have longer-term programmes, in which we treat patients with diseases such as TB and HIV / Aids.

Question 3: On what principles is MSF based?
Well, MSF is committed to independent humanitarian action guided by medical ethics and the principles of neutrality and impartiality. This means that MSF offers assistance to people based only on need and irrespective of race, religion, gender and with no links to any political belief or party. MSF does not take sides in armed conflict.

Question 4: Where does MSF work?
MSF is a worldwide movement with offices in 19 countries and an international coordination office in Geneva, Switzerland. It also has field offices in 65 countries where it has medical projects.

Question 5: What kind of people do you employ?
Currently 25,000 people are engaged by MSF as health professionals, which means doctors and nurses, then there are water and sanitation experts, logistics experts who plan the movement of supplies and staff to where they are needed, and in addition there are administrative staff, running our projects in approximately 65 countries around the world. This staff is made up of foreign experts and locally hired staff.

Question 6: How did MSF start?
*It **was set up** in 1971 by a group of French doctors. In the early days it **was** just a group of medical doctors who **travelled** to different parts of the world providing medical aid. Over time the organisation **has grown**, employing more people in the countries where it works. A big moment for us **was** in 1999, when in recognition of its "pioneering humanitarian work on several continents", MSF **was awarded** the Nobel Peace Prize.*

Question 7: What have you been doing in Ethiopia?
*We **have been working** in Ethiopia since 1984 in areas affected by malnutrition and epidemics, and areas of conflict. In addition we are working on long-term programmes to establish centres around the country for the treatment and prevention of conditions such as TB, kala azar, HIV / Aids, malaria and meningitis. In some places these centres **have been handed over** to the government and our work is done. That is the aim in the end, when the government has the capacity to do our work for us, we can leave.*

A11.3 Language focus

The present perfect (SB pages 267–268)

Ask questions like, How long have you been at this school? And when did you start Senior Secondary?, and get the students to respond adequately. Write the questions on the board, underline 'have' + 'been' and ask the students when we used this tense. Name the tense. Ask for further examples of the present perfect. Then underline 'did' + 'start' and ask whether this is also the present perfect. Get the students to distinguish between the two tenses and state when we use each. Elicit examples of each. In pairs, get the students to practise asking questions and giving answers using the structures in question.

1 Students remain in pairs to match the first part of the sentences, on the left, with the second sentence parts on the right. Then get them to compare their answers with another pair of students'.
2 The students work out the rules for present perfect and past simple on their own, completing the sentences in their exercise books. Afterwards, they report back to the class.
3 Students are to do this from memory and then refer to their notes in A11.2 to check their work.
4 Get the students to work in groups of three or four. Get them to independently read the rules to the game and then appoint a score keeper. Afterwards, they play the game. Monitor them at it, and make sure they play according to the rules. When they are done, they can be asked to think of further phrases to add to the box and extend the game to these.

A11.4 Speaking

Why do people want to work for an NGO? (SB page 269)

Get the class to imagine what it must be like being an aid worker, e.g. deciding to work in a foreign country, leaving friends and family behind, not being able to speak the local language, etc. There are benefits too, e.g. aid workers like their job because they like to help others less well off than themselves. They also like the adventure of getting to travel and finding out what it's like to live in another country.

With the class, read the introduction. Then divide the class into groups of up to six students and discuss the questions.

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1 Students who have talked to an aid worker or who know someone working for an NGO get to tell the others in their group about this person using questions 1a-c to guide them.
2 Working in the same groups as for activity 1, get the students to read through the statements and decide which show that the speaker is working in aid for the right reasons. They do this by discussing each statement and agreeing or disagreeing on whether it reflects the right aid worker attitude. Ask the students not to write in the text book, but to write down the letters for the statements they select as reflecting the right reasons. Afterwards, get the groups to report back to class. Ask the class, out of statements c, d, j and l, which in their opinion shows the best attitude towards the work they do. Ask students to justify their choice.
3, 4 Get the students to work individually on this activity. In their exercise books, they are to write the numbers 1–12 and next to the number, the letter of the statement given that ranking. Afterwards, get the students to compare their ranking with a partner's or their group's.
5 Start a class discussion on whether any of the statements reflect the students' expectations about their work one day. Ask what the students want out of their work, which of these expectations may be realistic, and whether the students want the work and lifestyle that aid workers have.

Note: You can let this discussion carry on for as long as students contribute new thoughts and ideas. This means it may run on into the next lesson. Make sure everyone participates. If students digress from the topic, ask leading questions to return the discussion to the topic and possibly to give the discussion a new angle.

A11.5 Increase your word power

Describing data – Showing comparisons

(SB pages 269–270)

Show the class a number of graphs of different types: line graphs and bar graphs, pie graphs and tables. With the class, discuss the differences between the different types of graphs. Elicit what types of information are best presented by which type of graph.

With the class, read the introduction in the box.

1 Get the students to work in twos to discuss graph 1 using questions 1-4 to guide their discussion.
2, 3 The students get to work individually. They are to read through the paragraph and write the missing words or phrases in their exercise books.

Afterwards, go through the answers with the class. Make sure the students have used *fewer*, not *less*, for sentence 6. Ask when we would use *less* rather than *fewer* (rule: use *less* for an uncountable noun and *fewer* for a plural countable noun), and elicit examples of both.
4 In pairs, the students are to look at the pie chart and discuss the information it shows. Then each student is to work individually on formulating four sentences, and write these in his or her exercise book. Mention that these should be comparative sentences. Afterwards, elicit some of their sentences from the class.

Optional activity: Ask students to think of their own average weekday and the time they normally spend on different activities. Once they have worked out the activities and percentage of time spent on each, ask them to draw a bar graph to present that information. Get students to exchange bar graphs with a partner and each make five sentences based on the information in their partner's graph. Ask them to make sentences that show comparisons between different data shown. Elicit examples of these sentences. Ask the students which type of visual presentation is better for showing this type of information: the bar graph or the pie chart?
5 Students are to work on their own to do this writing activity. Tell them you will be assessing this writing task.

Also tell them they need to start off their planning by finding out what the table is about and working out the most important information.

Like their planning, the students' reports will need to start with an introduction stating what the table is about.

Remind the students that the report cannot include all the information from the table, so only the most important statistics can be highlighted, e.g. the largest number of projects in a sector compared with the smallest, and comparisons made, e.g. between large and smaller budgets.

Remind the students to use comparatives when describing the information.

Collect the students' work and assess it using these assessment criteria:

- Does the paragraph open with a statement about the table's subject and purpose?
- Does it give concise information using appropriate language?
- Does it show the relationship between the most important data? And does it give only irrelevant information?
- Does the paragraph end with a conclusion about what the table tells us?
- Is the right language for making comparisons used?
- Are the language, vocabulary, punctuation and spelling adequate?
- Is the presentation neat?

A11.7 Speaking

Discussion – Do we need foreign aid workers?

(SB page 272)

With the class, read the box. Also read the instructions in 1–3 so the students know what is required of them.

Briefly review the language for talking about advantages

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and disadvantages. If necessary, refer the students back to A1.8.

1 Split the class into groups of up to six. Ask the students to discuss the advantages and disadvantages of having international aid workers live in the country, e.g. *Advantage: They bring their expertise. Disadvantage: Many don't train locals to take over after they leave.* The groups are to reach agreement on which of the arguments to include, and which of these are advantages and which, disadvantages.
2 Once they have decided which arguments to include in their presentation, get the group to teamwork on writing their arguments down in a table. They can do this by appointing one person to be the group's scribe and write the table in his or her exercise book or on a sheet of paper.
3 Ask groups to present their ideas to the class. One group member talks about advantages, the other about disadvantages. Afterwards, get the rest of the class to state which of the two outweighed the other, the advantages or the disadvantages, and get a class vote on whether it is a good thing to have international aid workers working in your area.
4 With the class, read through the instructions and get the class to brainstorm ways of researching this information. Set the research questions for homework. You can start off the lesson on A11.8 by getting students to report their research findings.

A11.8 Reading

Newspaper report (SB pages 273–275)

Before asking the students to read this newspaper report, ask questions about the genre, e.g. What kind of stories do newspaper reports cover?, What is the language used?, Do you think newspaper reports are always accurate?, Do you think they want to inform / persuade or both inform and persuade?, etc.

1 The Student's Book provides further pre-reading activities. Get the students to find Haiti on the map or globe. Talk about the Haiti earthquake, mentioned in the box. With the class, discuss what causes an earthquake and get the students to talk about the effects of earthquakes.
2 Get the students to skim the article. Give them a time limit for this, e.g. three minutes. Afterwards, ask the class whether the story is reported in chronological order. Get students to work on their own to make notes on Saida's story, but in chronological order. When they are done each student gets together with another three students. Get the students to re-tell Saida's story using their notes to help them. The other students in the group are to listen and afterwards add details that their group member has forgotten. Then they each take a turn re-telling Saida's story.

   In **2c**, the students work individually to choose the correct meaning of the words as used in the report on Saida. They can scan the text for the words if they are unsure. Get them to write the numbers 1–10 for the words in their exercise books and next to each number, to put the number of the corresponding definition. When they are done, they can compare answers with their group members'.
3 In groups, get the students to discuss the statements. Get the groups to report back to class on **3a** and **b**.

   Note: This discussion may need to run on into the next lesson. You can allocate extra time for this. Monitor the students' discussion and make sure the students do not digress from the discussion questions.

   Optional activity: Complement this lesson's reading with other, similar reports on relief work and cases like Saida's. Think of other natural disasters, such as floods, the Asian tsunami of 2004, droughts and drought relief. You can find information and reports on these and other natural disasters in newspapers online and in the library. Bring in a variety of reports for the students to read and compare, including 'case reports' like Saida's and more factual reports on the disasters, informing of the scale of the disaster, extent of the damage, and number of victims involved, etc. You can use this opportunity to talk about newspaper reporting and different ways of presenting information.

A11.9 Speaking

NGOs in our area (SB page 275)

With the class, study the Language box on the present continuous tense. Get the students to explain when we use present continuous.

1 In groups, get the students to report their research findings from A11.6, activity 4. Remind them to use the present continuous tense to report ongoing work by NGOs. Get the groups to appoint a scribe who is to copy down the table in his or her exercise book. Together, group members are to decide on which of the research findings should be included in the group's table.
2 Ask groups to report back to class, and compare their tables or lists.
3 Then ask the groups to take another look at their table and discuss which of the work listed is the most useful, and which is less useful. Afterwards, try to reach class consensus on the value of aid work in your area by asking groups to report back to class.

A11.10 Writing

A brochure about your NGO (SB page 276)

The students have done work with brochures before. Remind them of the work done in Units 3 and 5, and elicit the features of a brochure or information leaflet (see B3.8). With the class, read through the instructions for this writing task.

To start them thinking, ask the students to consider what aid work is needed in your area. Ask, What form do you think this work should take? For instance, should the aid be in the form of training, services, or goods delivery?

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In small groups or in pairs, get the students to decide on the kind of NGO the brochure is to be about (Phase 1), and plan it (Phase 2). While planning, ask every student to take notes for themselves, since they will each write their own brochure.

Tell the class that planning should include aspects such as:
- what the purpose of the brochure is (e.g. advertising to raise awareness / informing / asking for donations / all of these)
- items to include
- how to present the items and
- how to lay out the brochure

Once the students have finished their planning, they are ready to work on Phase 3. Ask the students to work individually on this. Hand out lined A4 paper and get the students to fold it and then start writing, using their notes to help them.
Students need to edit their work and make the necessary corrections before writing the final version on white A4 paper. Put the finished brochures on display, alongside the logos of NGOs which you brought in for A11.1.

A11.11 Study skills

Focus on listening (SB page 277)

1. Assess your progress with your listening goal

1 Get student pairs to work through this task independently.
2 Students work individually on setting a new listening goal for themselves. They have done this before and do not need instructions from you. Give them a time limit of about 4 minutes for this.

2. Strategies for improving your listening

1 In pairs, the students are to study the mind map and discuss the strategies shown in relation to their own strategies. Ask them to come up with any other strategies they already employ or with ones they think may be useful.
2 Students work on their own to make their own mind map on effective listening strategies. Ask the students to make their mind maps in their exercise books.
Optional activities: Get the students to practise one of the skills suggested in the mind map. Tell the class you will be playing them a song and they are to listen to the lyrics. After playing them the song, ask what the song was about, and get students to give their opinion about the lyrics. Play the song again. Afterwards, hand them the photocopied lyrics. Get students to read out and talk about the lyrics. Alternatively, you could ask the students to research the lyrics themselves on the Internet.

Part B

Objectives

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

Listening – do a pre-listening sequencing activity; listen to an interview and follow up with post-listening sequencing
Speaking – brainstorm; role-play an interview
Reading – read job advertisements and take notes
Writing – write interview questions; write the main paragraph in a letter of application

B11.1 Listening

A day in the life of an aid worker (SB pages 278–279)

1 Get the students to do this pre-listening activity in pairs. They are each to copy the table into their exercise books. Then between them the students are to agree on the probable sequence of described activities. Each student is to write down the probable order in which the activities are performed in their table.
2 When they are done, read the listening text at normal speed. Get the students to sequence the activities in their actual order in the right column of the table. Find out how many students got the order right in their prediction.
3 Get the students to write the details in their exercise books.
4 In pairs, the students are to discuss what they think about the aid worker's work and working day. Get them to also discuss this work in relation to their own ideas of the kind of work they want to do.

Listening text

My name is Rhoda and I'm an American water engineer. ***I've been working in SNNP for more than a year on some community-based water projects.***

Most of my time is here in the field and then sometimes I have to go to Addis. However, yesterday I was here at my post. ***I woke up at the normal time, which is 5 o'clock, and made a cup of tea*** *and then spent the next hour catching up on emails from my family and friends in the USA.* ***I was in the office by 7.00, and my assistant Habtu was already there. His daughter Saba had come in with him as she wanted to look for something on the Internet.*** *By 8.00 I was out of the office and on the road. The village I was going to wasn't far away, about 10 km but because of the state of the road it takes about an hour to get there. I spent the rest of the morning inspecting a well and a small scale irrigation project which the community is building.* ***I've been coming here regularly for the past few months. The villagers have done all the work themselves.*** *I just take look at what they've done, take measurements and make suggestions. It's looking good though and it should help the village to extend their growing season. Anyway, I got back to the office about*

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1 o'clock. Lunchtime! So I went home and I had a nap for about an hour, then went back to work. In the afternoon I started my quarterly report for the Ministry. Writing reports is the worst part of the job for me! But luckily just as I was trying to find the documents I needed I was interrupted! This happens a lot and it means that I often have to catch up with my work in the evenings at home. Yesterday, one of the most important community leaders in the area came in to see me and so I stopped and made coffee for him. He drops in from time to time to talk about water projects and everything else! But I enjoy our conversations and it's an important part of the job.

I left the office about 5.30 and after a quick shower and change of clothes I went straight out to a party given by an aid worker who lives nearby. I knew everyone there and it was great to listen to music, talk, have a drink and some food. I ***didn't get home and go to bed until midnight****, which is too late for a week night. And here I am again today!*

B11.2 Language focus

Revision – Verbs in the past (SB page 279)

With the class, do a brief revision of the verbs in the past (see information box). Refer them to relevant sections of past units if necessary.

1 Get the students to work individually on this. Ask them to write the full sentences in their exercise books.
2 In pairs, the students recount the events in the aid worker's day using different past tense forms.
3 They apply their learning from activities 1 and 2 to their own day. Get them to plan what they will talk about, and write down a few key words into their exercise books. Then get the students to talk about their own day to their partner, using the various tenses and verb forms.

B11.3 Increase your word power

Phrasal verbs connected with work (SB pages 279–280)

1 Ask the students to read the dialogue in parts, Student A of each pair reading A, and Student B reading B.
2 Working individually, the students identify all the phrasal verbs in the dialogue and write them down in their exercise books. Next to the phrasal verbs they write the matching synonyms in **a** and write 'no direct object', 'inseparable' or 'separable' in **b**.
3 The students in pairs pick four of the phrasal verbs and write a question for each. Then they get together with other students in the class to play the game as per instructions.

B11.4 Speaking

Pronunciation – Minimal pairs (SB page 281)

Ask the students to look at the list in activity 1. Tell the students you will be reading out a list of words. With each word, the students are to choose which word in each pair you are reading, and then write this word in their exercise books.

1 Read out this list of words. Pause between each one for one to two seconds. Read each word once only.

   fill, suit, firm, litter, pull, let, hurt, pain

   Afterwards, go through the answers with the class.
2 Students are to try to do this activity on their own. They needn't write the answers, but they should try to remember their answers. Then go through the correct matches with the class.
3 Read the minimal pairs in activity 1 to the class and get the class to repeat the words after you after each pair.
4 In pairs, the students get to test each other's pronunciation, listening and spelling.
5 It is up to you whether you ask the students to do this orally or in writing. Alternatively, ask the student pairs to do this exercise orally, and then get students to individually write another sentence for homework.

B11.5 Reading

Job advertisements (SB pages 281–282)

1 Ask students to work on their own to read the job advertisements and think about where they would find advertisements like these. Ask them to compare their thoughts on this question with their partner's.
2 Students are to copy the table into their exercise books and complete it. Afterwards, they compare their table entries with their partner's.

B11.6 Increase your word power

Skills and personal qualities (SB page 282)

1 Ask the students to work in pairs. Get them to read through the instructions and discuss which of the words in the box describe a quality or skill that is required for the different jobs advertised in B11.5. Once they have decided, get the students to write three lists of qualities / skills required for the three different jobs into their exercise books.
2 The students get together with another pair and compare lists.
3 Ask the two student pairs to work as a group, discussing which of the advertised jobs they would like to have. Remind the students to justify their choice.

B11.7 Speaking

Interview skills (SB pages 282–283)

1 In this speaking activity, the students are to work in the same groups as for B11.6. Half the groups in the class are to brainstorm 'What to do at a job interview' and the other half are to brainstorm 'What not to do at a job interview'. Both are to formulate their ideas as suggestions and in conditional sentences.

   With the class, read through the Language box and refer the students back to previous units on these language structures. Then tell each group which of the

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topics they are to brainstorm. Suggest to the class that each group appoint a scribe to take notes and make a list of points to do / not to do. Allocate five to eight minutes for this activity.

2 Ask the groups to team up with another group who have brainstormed the other topic. Ask the combined groups to list their points to each other and make a mindmap of what to do and what not to do at interviews.

3 After they have finished mindmapping, the combined groups present their ideas to the class using the mindmap. They can decide to give this as a combined presentation or to ask one student to present their ideas to the class. Comment on the ideas presented. If there are any important skills the students haven't thought of, suggest them.

B11.8 Writing

Interview questions (SB page 283)

1 Tell the class that all these activities are in preparation for an interview they will be role-playing. For this, they need to agree on which one of the three jobs, in B11.5, to choose. Once the class have chosen Job A, B or C, ask each student to team up with a partner.

2 Ask the student pairs to look at the list of questions and discuss for each question which question type it is. Refer students back to A6.4 if needed.

3 Now the student pairs are to brainstorm questions for the job interview. The list in activity 2 should start them off. Get the students to write down their questions in their exercise books. Ask them to try to include different types of questions.

B11.9 Speaking

Pronunciation – The intonation of questions (SB page 284)

With the class, read the instructions. Demonstrate to the class how a question can sound different depending on the intonation.

1 Working with the same partner as previously, ask students to practise reading the questions in **1 a–g** using the intonation as shown. They are to take it in turns to read out the questions and comment on their partner's pronunciation.

2 Afterwards, the students practise reading out their own questions which they wrote in B11.8.

B11.10 Speaking

Role-play – job interview (SB pages 284–285)

Tell the students what is required of them, or read the instructions with the class, including the two boxes outlining the candidate's and interviewer's instructions. Clarify any points if needed.

1 Ask the students to find a new partner to work with. This means they do not know exactly which questions will be asked, so the role-play is more real than it would be if students were to work with the same partner as in B11.8. Once the partners have decided which of them plays which role, the students get 10 minutes to prepare for the interview. Get them to face each other as if in a real interview, and to start the role-play when you tell them to.

Note: The idea is for all student pairs to start their interviews simultaneously. This gives you an opportunity to monitor and assess a few students. It also makes it easier to time the activity. Get students to start when you tell them to, and tell them you will let them know when five minutes have passed. They may carry on after that, but at 10 minutes you will tell them to stop the interview.

2 After the interview, the student pairs get to critically review their interviews. Get students to review their own as well as their partner's part using the questions in activity 2, and the language structures in the Useful Language box.

Note: This review process is important. Not only do the students learn from it for the second round of interviews (in activity 3) but it will be useful for any future interview. Others' feedback on how one comes across, how persuasive one is, how well one answers questions, etc often gives a new perspective of oneself and reveals areas for improvement.

3 Get the students to find yet another partner and repeat the interview but playing the opposite role to the one they played in activity 2.

Assess individual students' speaking using the following assessment criteria:

- How well has the student prepared for the interview?
- Are the questions well formulated?
- Does the student listen to and understand the questions asked and respond appropriately?
- Is the student giving useful information about him/herself or about the job? Does s/he give enough information? In the case of the candidate, is s/he 'selling' her/himself? In the case of the interviewer, does s/he appear in charge of the interview and respond adequately to each of the candidate's answers?
- In the candidate's case, has the student remembered to ask questions about the work, salary, etc?
- Is the student able to adapt to the interview situation even if some of the questions / responses are unexpected?
- How confident is s/he in speaking English?
- Does s/he use the right intonation for asking questions?
- Are the language use and grammar adequate?
- If you were the interviewer, would you want to employ the candidate? If you were the candidate, would you want to work for this employer?

B11.11 Study skills

Focus on grammar (SB pages 285–286)

1. How do you feel about grammar?

1 Students are to work on their own. They are to read through the seven statements and decide which

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ones are true for them and which ones aren't. In their exercise books, they are to write the statement number and next to the number, A (for 'agree') or D (for 'disagree').

2 In groups, get them to compare their answers and justify their choices.

2. How different is English grammar from your mother tongue?

Note: For activities 2-4, get the student groups to work independently. This means they read the instructions on their own, run the discussions on their own and continue to the next activity once they have finished with the previous one.

Here, the student groups discuss the differences between the grammar of their own mother tongue (MT) and that of English using the descriptions in **2a–f** for guidance.

3. Are grammar mistakes important?

Still working in groups, the students discuss the importance of grammar mistakes in written and spoken English. This includes reading through sentences 1-9 and discussing which of these have bad mistakes, and which do not, and discussing the question in 3b.

4. What are your strengths and weaknesses?

Within the group, students individually brainstorm aspects of English grammar they find difficult. They write these down in a list or a mindmap.

Then they compare their lists with those of others in the group.

5. Set a grammar goal

Working on their own, the students now set themselves a grammar goal for the next week, to address one of the areas of weakness they identified during activity 4. Get the students to write their grammar goal in their exercise books.

B11.12 Assessment

Task 1 Writing (SB page 286)

Write this instruction on the board:

Choose one of the three job advertisements in B11.5.

Write a paragraph about why you would be suitable for this job. You can include some information about yourself which is not true.

Ask the students to imagine this was the main part of their letter of application for the job. They are to make sure they know all the requirements for the job and state how they meet these requirements. Remind the students of the vocabulary they learnt in B11.6, used to describe skills and personal qualities.

Also remind the students they need to 'sell themselves' and try to persuade the employer that they are suitable for the job, because otherwise they won't even be asked for an interview.

Set a limit to how long their paragraph may be, e.g. no more than 15-20 lines.

Tell the students to write *Job A, Job B* or *Job C* at the top.

Also tell them this is an assessed task. They are to work in silence; and they are to work on a draft first, before editing and rewriting their paragraph in neat. They can write both the draft and the neat version in their exercise books.

Use the following assessment criteria for assessing this task:

- How well does the student respond to the advertisement?
- Does the letter show how the candidate can meet all the listed requirements?
- Has the student used appropriate vocabulary to describe his or her skills and personal qualities?
- Is the writing appropriately formal?
- Is the writing persuasive and does the candidate come across as someone you would want to employ? Does the candidate come across as the right person for the job applied for?
- Has the student included information that might make this application stand out from among others?
- Has s/he avoided including irrelevant information?
- Are the language use, grammar, spelling and punctuation adequate?
- Is the writing well presented?

Task 2 Reading and writing (SB page 286)

Use activity 5 of A11.5 for the second assessment task.

Unit 11 Answers

Part A

A11.1 Speaking

1 Non-governmental organisation

2 **a** Care International, United Nations, Oxfam, UNICEF, WFP.

b UNICEF (UNICEF stands for the United Nations Children's Fund. UNICEF is an Intergovernmental Organisation (IGO). UNICEF UK receives no money from the UN budget and relies entirely on voluntary donations.) and WFP are part of the UN. The others are NGOs.

c Students are to research this information.

d Students' own answers.

3 An NGO is an independent organisation which is given money by governments or the public to do a particular kind of work for the benefit of certain groups in the population.

A11.2 Listening

2 See listening script

A11.3 Language focus

1 **a** I have been in Axum since 2005.

b I stayed in Axum for two months.

c We moved here six years ago.

d We have lived here for six years.

e My sister was born in March.

f I haven't eaten this morning.

g I didn't eat last night.

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2

a ***For* + period of time** (such as *two months*) can be used with both past simple and present perfect.

b ***Since* + point of time** (such as *2005*) can be used only with the present perfect.

c **Period of time + *ago*** can only be used with the past simple.

d ***In* + point of time** can only be used with past simple (or present or future).

e **A point of time in the past** (such as *last night* or *yesterday*) can only be used with the past simple.

f **A point of time which has not yet finished** (such as *today* or *this morning*) is generally used with the present perfect.

3

See the **bold** text in the listening script.

A11.5 Increase your word power

2

Western Europe and North America; sub-Saharan Africa; Western Europe and North America; Latin America; Asia

3

1 greatest / biggest / largest; **2** biggest; **3** less; **4** smallest; **5** More; **6** Fewer

4

Students' own sentences, e.g.

The studens spent twice as much time on household and family duties than on time with friends.

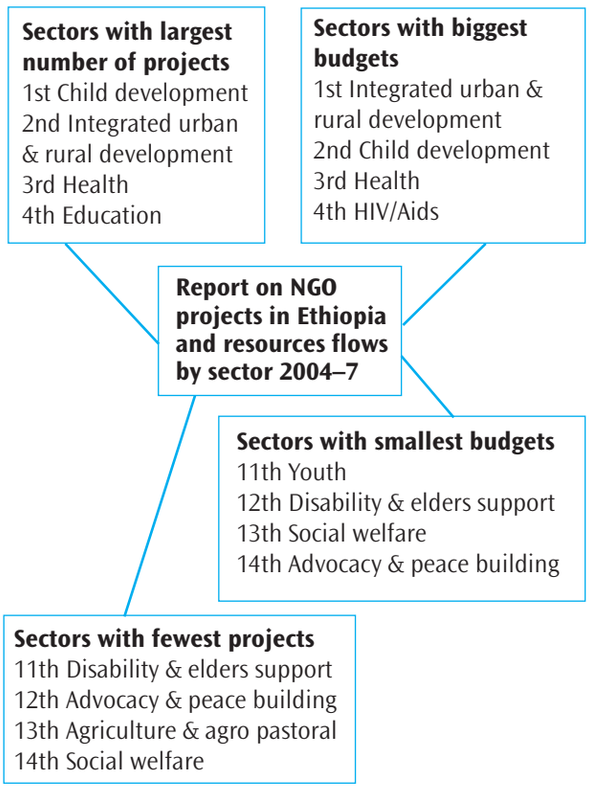
5

Students' own paragraphs.

A11.6 Writing: A report on some data

2

4 A mind map can be useful for selecting and organising points to include in an essay or report. It is also useful for showing the relationships between words in a topic group. Students should look back and see how mind maps have been used in this book.



A11.7 Reading

2c

1 – ii; 2 – ii; 3 – ii; 4 – i; 5 – i; 6 – ii; 7 – i; 8 – ii; 9 – i; 10 - i

Part B

B11.1 Listening

1 Students' own answers

2

1=e 2=k 3=c 4=g 5=j 6=n 7=a 8=l 9=d 10=m 11=h 12=b 13=i 14=f

3 Rhoda, American, water engineer, SNNPR

B11.2 Language focus

a 've been working
b woke up / made
c was / was / had come in / wanted
d I've been coming / have done
e went / had / was trying /needed / was interrupted!
f came in / stopped / made
g didn't get / go

B11.3 Increase your word power

A: Hi! The last time we spoke you had just **filled in** an application form for a job. What job were you **applying for**?

B: It was a job at an NGO, and yes, I was **called for** interview and I got it!

A: Wonderful! How are you **getting on**?

B: Well, I'm **settling** in now thanks. But I **got off** to a bad start.

A: Really? Why was that?

B: On my first day the director told me I had to **fill in for** a member of staff who was on sick leave. So I was left to **get on with** a job I knew nothing about!

A: How did you manage?

B: The girl at the desk next to mine was very helpful and some how I **got through** the day. I was **tired out** when I got home. Well, that **carried on** for a week. By Friday I was **burned out** and ready to **hand in** my notice. It was too much and the pay isn't very good.

A: So what changed your mind?

B: Well, the next week, things **slowed down** a bit and I was able to **get down to** my proper job. The boss said he was impressed with me and he **let me off** early that day. Since then it's been fine.

A: I hope it continues to go well for you.

2

a

1 apply for – to make a request for
2 burn out – become over tired
3 call for – asked to come to
4 carry on – continue
5 fill in – complete
6 fill in for – replace
7 get down to – start
8 get off to – begin
9 get on – be successful
10 get on with – continue to do

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11 get through – reach the end of something difficult or unpleasant
12 hand in – submit
13 let off – release
14 settle in – get used to
15 slow down – reduce in speed
16 tire out – exhaust

b

Note: this is how these phrasal verbs are used in this dialogue: they may behave differently in other contexts.

apply for – inseparable
burn out – doesn't take a direct object
call for – inseparable
carry on – doesn't take a direct object
fill in – separable
fill in for – inseparable
get down to -– inseparable
get off to – inseparable
get on – doesn't take a direct object
get on with – inseparable
get through – inseparable
hand in – separable
let off – separable
settle in – doesn't take a direct object
slow down – doesn't take a direct object
tire out – separable

B11.4 Pronunciation: Minimal pairs

2

Group 1: /ɪ/ /i:/ fill, feel litter, litre
Group 2: /eɪ/ /e/ pain, pen late, let
Group 3: /ɑ:/ /ɜ:/ heart, hurt farm, firm
Group 4: /ʊ/ /u:/ soot, suit pull, pool

B11.5 Reading

2

a Information (or Wh-) question
b Tag questions (there is a 'tag' at the end of it)
c Yes / no question (the answer is yes or no)
d Indirect question (very polite)
e Negative question
f An instruction (not really a question)
g Statement question (it doesn't look like a question)

Suggested further reading

You can supplement this unit's reading by bringing in further graphs and tables, and newspaper reports on the unit topic (look in newspapers, on the Internet, in journals and in Geography and Maths textbooks, for example). Students are to research further information on NGOs and their work. Both the Internet and NGO brochures contain relevant information.

Also get the students to read other reports on natural disasters in newspapers (online and local) and in books from the library. Encourage students to bring in newspapers and allocate a period to newspaper reading and a general discussion of newspaper reporting.

Finally, let the students read newspaper ads for jobs in the Careers section of the Classified Ads.

	Job A	**Job B**	**Job C**
Type of organisation	Small UN agency	Small NGO	National NGO
Job title	Assistant supply officer	Office administrator	Field officer
Responsibilities	Supervise arrival and dispatch of goods; place orders with suppliers	Manage office	Gather information, assess needs in area, co-ordinate community projects, liaise, responsible for office organisation
Skills required	Computer skills, accounts	Computer skills, secondary ed., excellent English & Amharic	Computer skills, driving licence, secondary ed.
Location of job	Addis Ababa	Harar	Addis Ababa

B11.9 Pronunciation

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Unit 12 Technological advances

Learning outcomes

By the end of Unit 12, students will be able to identify and discuss issues relating to technology and space travel.

Learning competencies

Listening and Speaking: Students listen to a news report and relate what they have heard to their own lives.
Speaking: Students ask for opinions, express their own opinion and support / justify it.

Language focus

Grammar: 'who' questions in the passive and active, modals in the past and present
Vocabulary: space travel, words that Ethiopians find difficult, science and technology, word building
Social expressions: revision of giving opinions, illustrating a point, agreeing and disagreeing, expressing possibility, certainty and uncertainty

Background knowledge

The Unit, titled 'Technological advances', starts with students brainstorming gadgets and writing definitions of them. They then define *technology* and decide on and rank the world's top ten inventions.

The unit contains activities involving a variety of skills, from listening to a text on the early history of space exploration and discussing whether space exploration is useful, to doing research on the importance of space travel for advances in technology, and reporting back to the class. Students get to practise using various expressions and language structures, e.g. the future tense and expressions of speculation when talking about the future of technology, expressions for advantage and disadvantage, and different ways to express opinion. They listen to and read different texts including a magazine article, and employ a variety of skills to approach listening and reading materials, such as surveying, prediction, etc. They analyse and summarise an opinion piece and write one themselves.

As with other units, provide a learning environment that encourages discussion and expression of opinions. Encourage increasing independence on the part of the students, by letting them read through and follow complex instructions without direction from you, and by encouraging independence of thought, through discussion and exposure to a wide range of texts and opinions that students need to take a stand on.
The topic can be supported by supplementary pictorial and reading materials: expose them to other opinion pieces, show photographs of space travel and interesting gadgets.

Part A

Objectives

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

Listening – do a pre-listening activity, listen to a text and fill in a table
Speaking – decide on and rank the world's greatest invention; discuss the value of space travel

Materials and resources

A12.1: pictures and illustrations of technological items and gadgets, and some of these items themselves
A12.3: pictures and books of space travel (optional)

A12.1 Introduction

Gadgets (SB pages 287–288)

By the end of this unit, students will be able to define technology and talk about some of its products. They will have voted the top ten inventions of the world and invented a gadget. They will have read and analysed an opinion piece and written an opinion essay.

They will have listened to the start of space travel and discussed the proposition that Ethiopia should start its own space programme.

They will be able to identify various ways of expressing opinion, and express their own opinion and justify it.

In Study Skills, they will have reviewed their progress and discussed the value of the year's Study Skills programme.

Bring in pictures and illustrations of technological items and gadgets or, better still, some of these items themselves. The pictorial material can be put up on the wall for this unit.

Show the pictures and items to the class and ask them what the items are, what they do, and what the students think this lesson is about. Ask for further examples of gadgets and what they do.

Optional activity: You could give the students some definitions of gadgets and ask the class to guess what the gadgets are, e.g. *a gadget that is used to find your position on a map* (GPS, or global positioning system); *an electronic visual display device on a computer* (computer screen or monitor); *a device on a vehicle like a car, that measures the speed of the vehicle as it travels* (speedometer).

1 Tell the students to work on their own. They can decide whether they first want to look at the definitions and guess what the gadgets are (this makes it easier to find the words in the word search) or whether they do the word search first and then match the items they have

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found to the words. Tell the class that the student who first finds and matches all eight gadgets wins. Afterwards check that the students got all eight gadgets and the matching right.

2 In pairs, the students think of four gadgets and write definitions for them in their exercise books.

3 Let groups do this as a speaking activity. They take turns in challenging each other with their definitions. Afterwards, ask each pair to read out their best definition to the class and let the class guess which gadget is meant. Write some of the best, or more unusual, gadgets on the board.

4 Get the students to work individually on doing the mind map. Afterwards, they can compare mind maps with their partner.

Optional activity: Ask the class to look at your list on the board and ask which of the gadgets listed would be used 'anywhere' in the mind map. Ask for any other items they could think of for that part of their mind map. Now ask the students to take another look at the list on the board and decide which of the gadgets listed is the most useful gadget of them all. In the same groups they formed for activity 3, get the students to discuss which item is the most useful gadget and give reasons for their choice.

A12.2 Speaking

The world's greatest inventions (SB pages 288–289)

Get the students to recall what they talked about in A12.1 and which gadget they voted as the most useful. Tell the class that these gadgets are all examples of technology, and ask the students in groups to discuss a definition of *technology* (the use of materials and resources to help us control our surroundings, make our lives easier and help us do something. The term *technology* is now often used to mean science applied to industry, but in fact technology is a much wider field. Technology includes very simple tools, like a branch with bits taken off and used as a walking stick; manufacture of fabric and clothes; the making of instruments out of pieces of wood and animal gut; turning clay into pots and mugs; using fire to melt sand and turn it into glass bottles, etc.). Ask the groups to report back to the class and get the class to agree on a definition. Then tell the class this unit is on advances in technology.

With the class, study the boxes and revise the expressions and language structures listed, if necessary by asking the students to look at the cited activities in previous units. Give examples yourself, e.g. *In my opinion, the syringe is more useful than the cellphone. To give you an idea of its importance, it has saved many millions of lives through its use in vaccination against dangerous diseases.*, and then elicit sample sentences for each of the structures and expressions.

1 Get the class to work in groups of four or five. Ask the groups to copy the table into their exercise books and then brainstorm the world's ten greatest inventions. Groups are to agree on the ten inventions they want to put and enter them in the left column of the table.

2, 3 Have a feedback session with the class, during which, groups read out their inventions. Write the inventions named on the board and get the class to choose the top ten out of this list. Ask the students to work individually to rank these ten in order of importance, and then enter them in the right column.

Optional activity: Get the students to play a game. Divide the class into two or three big groups. Ask the students of each group to sit in a circle facing each other or in such a way as to see and hear everyone in their group.

Appoint a Student 1, who gets to start the game, by naming a category of inventions, e.g. 'inventions to do with scientific research'. Now it's the turn of Student 2, the student sitting on the left of Student 1. He or she has to give an example to match the category, say, 'Bunsen burner'. The student on the left of Student 2 then follows with another example, e.g. 'microscope'. Student 4, to the left of Student 3, offers, 'scalpel?', etc. The category ' inventions to do with scientific research' is exhausted when a student in the circle is unable to give an example. He or she then proposes the next category, e.g. inventions that help in food preparation. The game goes on, with the student on the left of him or her saying, e.g., 'oven glove'. The point of the game is to name as many technological inventions as possible, and categorise them. Students are not to repeat items or categories, and they are not to hesitate; in other words, they need to think quickly. At the end of the game, ask groups which was their best category with the most examples, which was their most important invention mentioned, and which was the oddest or most obscure invention.

A12.3 Listening

Breakthroughs in space exploration (SB pages 289–290)

1 As a pre-listening exercise, get the students to work in pairs to look at the pictures and talk about them.

2 Ask the students to copy the table into their exercise books. You will read them the listening text. They are to listen and make notes in the table. Read the text twice, the second time in order to let students check their notes. Then ask the students to compare their notes with a partner. Talk about the events described in the listening text and invite students to comment. Ask them whether they agree that the start of space exploration was 'perhaps the greatest achievement of the 20th century', and discuss this briefly. If you have brought in any other pictures and books of space travel show them or pass them around.

Listening script

Perhaps the greatest human achievement in the 20th century was the beginning of space exploration. It began after the Second World War as a competition: the Space Race between the USA and the Soviet Union, or Russia. The Russians won the first two victories. They sent the first man-made craft into space with the successful launch of Sputnik in 1957, a radio satellite which spent

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three months orbiting the Earth. Then in 1969 the Russians put the first man in space with the launch of Vostok 1 manned by Yuri Gagarin.

In 1969 the USA scored a great victory over the Russians when Neil Armstrong became the first man to walk on the moon during the Apollo 11 mission. The Russians to this day have not put a man on the moon. The Apollo moon missions continued until 1974.

During the 1970s the Americans also constructed a laboratory in space. Sky lab was visited by three teams of astronauts who stayed in space for weeks at a time doing experiments and at the same time testing the long-term effects of weightlessness.

The Russians built their own space lab, Mir, in 1986, which did similar work and is noteworthy as it was the place where they worked together with the Americans, rather than in competition. It was replaced by the International Space Station which is expected to remain in operation until 2015. This is truly international, with scientists from several different countries working there for long periods of months, even years at a time.

In the mid-1970s the Americans began to develop the Space Shuttle. This is a spacecraft with wings which allow it to return to Earth. The Shuttle carries six to eight astronauts and has been used to build, and then carry scientists to and from, the space labs.

There have been other unmanned space flights to other planets in the solar system. For example, there have been several missions to Mars, our nearest neighbour. Pathfinder explored the surface in 1997 and Odyssey in 2004 brought back samples of rock which showed that many years ago the planet had the right conditions to support life.

China became the third country to put men in space with the Shenzhou programme. In 2003 Yang Liwei orbited the Earth in Shenzhou 5. In 2005 Shenzhou 6 carried two men in space for five days. Then in 2008, a Chinese astronaut walked in space during the Shenzhou 7 mission.

A12.4 Increase your word power

Space (SB pages 290–291)

Students are to work on their own to copy the mind map into their exercise books and complete it, both with words from the box and with words of their own. Encourage them to use the dictionary to look up words they don't know. Afterwards, copy the mind map on the board and complete it with the class prompting.

A12.5 Speaking

Discussion – Is space exploration useful? (SB page 291)

1 Get the students to team up with a partner. They are to read statements 1a–g and discuss each, agreeing or disagreeing with each and justifying their opinion. While they work, monitor their discussions. Allocate no more than 20 minutes for this part of the discussion.
2 Spend the remainder of the lesson and the first few minutes of the next lesson on a class discussion on each of these statements. Students need to justify and defend their opinions, supporting them with convincing arguments.

Optional activity: Ask the students to research space travel and its importance for the advance of technology on the Internet, and report back to class.

A12.6 Study skills

Focus on grammar (SB pages 291–292)

Remind the students of the grammar goal they set themselves in Unit 11.

1 Working in pairs, they are to review that goal and their progress made in grammar since setting the goal. Ask them to discuss with their partner the questions under **1c** and their agreement or disagreement with them in terms of their own work.
2 The students now work individually to set themselves a new grammar goal. They write the goal into their exercise books. Afterwards, discuss with the class why they should be setting themselves goals in Study skills, and whether these are helping them improve.
3 Get students to study the mind map in pairs and discuss the strategies basing their discussion on the questions. Ask them to come up with and discuss any other strategies they think might be useful or they are already employing and find useful.
4 In their exercise books, get the students to make their own mind map of useful strategies for improving their grammar.

Part B

Objectives

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

Listening – listen to a text and write notes in a table
Speaking – review and discuss the value of the Study Skills programme; in a team, plan and present a gadget; discuss a proposition
Reading – predict what a text will be about, and read a magazine article
Writing – write a summary; write an opinion essay

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Materials and resources

- Lined paper (optional).
- Magazines, preferably different types of magazines (optional); samples of other opinion pieces (optional).
- Paper, pens, pencils, ruler.

B12.1 Study skills

Overview of the year (SB pages 293–294)

This being the last unit of the course, and the end of the school year, students get to review their English learning this year, starting with their very first Study Skills lesson in the course. In A2.16, they examined why they are learning English and what the language is useful for, identified areas and situations in which the language is required, and set themselves goals for their English learning. Here, they are asked to assess their progress in English over the year, and whether they feel the same way now about each language area as they did then.

1 Get the students to choose a partner to work with and assess their language skills as per instructions.
2 Ask the students to recall this work by going back to B2.9 and refreshing their memory. Working with the same partner, get them to discuss any changes in their study habits since the beginning of the year.
3 In pairs, students look at the table and discuss how to complete it.
Students work on their own to review the cited study skills lessons and past language targets they set. Ask them to copy the table into their exercise books, and complete it.
Now the partners compare their tables and discuss specific tips or strategies they have found particularly useful.
4 This should be seen as a review and feedback session on the Study Skills programme and its significance to the students' learning. Student pairs discuss the value of the programme using questions 4a–d to guide their discussion.
Afterwards, they make notes on their personal views. Ask the students whether they want to share and discuss any of their views on the programme.

B12.2 Language focus

Speculating about the future (SB pages 294–295)

1 Get the students to work in pairs. They are to read the dialogue in parts.
2–4 Ask students to read the table on their own and to find the expressions and structures in the dialogue. Then ask them to copy the table into their exercise books and complete it with expressions from the boxes in activities 3 and 4.
5 Ask the students to write the sentences in their exercise books and complete them. Afterwards, they are to compare their answers with their partner's.
6 Students work on their own to complete these sentences and write them in their exercise books. Then get them to share their ideas with their partner.

Optional activity: Write the following on the board:
I'm quite certain that they will find a cure for HIV / Aids in the next 20 years and there will be no more suffering.

Ask the students to discuss this speculative statement in pairs along the lines of the dialogue in activity 1. Remind them to use the language structures and expressions learnt in this lesson. Tell them they have five minutes for their dialogue. While they talk, monitor their work, making sure they are using the appropriate structures and expressions.

Now wipe the statement off the board, and write down:
Do you think English will soon become the world language and replace all other languages?

The student pairs get another five minutes to respond to this question, using the same language structures and expressions as above.

B12.3 Speaking

The future of technology (SB page 295)

The optional activity suggested for B12.2 is here extended to the future of technology. In this section, ask students to form groups of four or six students, by joining up with another pair or two pairs.

1 Get them to discuss the predictions about the future of technology using the language structures and expressions discussed. Monitor them at work, as in the Optional activity.
2, 3 Now the groups of students get to make other predictions about the future of technology. Ask them to write these down in a list (hand out some paper for this purpose), and present them to the rest of the class at the end of the session.

B12.4 Reading

A magazine article (SB pages 295–297)

Tell the students they will be reading a magazine article. Show the class the magazines you have brought to the classroom, page through them and point out the type and number of pictures included, the advertisements and how many pages of ads there are, and design and layout features. Talk about magazines, different types of magazines, their readership, and the type of information the students might expect to find in a magazine. Ask, on a scale of 1–5 (where 1 = 'not at all', and 5 = 'entirely'), how reliable and evidence-based the students would normally expect the information in magazine articles to be.

Note: It is suggested that you spend two lessons on B12.4, the first lesson on pre-reading, reading and activities 1–5, plus optional activity 1. Spend the second lesson on optional activity 2 and activity 6.

1 As a pre-reading activity, read the instruction for activity 1 with the class. Ask the class to read the article's title which in itself gives away what type of text this might be. Now ask students to work on their own

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to make a list in their exercise books, of points they expect to be made in this article.

2 Get the students to read the article either as silent reading or in pairs, with partners taking it in turns to read out a paragraph at a time. Then students talk to a partner about their predictions compared with the actual points made in the article.

3 Students individually note down all the arguments made against digital technology. Afterwards, go through the list of arguments with the class.

Note: This activity is a preparatory step towards making the outline plan of the text, in B12.6.

4 With the class, read through the box. Ask the students if this is one of the strategies they employ when they come across a new word they don't know. Then get students to work in pairs and with their partner discuss the words and expressions in **bold**. Afterwards, the students are to individually write the meanings they have guessed in their exercise books. Go through the list with the class and discuss the meanings.

5 To introduce this activity, ask the class whether this text is factual or puts forward someone's opinion. Ask the students to substantiate their answer.

With the class, read the introduction and then, the box titled 'Distinguishing fact and opinion'. As you read the different ways of expressing opinion, elicit more examples for each of these. Ask the students to work individually to reread the text and write examples of each of the four listed ways to express opinion in their exercise books. When they are done, get the students to report back to you and the rest of the class, reading out some of the examples they have written.

Students then work on their own to make sentences about the topics listed using the four different ways of expressing opinion. To start them off, you might give them an example, e.g. cell phones:

In my view, we can't survive without cell phones.
Cell phones are a fun way to stay in touch.
It may be true that there are some health hazards to using cell phones.
Cell phones save thousands of lives every year.

Afterwards, you can either ask students to read out their sentences to class or ask them to share them with their partner.

You can extend this activity to other, student-suggested topics.

Optional activity: 1. Bring in other subjective writing like this, e.g. opinion pieces on a variety of topics, letters to the editor, etc. Discuss who is the writer in each case (e.g. an expert on the topic?, a lay person with an opinion?, someone venting their anger?, a reporter?, etc), and what s/he is hoping to achieve by writing the piece, as well as who would read the piece, and whether we should believe everything we read in pieces like this. Get the students to read some and discuss their features with a partner or in groups.

2. To recap, ask the students to go back to their answers to activity 3. Then ask them to work with a partner and discuss each of these arguments, agreeing or disagreeing with them, and justifying their choice.

6 With the students, read through the instructions to this activity. Ask the class to briefly recall requirements of summary writing (if necessary, refer the students to the information box in B7.8):

When reading, students are to:
- identify the main points and supporting points
- make notes of these, and
- then write a short version of the text based on the notes, rather than the original text.

The summary has to
- contain paragraphs, and
- be written in the own words of the person summarising.

Ask the students to scan the text and identify the topic sentences, or main points. (You can tell them these will probably be very similar to the arguments against digital technology, that they wrote in activity 3.)

Get the students to work individually to make notes about the text in their exercise books.

As a next step, they are to summarise the text, based on the notes. They read through their summaries and make the necessary corrections before writing them in neat.
Get the students to compare their summaries with a partner's.

B12.5 Increase your word power

Word building (SB page 297)

1 This activity can be done individually by the students at the end of a lesson or for homework. Students can check their work in the dictionary or with a partner.

2 Allocate a few minutes to students practising the pronunciation of the words with a partner.

B12.6 Writing

An opinion essay (SB pages 298–299)

Introduce the writing task by telling the students they will be writing an opinion essay. Ask them to recall the *for* and *against* essay they wrote in Unit 3. Ask them to brainstorm the features of this genre and the steps to writing a *for* and *against* essay.

With the class, read through the box on 'How to write an opinion essay' and the activities and stepwise instructions below the box.

1 Students are to work on their own to take another look at the text in B12.4 and make an outline plan of it. By this point, all they need to do is scan the text for the information and also, to refer to their notes for activity 6 in B12.4. They are to write the outline plan with main points and supporting points in their exercise books.

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2 Students are to work individually and independently on steps 1–5. Emphasise that brainstorming and planning the essay are very important parts of the activity, as important in fact as the actual writing. Encourage students to plan well and spend enough time and thought on this stage of the process. Remind the students that planning includes putting the viewpoints in logical order. Tell them that it is a good strategy to leave the most important argument till last.

When they have completed step 4, the students edit their writing. Write the following checkpoints on the board, for the students to use when checking their own work:

Checklist

1. Does the essay include the following:
- a title?
- an introduction giving the background?
- two or three main points, each starting on a new paragraph, and
- for each, (a) supporting argument(s)?
- a conclusion stating the writer's viewpoint and briefly summarising the points made or reiterating the writer's view in a persuasive way?

2. Also:
- Is the opinion of the writer clear?
- Is there a logical progression in thought, and has the writer saved the most important points and arguments till last?
- Has the writer used linking expressions?
- Has the writer used various ways to express an opinion?
- Are the language and tone fairly formal?
- Has the text been edited and proofread?
- Is the text well presented?

For step 5, the students are to get another student, or you, to read their work critically. Afterwards, they are to go through the other person's comments, suggestions and corrections and decide which of these to incorporate in the final version. They then write their final, neat version of the essay.

You can decide whether you want to assess this or let students read each other's work. If you decide to assess this work, use the points from the checklist for your assessment.

B12.7 Speaking

Invent a new gadget for the future (SB page 299)

Tell the students they are to invent a gadget that doesn't yet exist, something they've always wanted – something they would like to have in the future. You might make suggestions for ideas to trigger the students' imagination, e.g. a vacuum cleaning device that would clean the house on its own.

Once they have brainstormed it, they are to plan what it is to look like, how it is to work, what its name is to be, and how much it will cost.

As part of this process they are to make a drawing of their gadget, which they will use in their presentation. Finally, they are to present the gadget to the rest of the class.

Divide the class into groups of three to five.

With the class, read through the instructions in activities 1 and 2, so they know what's required, as well as the description in the box.

Refer them back to the activity in B9.6 if necessary.

Note: In Unit 9, the students invented a gadget to be used by disabled persons and presented it to the class. The activity involved the following language:
- to evaluate their gadget: expressions to talk about advantages and disadvantages (e.g. *On the one hand …, on the other hand …*)
- to describe the gadget: indications of dimensions, materials, other visual details; and description of how it works

Other details for presenting the gadget:
- description of the gadget's purpose, name and cost.

1 Tell the students they have the rest of this lesson to plan and design their invention. Provide the necessary materials the students require, e.g. paper, pens and pencils, rulers. The students start by brainstorming ideas and then go through the other planning steps outlined. Monitor their work and assist by giving suggestions or answering questions where required.

2 The student groups get to present their ideas to the rest of the class. The class listen and decide whether the ideas are good or not, and realistic or not. Immediately after a group's turn, give feedback on that group's presentation: both on their idea and on their presentation of the idea.

At the end of the process, you and the class vote for the best invention.

B12.8 Assessment

Task 1 Listening (SB page 300)

Tell the class they will be doing a listening assessment. You will be reading the listening text twice, once for them to write notes in the table and once for them to check what they have written.

Hand out the photocopied table, one photocopy per student, and get the students to write their name at the top.

Read the text at normal speed (page 129 of this Teacher Guide), give a pause of about two minutes for students to finish writing, and read it again. Give the students another two minutes to check their work and collect the photocopy sheets.

Listening text

Energy is needed for nearly all activities basic to human survival, such as cooking, water pumping and food production. After basic needs are satisfied, further energy is required to improve the quality of life, through lighting, transport, telephone communications, refrigerators, radios and televisions.

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As a country develops, still more energy is needed for industries and for commercial and public buildings. Some of the necessary energy can be supplied by oil products, coal, electricity and gas. But the majority of people who live in developing countries still depend on traditional sources of energy, principally firewood. This is because commercial fuels and electricity are either too expensive, or they are not available. However, the demand for firewood is increasing and this is causing deforestation in many countries.

One solution to this energy crisis is the power from the sun – solar energy. It has various applications: there are simple devices which collect heat from the sun for purposes such as cooking or heating water; solar energy can also be converted directly into electricity by a technology called photovoltaics or PVs.

Solar energy is particularly useful in developing countries since they are found in the sunniest regions of the world, where solar power is available throughout the year. It has been calculated that at midday the power from the sunshine falling over one square kilometre of Kenya is equivalent to the total energy being supplied by the country's electric grid.

Solar energy systems, including PV modules for making electricity, can be established where they are needed and so they are ideal for isolated or inaccessible locations. Generally speaking, people without technical training can operate them, they do not need fuel and they produce no pollution at all. Once they have been installed, they are very cheap to maintain.

Solar energy is being used in many countries to provide power for water pumping, lighting, vaccine refrigeration, electrified fencing, telecommunications, water treatment and many other applications.

Task 2 Speaking (SB page 300)

For the speaking assessment, ask the students to sit in groups of three or four.

Unit 12 Assessment
2: Speaking

Work in a group of three or four people.

In Unit 12, you have looked at space exploration. In your group, discuss the proposition that Ethiopia should have a space exploration programme. Think of reasons for and against this idea.

Monitor the students at work and assess individual students' speaking. Use the following assessment criteria:

- Is the student participating fully in the discussion?
- Does the student show an understanding of the topic and the issues involved?
- Is s/he contributing valid points and not digressing from the topic?
- Is s/he listening to what others have to say and responding appropriately?
- Is the student following the conventions of discussion: does s/he know how to politely interrupt and does s/he appropriately turn-take?
- Does s/he give reasons for his or her opinions?
- Can s/he appropriately talk about advantages/ disadvantages, express opinions, use conditionals, use the future tense, etc?
- Is the language use, vocabulary, grammar and pronunciation adequate?

Unit 12 Answers

Part A

A12.1 Increase your word power
1

			c	e	l	l	p	h	o	n	e		r
			m			a							a
			i			p							d
d			c			t						h	i
v			r			o					d	a	o
d			o			p				o		i	c
p			w			c	r		p			r	d
l			a			o		i				d	p
a			v			m			n			r	l
y			e			p				t		y	a
e			o			u					e	e	y
r			v			t						r	e
			e			e							r
			n			r							

a microwave oven; **b** laptop computer; **c** iPod; **d** DVD player; **e** cellphone; **f** hairdryer; **g** printer; **h** radio CD player

A12.2 Speaking
Some ideas:
a the aeroplane
b the camera
c the car
d immunisation
e the Internet
f the microscope
g the plough
h space travel
i spectacles
j the telephone

A12.12 Speaking
1

Invention	Date of Invention	name of inventor
glass	2500BC	Ancient Egyptians
coins	650BC	Ancient Lydians, (Turkey)
the telephone	1876	Alexander Graham Bell (UK & US)
the motor car	1889	Gottlieb Daimler (Germany)
aspirin	1897	Felix Hoffman (Germany)
the light bulb	1897	Thomas Edison (US)

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the aeroplane	1903	The Wright Brothers (US)
the personal computer	1975	Michael Wise (US)
the World Wide Web	1989	Tim Berners-Lee (UK)

A12.3 Listening

5

The space shuttle
Neil Armstrong, American astronaut, the first man on the moon
The International Space Station
Yuri Gagarin, Russian cosmonaut, the first man in space

Date and spacecraft	Event
1957: Sputnik = C	The first man-made object in space was this Russian radio satellite
1961: Vostok 1	Carried the first man in space, cosmonaut Yuri Gagarin, and his historic flight meant the Russians won the race with the Americans to send a man into space.
1969 –1972: Apollo	The US programme of manned missions to the moon. Neil Armstrong was the first astronaut to step on the moon's surface.
1973–74: Sky Lab	The first space station. It was visited by three teams of astronauts for weeks at a time to test the effects of weightlessness on humans
1977–2010: Space shuttle	A winged spacecraft able to return to Earth by itself.
1986–2001: Mir	A Russian space station which operated for 15 years, conducting experiments. Both Russian and American scientists worked on it.
1997–2004: Pathfinder & Odyssey	These craft took photos of the surface of Mars and showed Mars could support life
1998–2015: International space station (ISS)	This was constructed and is manned by scientists from several different countries including Russia and USA.
2003–2008: Shenzhou	Chinese space programme: Yang Liwei, the first Chinese astronaut

Part B

B12.2 Language focus

3, 4

	Positive	Negative
Certain		
	I'm quite sure it'll … I'm certain it'll … I'm sure it'll … I'm absolutely sure it'll … There's no doubt it'll …	It can't … It couldn't possibly … It definitely won't …
Probable	There's a good chance it'll … It's likely to … It'll probably …	It's unlikely … It probably won't …
Possible	It's possible it'll … It may … It might … It'll possibly … Perhaps it'll … Maybe it'll …	It may not … It might not … It possibly won't … Perhaps it won't … Maybe it won't …

5

a I **may / might go** to the park later if I finish my homework.
b Betriya **probably won't come** this afternoon, as she is busy at home.
c My brother **is unlikely to pass** his exams in December. He doesn't study.
d We **are sure to have** a lot of honey. The bees are very active this year.
e There'**ll probably be** another drought this year.
f If you are going to be harvesting all day, **I'm sure you'll be** very hungry tonight.

6 Students' own ideas.

B12.4 Reading

3

1. The technology is expensive; the equipment needs to be frequently replaced; use of the technology requires time-consuming training.
2. Computers are bad for health.
3. There are social and psychological consequences. Users', especially children's, ability to communicate is affected. The Internet can be harmful, especially for children.

4

hence – from now
embrace – welcoming
in principle – basically
built-in obsolescence – built-in (inherent) quality whereby they will be out of date soon
guarantee – promise, made by the manufacturer, to replace or repair the item if it breaks down or gives problems within a certain period after purchase
thereby – in that way
irritating – annoying
strain – bad effect, like damage, caused by overuse and tiredness
de-cultured – deprived of one's cultural identity

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de-humanised – deprived of our humanity
it strikes me – it has just entered my mind / occurred to me

5b

Possible answers

1 It strikes me … / I hope so, but I fear not. / Is there not a danger …
2 Worse, it is not just that … / it is also irritating / some of which is entertaining / de-cultured, dehumanised/ expensive
3 Perhaps the most serious consequences are … / It is unlikely that …
4 We all … love technology. / you have to spend millions on birr … / We are more inclined to bad moods …

B12.5 Increase your word power

verb	noun	adjective	adverb
		'special	es'pecially
	tech'nology	techno'logical	techno'logically
revo'lutionise	revo'lution	revo'lutionary	
'benefit	'benefit	bene'ficial	bene'ficially
	obso'lescence	'obsolete	
des'troy	des'truction	des'tructive	des'tructively
'irritate	irri'tation	'irritating 'irritated	'irritatingly 'irritatedly
'weaken	'weakness	weak	'weakly
	psy'chology	psycho'logical	psycho'logically
harm	harm	'harmful	'harmfully

B12.8 Assessment (Task 1)

1. Listening and speaking

Listening script

Like many countries in Africa, South Africa is concerned about poor student performance in maths and science which prevents many young people from entering careers in science and technology. Limited resources, the language of tuition and lack of teacher qualifications are some of the reasons cited for South Africa's low enrolments in science at senior level and low pass rates. In 2006 a mere 10% of the Senior Certificate candidates enrolled for these subjects. To this end, SASOL, the South African multinational oil, gas and chemical company has established the SASOL Saturday School Programme. A total of 118 top performing learners in Grade 10 and 11, selected from 13 underperforming and poorly resourced schools, are currently taking part. It started in February and continues on 30 Saturdays throughout the year. Each learner participates in 90 Saturday School sessions over three years between Grade 10 and Grade 12, supplemented by additional excursions and competitions.

"The learners receive tutoring using the latest technology and experience a variety of projects and excursions to supplement the more traditional methods of teaching and trigger practical understanding and interest," says David Kramer of SASOL. "This year, for example, nineteen learners took part in a five-day rocketry course where they successfully built and launched their own rockets." Learner enthusiasm is evident, classes continued even during a public service strike and learners received tuition they were unable to get from schools.

Teachers are noticing the difference. One principal has commented, "I think that the Sasol Saturday School is making the learners more disciplined. It really inspires them to put in the extra effort to get good marks."

The South African economy is growing. Communities with science and technology skills are able to participate in and benefit from this growth, said a SASOL spokesperson

Adapted from: *Sasol Saturday School helps young Scientists succeed in Science in Africa* issue no 59 September 2007 www.scienceinafrica.co.za

Answers

a) Why many South African students don't do maths and science at senior secondary level.

Limited resources, the language of tuition and lack of teacher qualifications

b) Who participates in the SASOL Saturday School programme

A total of 118 top performing learners in Grade 10 and 11, selected from 13 underperforming and poorly resourced schools.

c) What they do at Saturday School

The learners receive tutoring using the latest technology and experience a variety of projects and excursions. E.g. this year 19 learners took part in a 5-day rocketry course where they successfully built and launched their own rockets.

e) What their think about the programme

They like it. One principal commented the Sasol Saturday School is making the learners more disciplined. It really inspires them to put in the extra effort to get good marks.

f) Why the programme is important to the economy

The South African economy is growing. Communities with science and technology skills are able to participate in and benefit from this growth,

Suggested further reading

If possible, students should read other opinion pieces, editorial columns and letters to the editor. These can be found in magazines and online, e.g. in blogs. Bring in a variety of magazines for thestudetns to read in class, and discuss the genre of magazine writing. Get the students to read about inventions and innovations – suitable materials can be found in most libraries – as well as space exploration.

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Units 10–12 Revision 4

See the note under Suggested methodology in the Introduction, page x, for more ideas about how to get the students to complete these revision exercises. Allow three periods for this revision.

A Reading

1 Students get two minutes to survey the text and then decide on A, B, C or D. Elicit the answer from the class. Then get the students to read through the text as silent reading.

2–4 Students work on their own to answer the questions in their exercise books. For activity 2, it's enough for them to write just the number and corresponding letter. Afterwards, go through the answers with the class.

Answers:

2

1 – c 2 – c 3 – d 4 – c 5 – d

3

a ideas **b** plans **c** very important **d** think they are better than **e** take on more than they can handle

4

a You should not try to impress the interviewer with how much you know.

b It is easy for a young person who has got their first job to think that they will be able to do anything and get any job they want.

c Earning regular money for the first time may tempt young people to borrow money so they can buy, for example, a car without thinking how much of their monthly salary the repayments are going to take.

d It is a very good idea to take the trouble to dress in the kind of clothes most employers would expect you to wear at an interview. If you don't, you may give a bad impression of yourself.

B Pronunciation

Get students to work in pairs. Ask them to choose an extract of about ten lines. Get Student A of each pair to read out the first half, and Student B the second half of the extract. Afterwards, the students swap, so that B reads the first half and A the second.

C Speaking

1 Working in groups of four to six, students discuss their views about suggestions made in the text. In **1b** and **c**, they exchange ideas on how to prepare for an interview and what to wear.

For **1a**, suggest that students scan the text to identify the suggestions made. One person in the group, appointed by the other members, notes these down. This makes it easier to discuss agreement or disagreement with the suggestions. Tell the students they will get 8–10 minutes for discussing this question, and about three minutes each for 1b and 1c. You will tell them when it's time to move on to the next topic.

2 This game can be played in the last few minutes of any lesson. Ask the students to read through the instructions and work in groups of four or five. You need to write the names of gadgets on scraps of paper and monitor the groups to ensure rules have been properly understood.

D Dictation

The students are to write in their exercise books. Read the script to the class, once at normal speed and once slowly, in manageable phrases. At the end, read through the whole text again.

Dictation text

During the earthquake that struck Haiti in January 2010, Salvanie lost all trace of her nine-year-old daughter, Saïda. The girl had been pulled alive from the rubble of her school, taken to a hospital and then sent on to an unknown destination. Her desperate mother appealed to the ICRC and the Haitian Red Cross for help. Thanks to their efforts, little Saïda was finally found in Guadeloupe.

Afterwards, ask the students to back to A11.7 to check their own work. Find out how well they did: ask who got all their spelling right, who made one or two mistakes; between three and five mistakes; between six and eight mistakes; or more than eight mistakes.

E Writing

Get the students to individually read the instructions and the requirements for doing an opinion essay, in B12.6.

You may suggest a few topics from the news if they are stuck for something to write about.

Ask the students to work in their exercise books. Tell the students you will be collecting this essay for marking. Use the criteria in the checklist for opinion essays, Unit 12, B12.6, of this Teacher Guide.

F Vocabulary

1 Students work on their own for activity 1. Get them to write only the sentence number and word in their exercise books. Afterwards, they check their answers against a partner's.

2, 3 In pairs, students write the clues for this crossword puzzle. Afterwards, they get together with another pair of students and challenge each other to guess the word from clues read out.

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Answers:

1

a deprived
b dissimilar
c swirl
d pound
e foster
f trauma
g graze
h impartial
i lyrics
j nap
k destruction
l outgoing

2

Students' own clues.

G Language use

Get the students to work on their own and write the answers in their exercise books.

1 They are to write the corrected sentences.
2 They need only write the sentence number and *A, B,* or *C*.
Afterwards, go through the answers orally with the class. Students can check their own work.

Answers:

1

a The number of students in the school has doubled in the last five years.
b If we hadn't taken the map we would have been lost.
c The girls all write neatly, while the boys' handwriting is often unreadable.
d I'm going to stay with my aunt and uncle for three weeks.
e You could have come with us to the festival if you hadn't been so late.
f A lot of water is wasted as a result of the mismanagement of resources.

2

a B	**b** C	**c** A	**d** B	**e** B	**f** C	**g** C
h A	**i** B	**j** B	**k** C	**l** B	**m** A	**n** C
o C	**p** C	**q** A	**r** C			

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Unit 2, Part B

B2.10 Assessment

In 1967 former president Julius Nyerere of Tanzania made an important speech known as 'The Arusha Declaration'. In part of this speech he called for education systems in Africa to change to enable individuals, African nations and the African continent in general to be more self-reliant and less dependent on others. Here is an extract from his speech.

Read this extract from President Nyerere's speech and answer the questions below.

"Overcoming poverty is Africa's major challenge. In order to achieve this fundamental changes have to take place. This process of change has to start with people's attitudes. We can only do this through education. Thus education is one of the most important keys for ending poverty in Africa. The continent has suffered from centuries of domination and while its peoples have won freedom from slavery and imperialism, their minds are not free. To achieve this final liberation, the education in our schools has to change the habits and attitudes that restrain our humanity.

What should this kind of education include? It should teach us not only the skills to be able to make peace in the world and but also how to grow our own food. We have to learn how to make the tools we need for our daily life as well as how to relate to other human beings.

Many educated people view their skills in terms of their monetary value. They say that they need to go abroad in order to receive full recognition of their worth as in Africa they are not paid enough. However, education is not a marketable commodity that increases someone's worth. To view it in this way is to see ourselves as slaves with a price on each of our heads. Education is not the amount of knowledge that one has gathered, it is the ability to cooperate with others in building a civilised society.

The problem in Africa is the imbalance between education and society. The school systems in many parts of Africa have little reference to the societies they serve. Nonetheless, in order to play a part in the modern world, it is important for Africans to be aware of science and technological advances. These are important to allow us to develop our economy and take our place in the modern world. There thus has to be a balance between formal education and society, with education providing the means for society to move forward. Education has to be integrated with daily life and with the means of production.

Educated people are often guilty of striving for a different, a foreign way of life which they believe is better than the one they have in Africa. They try to adapt these apparently superior ways to the African context. These people do not take into account the needs and possibilities of their own society. Outside ideas should not be adopted simply because people say they are the best in the world. They should be adopted only if they are the best for Africa. There needs to be a better understanding of what is appropriate for African conditions."

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B4.7: Assessment

Reading and writing

Motsoaledi on Aids: Start taking responsibility

South African Health Minister, Aaron Motsoaledi, on Monday implored leaders from all walks of life to be the first in line for the massive HIV testing programme that will begin next month.

"It's quite a shame that many of us don't know our status," Motsoaledi told delegates at a higher education HIV/Aids programme in Johannesburg. We have got our heads dug in the sand very deep," he said in a presentation that was to have lasted 10 minutes, but continued for 45, as he explained the history of the pandemic, and what could be done to control it.

To applause, whistles and standing ovations, Motsoaledi said leaders, from presidents to principals to CEOs, had to be the first in line to know if they had the HI virus or not. "In each and every institution of higher learning, the principal will be tested. Every CEO of a hospital must start a nerve centre and he must be tested first."

"I will be standing right behind the president and deputy president for my test," Motsoaledi said. "The country is burning, they must come out."

The campaign to test 15 million people will begin at Natalspruit Hospital on April 15. The Department of Health is also negotiating with cellphone companies to send out a one-line message: "Please come and test now."

Pointing to a slide of the country, with KwaZulu-Natal painted red to indicate that the province had the highest HIV prevalence, he said: "This is blood." Forty percent of pregnant women in some areas of the province are testing positive, as are 23% of children under 15. In 2007, 57% of children who died before the age of five had the virus.

Motsoaledi said he had been told by his French counterpart that four women transmitted HIV/Aids to their children in that country last year. "It is about 70 000 in South Africa every year." Although it was not "all doom and gloom", he was adamant that people needed to start taking responsibility for their health and making sure they did not contract or transmit the virus.

Higher Education Minister Blade Nzimande threw his weight behind the campaign to reduce HIV prevalence at universities and colleges, saying that unless there was a collective effort "we will be training young people for the grave, instead of the workplace". Statistics released at the conference showed that the HIV prevalence rate among students was 3.4% and among academic staff 1.5%. Administrative staff had a prevalence of 4.4%, with service workers the most affected with a 9.9% prevalence rate.

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B5.8 Assessment

Listening

The fortified historic town of Harar is located in the eastern part of the country on a plateau with deep gorges surrounded by deserts and rolling savannah. The town's unique character and layout reflect both its African and Islamic traditions.

The magnificent walls surrounding the old city were built between the 13th and 16th centuries and within them are townhouses of exceptional design, among them the home of the famous French poet Arthur Rimbaud, who lived here in the 19th century.

Said to be the fourth holiest city of Islam, after Mecca, Medina and Jerusalem, having been founded by a holy missionary from the Arabian Peninsula, Harar is noted for its magnificent mosques, of which there are 82 in total. The most famous is the mosque of Sheikh Abul Bakir built on ancient remains which are said to date back a thousand years.

There are also Christian churches, a testimony to religious and cultural interchange and co-existence in the town. This, along with its long history as a trading post, make it a melting pot.

There are excellent museums too, such as the Harar Museum and Cultural Center, with its reconstructed traditional home and the Abdullahi Sherif Private Museum, run by a descendant of the prophet Muhammad who has devoted his life to collecting, preserving, and studying Harar's past.

Souvenir hunters will not be disappointed by the market which is well-known for its traditional Harar baskets and items of finely-worked silver jewellery.

Planning a trip to Harar is not difficult. It can be part of a tour of the historic centres of Ethiopia, or, it is a smooth comfortable bus ride direct from the capital, Addis Ababa. In the town there are several tourist hotels, restaurants and cafés where you can relax and enjoy typical Harari hospitality.

The main attraction, of course, is the city itself. Wandering in the Jegol, as locals call the old city, is a delight. You will probably get lost, but the people are helpful and the city is small, so you won't be lost for long.

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B7.12 Assessment

Reading

Hundreds of thousands of people were made homeless in Mozambique's worst flooding in 50 years which occurred in February 2000.

The floods began on 9th February with heavy rain across southern Africa. South Africa, southern Botswana and Swaziland were also affected, but Mozambique received the most rainfall. The capital Maputo was flooded, as was the road between the capital and the second largest city, Beira. Torrential rain continued to 11th February, in Mozambique's Limpopo Valley in Gaza province. The banks of the Limpopo River burst, causing severe flood damage. Residents were forced to leave their homes and dysentery was widespread.

The situation was made worse on 22nd February, when tropical Cyclone Eline hit the Mozambique coast near Beira, north of the areas already affected by flooding. Then on 27th February, flash floods inundated low land in the already badly hit Gaza province.

Over 45,000 people were rescued from rooftops, trees, and anything else where they could escape from the flood waters. This rescue effort was at first carried out by only a few Mozambican naval vessels and helicopters provided by the governments of South Africa, Malawi and Mozambique. An image of the flooding, which appeared on TV and in newspapers around the world, was that of Sofia Pedro giving birth in a tree while surrounded by flood water. She was then rescued by the South African Air Force who flew both her and her new daughter Rositha Pedro to Chokwe Hospital.

Suffering was prolonged as action by the government and international aid organisations was slow. Significant rescue equipment arrived from Europe and North America only three weeks after the onset of the flood.

The flood had a devastating effect on Mozambique's agriculture. Ninety percent of the country's functioning irrigation infrastructure was damaged, causing the worst of the agriculture losses suffered. One thousand four hundred square kilometres of cultivated and grazing land was lost, leaving 113,000 small farming households with nothing. Twenty thousand head of missing cattle were reported, many were feared to have drowned or contracted disease. Six hundred and thirty schools were closed, leaving 214,000 students and teachers without classrooms. Forty two health units were destroyed, including Beira Central Hospital, the second largest in the country.

The infrastructure was so severely damaged by the tropical cyclone and three weeks of severe floods that the Mozambican government requested $450 million in international aid at a donor conference held in Rome in early May, 2000.

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B9.9 Assessment

Reading

FACT SHEET

Women and men with disabilities can and want to be productive members of society. In both developed and developing countries, promoting more inclusive societies and employment opportunities for people with disabilities requires improved access to basic education, vocational training relevant to labour market needs and jobs suited to their skills, interests and abilities, with adaptations as needed. Many societies are also recognising the need to dismantle other barriers – making the physical environment more accessible, providing information in a variety of formats, and challenging attitudes and mistaken assumptions about people with disabilities.

Some five to eight million women and men in Ethiopia, or 7 to 10 per cent of the population, have a disability. A vast majority of people with disabilities live in rural areas where access to basic services is limited. A survey on disability in Ethiopia reported that 60 per cent of persons with disabilities of working age were unemployed in 1995, of whom some two-thirds were self-employed in rural areas in occupations such as agriculture, animal husbandry or forest activities. Begging is often a prevalent means of survival in urban centres, in addition to assistance from religious institutions and charities.

The Government of Ethiopia has adopted and implemented a number of laws, policies and standards pertaining to people with disabilities, including their right to productive and decent work. The main ones are:

- Constitution of the Federal Democratic Republic of Ethiopia, adopted in 1995. Article 41(5) of the Constitution sets out the State's responsibility for the provision of necessary rehabilitation and support services for people with disabilities.
- Proclamation concerning the Rights to Employment for Persons with Disabilities,
- The Federal Civil Servant Proclamation provides for special preference in the recruitment, promotion, and deployment, among others, of qualified candidates with disabilities.
- Developmental Social Welfare Policy 1997, specifically targets people with disabilities and sets out to safeguard their rights and to promote opportunities for vocational rehabilitation.
- National Programme of Action for Rehabilitation of Persons with Disabilities, 1999.
- National Plan for Accelerated and Sustained Development to End Poverty.

At the federal level, the Ministry of Labour and Social Affairs (MoLSA) is the main governmental organ responsible for the provision of social and vocational rehabilitation of people with disabilities.
Operating within the MoLSA is the Department of Rehabilitation Affairs which coordinates disability issues at the federal level as part of its wider brief to deal with employment and social issues. Within each of the eleven regional states, there is a regional council, each with a Bureau for Labour and Social Affairs (BoLSA). BoLSAs handle all social matters, including disability-related issues, under the policy framework established by the MoLSA.
Other ministries are expected to take responsibility for mainstreaming disability into their respective areas of work.

- International Labour Organization (ILO) Convention concerning Discrimination in Respect of Employment and Occupation,
- ILO Convention concerning Vocational Rehabilitation and Employment (Disabled Persons),
- United Nations Convention on the Rights of Persons with Disabilities

Ethiopia also works to implement the Action Plan established for the African Decade of Persons with Disabilities, extended to December 2019.

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People with disabilities have formed six national associations under the umbrella of the Federation of Ethiopian National Associations of People with Disabilities (FENAPD):
– Ethiopian National Association of the Blind
– Ethiopian National Association of the Physically Handicapped
– Ethiopian National Association of the Deaf
– Ethiopian National Association for the Deaf-Blind
– Ethiopian National Association of Persons Affected by Leprosy
– Ethiopian National Association for Intellectual Disability

Other disability associations playing a key role in the disability equality movement:
– Ethiopian National Disability Action Network (ENDAN)
– Ethiopian Women with Disabilities National Association
– Tigray Disabled Veterans Association

The primary goal of the ILO today is to promote opportunities for everyone, including people with disabilities, to obtain decent and productive work, based on the principles of freedom, equity, security and human dignity. The ILO works to achieve its goals of decent work for all through promoting labour standards, advocacy, knowledge building and technical cooperation services and partnerships, both within the ILO and externally. The Ethiopia Decent Work Country Programme establishes the framework for delivery of ILO action.

In Ethiopia, current ILO technical cooperation projects on disability are:
- Project "Promoting the Employability and Employment of People with Disabilities through Effective Legislation" (PEPDEL)
- Project "Promoting Decent Work for Persons with Disabilities through a Disability Inclusion Support Service" (INCLUDE).

Productive and decent work enables people with disabilities to realise their aspirations, improve their living conditions and participate more actively in society. Ensuring a disability perspective in all aspects of policy and labour legislation, effective implementation and enforcement of existing disability laws and policies and providing for equal employment opportunities and training are among the factors that contribute to the reduction of poverty and to the social and economic inclusion of people with disabilities in Ethiopia.

Source: ILO Information Sheet on Disability in Ethiopia.

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End of year unseen test

Section A: Reading comprehension

1 Read the following passage carefully and then answer the questions that follow.

My grandfather, Agbefia, was a wealthy fisherman. He owned four large drag-nets and three fishing boats. He did not employ people but he was the head of a fishing company. A group of men in the village where he lived helped him to cast his nets and to draw them in, and in return they received a proportion of the catch, which their wives sold in the market. But they had no shares in the nets or boats and were free to leave my grandfather whenever they liked.

Every morning, the old man would leave his house before dawn and walk on the sea-shore. He watched the changing colours of the sea and studied the movements of the clouds in the sky. From these he foretold what the weather would be like, and decided where and when to cast his nets that day. Many of his company slept on the beach, and when he had made his decision he would wake them, and give them their instructions before he returned to his house.

He was also the chief's linguist. He had to attend the chief on all important occasions and to speak for him. My grandfather was a magnificent and awe-inspiring figure as, dressed in his hand-woven brightly coloured kente, with his golden linguist's staff in his hand, he conveyed to the people the wishes of their chief.

My grandmother, on the other hand, was not awe-inspiring at all. She was short and fat; her skin was the colour of bronze; she laughed easily, and she did her best to shield me, and all the children of the house, from the troubles that came our way. We called her Mamadze which means 'Red grandmother' because of her colouring.

During my childhood, my grandfather had four wives, and between them they had twenty-five children. He had had, in all, eight wives, but the other four had proved unfaithful, or in some other way unsatisfactory, and he had sent them away.

My own grandmother, Yakuvi, was his favourite and the one who stayed with him to the end of his life. In middle age, my grandfather built a small, but strong and beautiful house, a few hundred yards away from the great family house and compound, which was by then teeming with his children and grandchildren. And he took only my grandmother Yakuvi with him, and together they spent the years of their old age in peace there. And during their last days, he married her for a second time in a Christian ceremony.

From The Narrow Path by Francis Selormey

1 What is the best title for this extract?
   a. My beginnings
   b. The family business
   c. Life in my grandfather's time
   d. My grandparents

2 Why was the writer's grandfather wealthy?
   a. He owned a fishing business.
   b. He employed a group of men.
   c. He was a fisherman.
   d. He was part of a group of fishermen.

3 What did his grandfather do in the mornings?
   a. He had to wake up the men.
   b. He chose the best place to fish.
   c. He went for a walk.
   d. He enjoyed the view from the beach.

4 What was the chief linguist's role?
   a. He had to carry a special staff.
   b. He had to speak for the chief.
   c. He had to attend the chief on important occasions.
   d. He had to convey the wishes of the people to the chief.

5 What was the writer's grandmother like?
   a. She had an impressive appearance.
   b. She only looked after her own children.
   c. She protected the children in the house.
   d. She was ugly.

6 How many wives did his grandfather have?
   a. Four
   b. Twenty-five
   c. Eight
   d. Twelve

7 Who was Yakuvi?
   a. His grandfather's preferred wife.
   b. His grandmother's favourite.
   c. Someone who stayed with the writer until the end of his life.
   d. A woman the writer's grandfather married in middle age.

8 What did his grandfather build in middle age?
   a. A great family house.
   b. A compound.
   c. A house away from the main house.
   d. A house teeming with children.

9 What did his grandfather use his small house for?
   a. To live in when he was old.
   b. As a peaceful place to go.
   c. To spend time with his wives.
   d. As a house for his children and grandchildren.

10 What happened before his grandfather died?
   a. The writer became a Christian.
   b. His grandfather became a Christian.
   c. His grandfather married his grandmother again.
   d. His grandfather married a second wife.

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Section B: Language use

2 Match the first and second parts of the sentences. Write the numbers and letters that go together like this: (1) = E

	LIST A		LIST B
1	If it rains	A	before we went to school.
2	I haven't been to the market	B	you wouldn't have known about our party.
3	This morning we washed the clothes and	C	who works in a bank.
4	I often get help with my maths homework from my brother,	D	you shouldn't come to the football match with me.
5	If we hadn't seen you yesterday,	E	the crops will grow.
		F	since we went to buy coconuts last week.
		G	that you met yesterday.
		H	for buying the things you wanted.
		I	after that we worked in the shamba.

3 Rearrange the following sentences in a logical sequence to make a meaningful paragraph. Write your answers like this: 1 = (d)

a She found out afterwards that he was HIV positive.
b Although Mary was very upset at hearing this, she was determined to continue living a healthy and productive life.
c Now she does everything she can to stay fit and healthy. She also gives talks to other young adults about living with HIV.
d A few months ago, Mary had sex with her boyfriend.
e So she had a HIV test at the clinic and the result was positive.

4 Rewrite the following sentences according to the instructions given.

a Coffee growers must keep down the weeds between the bushes.
(Rewrite using the passive)
b "I was very surprised when I did so well in the exams," said Mary.
(Rewrite using reported speech)
c My brother has given up smoking as it makes him cough.
(Begin: *My brother has stopped* …)
d I have borrowed the book about birds from the library. You borrowed it last week.
(Join the two sentences using a relative clause)
e I can't do my homework as I haven't got the right books.
(Begin: *If I* …)
f It is possible that I have met Mastula's sister, but I can't remember.
(Rewrite using … *may* …)
g Young people seem to learn how to use computers more quickly than adults.
(Rewrite using … *as* …)
h Smoking causes lung disease and other types of cancer. (Begin: *Lung disease* …)
i The heavy rains damaged houses, roads and crops.
(Begin: *As a result of* …)
j The teacher said, "Today I want you to think about the words you have learnt this week."
(Rewrite in indirect or reported speech)
k We have lived here for six years.
(Rewrite using '*ago*')
l You didn't go to our primary school …?
(Add a question tag)

5 Choose the correct alternative to complete these sentences.

a We carried _____ with the lesson for ten minutes after the bell went.
A. out B. up C. on D. in
b I was late for school because the bus was held _____ in a traffic jam.
A. down B. for C. by D. up
c If we set _____ early, we can get to Jinja by midday.
A. up B. off C. on D. by
d We can't use the computer as it has broken _____ again!
A. down B. up C. off D. on

6 Rewrite the following sentences using the correct forms of the words in brackets. You will need to use suffixes or prefixes

a I don't have any good ideas for making a poster. I am not very (*create*).
b Let's go out and do something. I'm (*bore*).
c Our teacher told us to work (*individual*) on our essays and not ask anyone for help.
d It is (*necessary*) to write the question. Just write the question's number and your answer.

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Section C: Writing

7 Write TWO compositions chosen from the topics below.

a Write a letter to a local factory asking if your class can come for a guided tour. Write to: The Manager, Sunshine Fruit Packers, PO Box 3456, (use the name of your local town). Use your own name and the address of your school.

b 'The Gibe III dam is important for the future of Ethiopia and must go ahead'. Write an essay for and against this viewpoint.

c Write a description of your area for a tourist brochure.

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Area of competency	Grade 11
Listening *Students should be able to:*	Listen to a variety of text types (such as dialogues, monologues, news reports, extended lectures on familiar topics, stories, interviews etc.) and a variety of speakers and be able to: • predict the content (of all or part) using a variety of contextual clues (such as the topic, first line, the situation, the first part) or by doing pre-listening activities • identify gist • identify main ideas • identify specific information • identify detailed information • follow the structure, logic and sequence of a text through identifying discourse markers and range of tenses • relate what they have heard to their own lives • re-tell what they have heard in some detail Task types will include taking notes, filling in tables / charts, ticking items, answering questions (open and true / false), ordering / ranking information, drawing and labelling a diagram, sequencing events, speaking and writing exercises. If possible texts should include the use of both native and non-native speakers and the majority of material should be authentic (or scripted from authentic texts)
Speaking *Students should be able to:*	• use previous knowledge to pronounce new words and structures • use a range of structures to: – take part in a meeting – think about a problem – express preferences – express reservations – say 'no' tactfully – express regret – express hopes and fears – interrupt – give reasons • ask for opinions, express their own opinion and support / justify it (including through illustrating a point) • agree, disagree and express simple counter arguments • discuss advantages and disadvantages and come to a consensus • identify a range of suggestions and recommendations on an issue • give explanations (including express cause and effect) • recount stories and experiences in the past using a range of structures • talk about a hypothetical present / past • talk about the future using a range of structures • ask and respond accurately to a range of open, closed and follow-on questions (including in an interview) • report information / what they have heard • contribute to and develop conversations about the unit topic • use appropriate turn-taking strategies • research, give and initiate discussion on a short presentation on a topic • take part in job-related speaking activities and a job interview • in extended utterances which both communicate the intended message and are reasonably fluent and accurate Activities are in pairs, group or plenary and mainly on familiar topics

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Area of competency	Grade 11
Reading *Students should be able to:*	Read a variety of text types (such as factual articles / leaflets, summaries, guides / manuals, instructions, job applications, poems, stories, case studies, newspaper articles, graphs, letters, paragraphs etc.) on familiar and unfamiliar topics using mostly authentic materials and be able to: • predict the content of a text from, topic, title, extracts, etc • infer meanings of new words using contextual clues and / or knowledge of word formation • scan to obtain specific information • skim to get the general ideas • identify main points • identify detailed information • identify evidence to support / justify opinions / arguments • express their view (including in writing) • distinguish between fact and opinion • explain the features of different text types Task types should include making notes, collating information to tables / charts or maps, ticking items, answering questions (open and true / false), ordering / ranking / matching information, writing / speaking exercises etc.
Writing *Students should be able to:*	• independently follow the six stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread • write a short formal letter (including a reply) using correct conventions • write informal letters (including replies) using correct conventions • write narratives / essays independently in five paragraphs (including an introduction and conclusion where appropriate) • interpret simple statistics and write a report • in pairs write and present a report of 350 to 400 words including suggestions / recommendations • with support summarise a text in various forms including bullet points, charts, notes and paragraphs • write suggestions / advice in response to a written request • write two–three paragraphs to persuade (building on Grade 10), explain and inform Using language that communicates the intended message as well as being reasonably accurate and complex.
Language items	• Third conditional • I wish I was • Past modals e.g. might have done • Like and as • I'd rather / prefer • Adjectives ending in '-ing' and '-ed' • Going to for prediction based on evidence • Future passive • Comparison of adverbs • When clauses • Expressing ability in the past and future
Vocabulary	Perform with and understand a total number of 2,000 words in different contexts, such as education, traditional and modern medicines, HIV and AIDS, tourism, arts and literature, climate change, disability awareness, poverty and development, science and technology. Students make a note of useful vocabulary for themselves related to their subjects and their interests.

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Unit 1: African Union *(16 periods)*

Learning Outcomes: By the end of Unit 1 students will be able to give information about the work of the African Union and reach consensus on a local issue.

Language focus

Grammar: question forms, present / past simple active and passive, past simple / present perfect (including ago / since / for)
Vocabulary: word / adjectives used to express nationality, words related / used during meetings
Social expressions: expressing advantage and disadvantage, language of meetings

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to an extended lecture, identify detailed information and take study notes	**A. Listening** Listening text: A lecture on the African Union and the work it does. Simple present (active and passive) E.g. It is based in Addis Ababa. Simple past (active and passive) E.g. It was set up in 2001. Present perfect E.g. It has worked on a number of issues relating to African countries	Students listen to the description of the AU and take notes under given headings. In pairs when they have finished they use their notes to relate the content of the lecture. They evaluate their notes. The teacher shows students a good example of notes of the lecture. Students identify good practice and areas they individually need to improve in note-taking.
• ask and respond accurately to a range of open, closed and follow-on questions • discuss advantages and disadvantages and come to a consensus • use a range of structures to take part in a meeting • ask for opinions, express their own opinion and support / justify it (including through illustrating a point) • agree, disagree and express simple counter arguments	**B. Speaking** Questions forms and responses E.g. Where were you born? What are your hobbies? Which subjects do you like best? What's your ambition? Social expressions: expressing advantages and disadvantages (although, despite, in favour, against) E.g. Although the village is near the road, it is very far from the other villages E.g. Despite being near the main road, X village is far from the other villages E.g. One point in favour / against of X village is that it is located near the road Comparatives and superlatives E.g. X village is more suitable than Y village because it is near the road Social expressions: language of meetings	Students introduce and get to know each other by asking questions (if necessary). Teacher to provide prompts e.g. born, hobbies, favourite subjects, ambition. Group speaking: Students discuss a scenario. Students form three groups representing different villages. The government wants to build a clinic in the area – which village should receive the facility? Students list the pros / cons of their village e.g. near the main road, good water supply, remote / isolated, significant number of children / elderly etc. As a whole class they discuss which of the three villages is most appropriate. Students need to reach a group consensus. Role-play: Students are introduced to language of meetings. In groups, Students are given information about fictional African countries / fictional issue. Students take roles of head of government, policy advisors, Head of AU etc. At least two students should take the role of observers and take notes. They discuss fictional issue / conflict and propose solutions / recommendations. After the role-play students work in their groups to prepare an oral report of the meeting based on prompts from the teacher e.g. • We discussed … • We identified … • X put forward … • Y agreed / disagreed • We decided to …

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Competencies	Contents	Learning activities and resources
Students will be able to:	E.g. The aim / agenda of today's meeting is Can I come in here? Through the chair With respect, I am not sure I agree I suggest / propose _____ing Have we reached an agreement on …	
• scan a factual article to obtain specific information • read a factual article, identify detailed information and summarise it	**C. Reading** Article on: African Union charter / mission statement / goals Report on AU activities	Students match AU departments to activities. Students read AU charter / mission statement / goals and answer true / false questions. Students read about some recent events that the AU has been involved in (success stories). They complete a chart with information in summary form. After the reading the teacher draws attention to the chart and how that helps to take notes.
• independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof-read • in pairs write and present a report of 350 to 400 words	**D. Writing** Language exercises Language for international institutions It was founded … It's made up of … It's supposed to Examples of its work include … It's been very successful in the area of Recent successes include It's hoped that it will Spelling: nationalities	Students complete a number of language exercises to practise sentence construction using passive / active, present perfect / past simple, ago / for / since, vocabulary from the unit In pairs, students plan and write a descriptive report of the AU with sections on: history departments examples of work / activities successes future role in Africa / the world Students use appropriate language written on the board by the teacher. They take responsibility for different sections. Students look at different endings for nationalities E.g. -ese; - ian; -ish; -i etc. Students match African countries with correct nationality ending and note any spelling changes E.g. Congo – Congolese; Ethiopia – Ethiopian; Somalia – Somali Students note stress pattern and practise saying nationalities with help of Teacher. Teacher can introduce some other useful nationalities: E.g. English; Spanish; French; Japanese; Emirati etc.

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Competencies	Contents	Learning activities and resources
Students will be able to:	**E. Additional Learning Strategies** Expectations Learning a language Different types of language learners	Students discuss with the teacher their expectations of the Grade 11 English course and teacher discusses his / her expectations of the students. They come up with a list of statements that can be turned into a poster / charter and referred back to during the year. In small groups, students discuss the following questions and take notes for whole class feedback: Are you a good language learner? Why / why not? What is the best way to learn a language? Why? What activities should take place in the classroom? Students complete a "What sort of language learner are you?" questionnaire and discuss answers with their partner.

Assessment:

Skill	Minimum learning competency	Task
Speaking and listening	Discuss advantages and disadvantages and come to a consensus.	In pairs students discuss the advantages and disadvantages of having another secondary school in their area
Writing	Write and present a report of 350 to 400 words.	Reports on the AU should be assessed for writing

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Unit 2: Education *(17 periods)*

Learning Outcomes: By the end of Unit 2 students will be able to identify and discuss barriers to learning and assess their own strengths and weaknesses as a student

Language focus

Grammar: first conditional (including with unless), any more / longer, no longer, still, yet, already, whereas, although, reported speech
Vocabulary: education, adjectives / nouns to describe good students, gender, prefixes (over-, under-, re-, de-)
Social expressions: revision of identifying / thinking about a problem

Competencies	Contents	Learning activities and resources
Students will be able to: • predict the content by doing pre-listening activities • listen to a text and identify specific information • listen to a monologue and identify the main points • relate what they have heard to their own lives	**A. Listening** Listening text: Education Development in Ethiopia over the past 16 years. The text should trace developments in education throughout the students' lifetime. E.g. Access to / take up of education at each level / schools / resources / teachers Listening text 2 A text based on the experiences of a rural Ethiopian woman who was never given the opportunity to go to school because her family did not consider education important for a girl.	Prior to the listening text, students are given a table to complete with guesses about students enrolment in 1990 and 2000 (or as appropriate). E.g. – Percentage of children attending primary school – Adult literacy rates Students listen and complete the two columns of the table. After they compare the answers to their guesses. Students listen to the text and bullet point main ideas. They then relate the account to current problems that girls face in education.
• recount experiences in the past using a range of structures • talk about the future using a range of structures • agree, disagree and express simple counter arguments • use a range of structures to think about a problem • identify a range of suggestions and recommendations on an issue • contribute to and develop conversations about the unit topic	**B. Speaking** Past, Present and Future tenses E.g. What level of education did your grandparents / parents have? How is your educational experience different from theirs? Do you think your children will have a better education than you? Comparatives e.g. better than…, classes are bigger now Different from …, similar to … I think …, in my view…, I agree / disagree with … because …, so do I, neither do I	The teacher asks students to think about the changes in education using the prompt questions in a range of tenses. Students to discuss the questions in pairs. In general class discussion, the teacher collects views and opinions, encouraging students to agree and disagree with points made in response to the last two questions. Teacher introduces the new language. In groups students brainstorm issues related to education identifying barriers to learning – e.g. class size. They decide what the main priorities are for the government and prioritise these. Each group appoints a spokesperson who reports the group's findings to the class. Teacher practises the first conditional and revises 'unless'. Students are organised into single sex groups. In their groups they should read and consider the statements and rank order them (using diamond ranking) according to importance. (Students may delete or add statements)

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Competencies	Contents	Learning activities and resources
Students will be able to:	Social expressions: revision of identify and thinking about a problem E.g. The trouble / problem is … The real problem is … The point is … The awful thing is … Don't forget that … In a case / situation like this … In this sort of situation 1st conditional (including with unless) E.g. If there are a lot of female teachers, more girls will stay in school Unless there are a lot of female teachers, girls will drop out The main / major reason is … Comparatives and superlatives … is the most serious problem … is not as important as … … is just as serious as … Noting differences (although, whereas) E.g. Whereas most of the boys thought early marriage an issue, the girls didn't. Pronunciation: connected speech	Possible reasons for poor performance / high drop out rate of female students • Lack of confidence therefore little participation in class. • Early marriage • Not enough female teachers • Cultural expectations that girls should be submissive • Being dominated in class by male students. • Disregarded by male teachers. • Perception that education is wasted on girls as they will become wives and mothers and do not need qualifications • Over concerned with personal appearance. • Unable to study or complete homework due to other family commitments. Results are displayed on the classroom walls and students move around the room to see what other groups have written noting any common differences between the perceptions of female groups and male groups. They make sentences to compare the two perspectives using 'whereas' and 'although'. Teacher writes some comparative sentences on the board and models pronunciation of connected speech, showing clearly the words that are usually pronounced together. E.g. My house_is not_as big_as yours. Students make their own sentences and practise connecting sounds.
• read a factual article and infer meanings of new words using contextual clues and / or knowledge of word formation • skim 'how to study' manual to get general ideas • identify evidence to support / justify opinions / arguments	**C. Reading** Two texts: Text A: The qualities of a good student Reported speech Sofia said that I was hard working, but I said that I wasn't. Pronunciation: sentence stress for contrast **Sofia** said that I was **hard working**, but I said that I **wasn't**. Text B: How to Study Vocabulary – prefixes (re-, de-, under-, over-) e.g. resit an exam, undereducated, demotivate, overdo etc.	Students read text A and underline any words that are unfamiliar to them and in threes attempt to guess the meaning using contextual clues and knowledge of word formation (before checking with a dictionary, if available). Teacher revises reported speech and change of tense rules. Students self assess themselves against the criteria in text A, and ask a partner to assess them. They compare their assessment with that of their partner and discuss differences. Teacher models sentence stress and shows students that stress is put on key words, especially contrastive words. Students highlight the key words in their own sentences and practise emphasising them, saying sentences to their partner. Students read text B, and identify the main suggestions e.g. Time Management.

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Competencies	Contents	Learning activities and resources
Students will be able to:		For each suggestions students find the supporting evidence from the text. Students match prefixes to verbs (from the unit). They revise the meanings of the prefixes and make sentences of their own.
• write 2-3 paragraphs to persuade • write informal letters (including replies) using correct conventions	**D. Writing** Gap-fill for 'if', 'unless', 'when' and 'whenever' Word formation tables Magazine article Use of the 1st person I think it's important … I think you will agree with me Girls should / ought to / have to A good … To be a good …, you have to … Informal letter to pen pal in another country	Students fill in the correct word in sentences Students fill in word formation tables E.g. noun (person), noun (thing), verb adjective examiner examination examiner educator education educate educational Teacher elicits from students the text features of a magazine article with a model. They write an article for a young people's magazine arguing that Ethiopia needs more educated women to help run the country. As a conclusion to their article they offer advice to girls who are struggling at school. Teacher revises informal letter conventions. Students write a letter to a pen pal describing their school and education in Ethiopia.
	E. Additional Learning Strategies Needs analysis Goal setting Organisation of resources and time	In pairs, students analyse why they need English. They should consider: their main purpose for learning English the situations when they need English the skills they need for the situations Students assess their competency in vocabulary, grammar and the 4 skills on a 1-5 scale (1=the standard they would like to reach their goal; 5=long way from goal) and compare with partner. Students then give these skills a priority ranking 1-6 (1=highest priority; 6=lowest priority) In groups, students draw up a list of resources they have access to for improving their English. E.g. Dictionary, grammar book, textbook, teacher, library, computer, English club, cinema. They rank them according to ease of access, usefulness etc. Students discuss how much time they have for learning English. They draw up a chart with daily activities and calculate the approximate amount of time they spend doing them in a week. E.g. Sleeping, getting up, mealtimes, travel time to / from school etc. They can then calculate the time they have for learning English in a typical week and the best times for extra study. E.g. Learning five new words while walking to school every day.

Assessment:

Skill	Minimum learning competency	Task
Writing	Write informal letters (including replies) using correct conventions.	Teacher assesses in-class writing
Reading	Read a factual article and infer meanings of new words using contextual clues and / or knowledge of word formation.	Students read a text about the importance of education and complete gap-fill sentences with the correct vocabulary.

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Unit 3: Traditional and Modern Medicine *(17 periods)*

Learning Outcomes: By the end of Unit 3 students will be able to give information about illnesses and different kinds of treatment

Language focus

Grammar: I'd rather / prefer to, third conditional, defining relative clauses, make and let
Vocabulary: illnesses / diseases, traditional medicine, medical roles and verbs
Social expressions: expressing preferences, expressing reservations

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to an interview and identify the details • listen to an interview and identify specific information	**A. Listening** Listening text - healer Listening text - doctor	Students listen to a traditional healer recommending treatment for certain illnesses and take notes. Students listen to a doctor of modern medicine talking about preventable illnesses e.g. malaria and complete chart with details of illnesses and recommended treatments / prevention techniques.
• recount stories in the past using a range of structures • contribute to and develop conversations around the unit topic • report what they have heard • recount stories in the past using a range of structures	**B. Speaking** Social expressions: expressing preferences I'd prefer to go to a traditional healer because … I'd rather see a doctor because … Expressing reservations E.g. I'm afraid … I don't see how … I doubt … Possibly, but … What I am worried about is … What bothers me is … Used to E.g. my mother used to suffer from coughs Past tenses E.g. While my father was working in the mines, he caught bronchitis He had had a cough for a week before he went to the doctor Present perfect E.g. My sister has never been ill Third conditional If my mother hadn't gone to the healer, she wouldn't have got better Pronunciation: third conditional (contractions) E.g. she had = she'd / ʃ i:d / she would have = she'd've / 'ʃ i:d ɘv /	Teacher introduces new language Students use the information from the listening to talk about their preferences and reservation for traditional or modern treatment and why. Students discuss in groups the kind of illnesses they and their family have had. They give information about the treatment received saying if they consulted a traditional healer or a modern doctor. (Students can get information beforehand from their family members). Teacher uses the context of family illnesses (with sensitivity) to introduce the third conditional. Students practise within the topic area and using other contexts. Teacher puts examples of third conditional sentences on the blackboard. Teacher models pronunciation of contractions (she had = she'd etc) and students repeat. Students practise with similar examples in pairs. Students match modern medical equipment to purpose E.g. Ultrasound – using sound waves to identify medical problems, X-ray – looking inside the body, neck brace Students make sentences using 'which', 'who' and 'that' Teacher introduces the structures with 'make' and 'let' using examples from the context. Students make their own sentences to show the difference between 'make' and 'let'. Optional: Students research and present findings on one example of futuristic medicine E.g. Nanotechnology, gene mapping, designer babies, cloning, foetal selection etc Teacher writes a list of words on the board spelt with "ough" E.g. cough, through, thought, bought, enough, bough Teacher checks meaning and models pronunciation. Students group according to sound: E.g. Thought / bought; cough / enough and pronounce words in sound groups.

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Competencies	Contents	Learning activities and resources
Students will be able to:	Defining relative clauses An ultrasound is a machine which uses sound waves to identify medical problems Make and let An X-ray is a machine which lets you look inside the body A neck brace is an instrument which makes you keep your neck in the correct position Pronunciation: -ough E.g. cough / kof /	
• infer meanings of new words using contextual clues and / or knowledge of word formation • read a newspaper article and predict the content of a text from an extract • scan a newspaper article to obtain specific information • read short biographies to identify detailed information • read factual leaflet and skim to get the main idea • read factual leaflet and explain the features of the text type	**C. Reading** Vocabulary on illness Newspaper articles about diseases that kill in Ethiopia and Western Europe Making comparisons The incidence of Malaria is much higher in Ethiopia The prevalence of cancer is not nearly as high as in Europe Government health leaflet	Teacher introduces vocabulary connected with illnesses in sentences. Students try to guess the meaning. Students use the new words to make sentences about illnesses in their families. Students read an extract from the text and in groups students predict the top 10 illnesses / diseases that kill in Ethiopia. Students read the rest of the text to see if they were right and fill in a table. Students read the text again to identify the top 10 diseases in Western Europe and fill in the table. Students use information in the text to make comparisons. Jigsaw reading: In groups, students each read about one different person related to medicine E.g. modern nursing – Florence Nightingale; development of antibiotics - Alexander Fleming; first heart transplant - Christiaan Bernard. They individually complete charts (e.g. name of person, country of origin, dates, activities etc). When they are ready they share information and make third conditional sentences about the people. Students read short government health leaflet and identify the main idea. Students read again and identify the main text features (as this text will be a model for one writing activity).
• write 2–3 paragraphs to inform • independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof-read • independently write an essay of five paragraphs (including Introduction and Conclusion)	**D. Writing** Starting and finishing sentences E.g. If I hadn't come to school today, I… ……, I would have got sick	Students start and finish sentences in the third conditional related to their own lives. Students write a health leaflet for younger children: what are common ailments / accidents and how to prevent / treat them (at home and at school) (based on model from reading). Students write an essay on the following topic: 'We should not ignore traditional medicine because of modern developments'. The teacher allots time for students to follow the seven stages. If necessary they can brainstorm and plan in twos or threes.

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Competencies	Contents	Learning activities and resources
	E. Additional Learning Strategies Motivation Focus on speaking attitudes to speaking pronunciation issues fluency versus accuracy	In groups, students discuss how motivated they feel to learn English and why. They list the things that might affect their motivation during the course and teacher writes compilation on board. Class should then discuss how to overcome these problems. In groups students read sentences and comment; which sentence/s do they agree with: E.g. I want my spoken English to be perfect – I hate making mistakes. I make a lot of mistakes when speaking, but I don't care – people can understand me. My English accent is terrible – I want to sound like an English person. I feel like a different person when I speak English. British English is best – I only want to learn that. Whole class should then summarise views about speaking English. Students make a list of different pronunciation problems they have when speaking English. Teacher puts problems on the blackboard E.g. Individual sounds, word stress, sentences stress Class brainstorms ways of overcoming problems: E.g. Isolating sounds and practising; using dictionary / teacher for stress pattern and recording; practice with a native speaker etc Teacher writes the words 'fluency' and 'accuracy' on the board and asks students to discuss what these refer to in speaking, putting answers on the blackboard E.g. Accuracy = correct vocabulary / range of words; appropriate grammar (tense, preposition etc); appropriate register (formal / informal language); correct pronunciation of sounds; correct stress of syllables / words / sentences; correct intonation fluency = clear meaning; little hesitation; appropriate speed of delivery Students discuss: – which is better: fluency or accuracy? – different situations (e.g. exam, class practice, speaking to a native speaker etc.)

Assessment:

Skill	Minimum learning competency	Task
Speaking and Listening	Listen to an interview and identify specific information.	Students listen to a patient talking about an illness / accident and answer multiple choice questions.
Writing	Independently write an essay of five paragraphs (including Introduction and Conclusion).	Teacher assesses in-class activity.

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Unit 4: HIV and AIDS *(15 periods)*

Learning Outcomes: By the end of Unit 4 students will be able to discuss the impact of HIV and AIDS and make recommendations

Language focus

Grammar: in case, 3rd conditional with 'might' and 'may', it is said / believed that
Vocabulary: HIV and AIDS, language of graphs
Social expressions: saying 'no' tactfully

Competencies	Contents	Learning activities and resources
Students will be able to: • predict the content of a text by doing pre-listening activities • listen to a text about HIV and AIDS and identify detailed information • identify a range of suggestions and recommendations on an issue	**A. Listening** Present / past / future (active and passive) E.g. Girls can be infected when they are raped AIDS has killed thousands of young people AIDS will continue to kill unless we change our behaviour Listening text An account describing the different ways in which the HIV virus is transmitted Giving advice E.g. We should / ought to / must wear gloves Mixed conditional E.g. If someone is bleeding, we should wear gloves to treat them	In pairs and then in plenary students brainstorm what they know about HIV and AIDS. The teacher collates the information on the board. In addition the teacher can put up the beginning of a number of sentences. E.g. Girls can, AIDS has, AIDS will, to pull out specific structures. Students listen to the texts and take notes. In pairs, they list any additional ways in which the virus could be transmitted. Students relate the facts to their own daily lives, and decide what they should be careful about. E.g. helping someone who is bleeding if they do not have protective gloves.
• use a range of structures to express agreement / disagreement • express cause and effect • agree, disagree and express simple counter arguments • use a range of structures to apologise • ask for opinions, express their own opinion and support it • use previous knowledge to pronounce new words and structures	**B. Speaking** In case E.g. You should have gloves at home in case you want to treat someone You should take an umbrella in case it rains Social expressions: saying 'no' tactfully E.g. I'm not keen on … I don't particularly like … I'd really rather not … If it's OK with you, I'd prefer not to … Third conditional (including the use of modals 'might' and 'may') E.g. If she had kissed him, it might have led to sex	Teacher uses the context to teach 'in case' and students practise it in a range of contexts. Teacher sets up an appropriate context where a girl or boy needs to know how to say 'no' tactfully and introduces target language. In groups students are given different situations (e.g. being offered a drink in a bar, being asked for a kiss etc.) and they have to make up and act out a role-play which involves saying 'no'. After the role-plays students use the third conditional to discuss what might have happened if the protagonists had not said 'no'. Students form discussion groups and allocate different roles: e.g. chairperson, scribe, spokesperson, time-keeper. Each group is given a discussion topic. E.g. 1. 'How should the country support HIV and AIDS victims?' 2. 'Are men or women more responsible for the increase in infection rate?' 3. 'What is the best way of ensuring all young people are fully informed of the facts relating to HIV and AIDS.

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Competencies	Contents	Learning activities and resources
Students will be able to:	Pronunciation: third conditional review of contractions E.g. might've / 'maltəv / sentence rhythm	They are given a time limit e.g. six minutes. They brainstorm ideas in response to their question. When they have added all of their points, they exchange their sheet with another group who have been working on a different topic and add any additional points (five minutes). They exchange papers a final time (four minutes), so that each group has contributed to each topic. After discussing how to present the ideas (five minutes), the spokesperson from each group reports back to the class. Teacher models pronunciation and stress patterns using example sentence on board. Teacher should highlight rhythm of sentence by clapping hands or clicking fingers whilst saying the words that are stressed E.g. If my **sister** hadn't **gone** to the **doctor**, she **wouldn't** have **got better.** Students repeat and click / clap whilst pronouncing sentence. In small group circles, students do the same for their own sentences, turning result clause into condition clause and continuing round the circle. E.g. If she **hadn't** got **better**, I'd have **been** very **worried**.
• read newspaper articles, leaflets and graphs and: • infer meanings of new words using contextual clues and / or knowledge of word formation • identify main points and summarise • identify evidence to support / justify opinions / arguments • read short paragraphs and distinguish between fact and opinion	**C. Reading** Vocabulary of graphs e.g. rise, fall, soar, lessen, reduce, plummet etc. Reading texts – a selection of leaflets, newspaper articles and graphs related to the increase in HIV and AIDS in Africa, and internationally: Short paragraphs about HIV and AIDS and related issues (some of which are mythical) It is said that / believed that … Some people say that … HIV and AIDS is supposed to …	Students divide vocabulary into lexical groups. In pairs, students read the passages and select new vocabulary guessing meanings using contextual clues. Students bullet point main ideas from each text, interpreting simple statistics from graphs / tales. They draw conclusions from what they have read, using evidence from the texts. Pairs each join another pair and report back on what they have found out. Students read the paragraphs and decide which are true and which are false. Students work in groups to explain reasons for myths. They join other group to compare ideas.

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Competencies	Contents	Learning activities and resources
Students will be able to: • interpret simple statistics and write a report • in pairs write and present a report of 350 to 400 words including suggestions / recommendations • write a reply to a short formal letter using correct conventions	**D. Writing** Paragraph describing data on a graph with gaps for prepositions E.g. HIV infection rose ___ 4% in the 1990s Graph of HIV and AIDS figures in one country Re-use reading texts Reply to a letter from a person living with HIV and AIDS who would like to talk to the students Spelling – acronyms and abbreviations	Students fill in the gaps with 'from', 'to' or 'by' depending on the information in the graph. Students interpret the graph and write a one paragraph report. In pairs students choose one country, referred to in the text, supplement the information with further research (if facilities are available), and write a report on the growth and impact of AIDS on that country. They present their work orally or by displaying it on the walls Students read a letter from a person living with HIV and AIDS who like to talk to the students. They revise conventions of formal letters. They write a reply thanking the person, accepting the offer and suggesting a date and time. Teacher writes HIV and AIDS on the board and asks students for the definition. Teacher asks for any other acronyms that students know in English E.g. AU (African Union), UN (United Nations), UK (United Kingdom) etc. Teacher reviews use of capitalisation and full stops with acronyms and abbreviations E.g. Mr / Mrs / Dr
	E. Additional Learning Strategies Dictionary use	Dictionary race: Teacher writes eight words on the board that students are unfamiliar with (but connected to unit topic). They should start with a range of letters E.g. diagnosis, heal, kidney In pairs, students race to find the words and write down the definition. The first pair to complete should shout "stop" and read out the definitions for teacher to check. Students then record vocabulary in an appropriate way and use dictionary to check / record pronunciation, part of speech, example sentence, multiple meanings etc.

Assessment:

Skill	Minimum learning competency	Task
Speaking and listening	Contribute to and develop conversations about the unit topic.	Teacher assesses in-class speaking activity.
Reading and writing	Read newspaper article and identify main points and summarise.	Students read a newspaper article about HIV and AIDS in a particular country. They note the main points / key statistics and write a short summary.

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Unit 5: Tourism *(15 periods)*

Learning Outcomes: By the end of Unit 5, students will be able to explain the barriers to developing the tourist industry and the positive and negative impact of tourism

Language focus

Grammar: present perfect / past simple, adjectives ending in '-ing' and '-ed', I suggest + clause
Vocabulary: tourism and travel, describing places
Social expressions: turn-taking, suggesting

Competencies	Contents	Learning activities and resources
Students will be able to: • predict the content of text using the title • listen to a text and identify specific information • listen to dialogues to identify gist	**A. Listening** A listening text / dialogue / interview related to travel / tourism Dialogues where tourists are complaining using a variety of adjectives e.g. bored, boring, annoyed, annoying, tired, tiring etc,	Students revise vocabulary for tourism and travel by writing definitions of words (given by the teacher) which they read out and other students have to guess. Students look at the title of a listening text / dialogue / interview. They work in pairs to predict what it is about. Students listen to the text and complete tables. Students listen to each dialogue and identify the gist Teacher elicits from students tourists' reactions and feelings e.g. bored, boring and revises the difference between '-ed' and '-ing'. Students practise the structure using a substitution table or with prompts from the teacher.
• contribute to and develop conversations about the unit topic • identify and use a range of suggestions and recommendations on an issue • use appropriate turn-taking strategies	**B. Speaking** Social expressions: suggesting I suggest + _____ing I suggest that travel agents … Why don't we …? We could …? Social expressions: alternative perspective E.g. Instead of doing …, we could … On the other hand … Look at it this way … But then again … Even so … First conditional If / unless we do … Social expressions: turn taking, E.g. Can I add … If I could just come in here … And another thing Just a small point … Would you like to add anything … Would you like to come in here?	Students use the tables and other information from the listening text to identify and list the positive and negative features of Ethiopia as a tourist destination in two columns: Why tourists do not come to Ethiopia (e.g. health facilities, sanitation) and Why tourists should come to Ethiopia (e.g. landscape, wildlife, climate) Teacher revises / introduces the language of suggesting and giving an alternative perspective using a gapfill exercise. For each of the barriers listed, students suggest actions that could be taken to improve the situation. Teacher introduces and practises the language of turn taking Students divide into groups of three for a role-play. One student will be foreigner; the other two will be Ethiopian travel agents. The foreigner gives a lot of reasons why he / she doesn't want to visit Ethiopia. The travel agents have to persuade the foreigner to visit Ethiopia. The travel agents also have to take turns appropriately when giving information.

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<table>
<tr><th>Competencies</th><th>Contents</th><th>Learning activities and resources</th></tr>
<tr>
<td>• infer meanings of new words using contextual clues and / or knowledge of word formation
• read an article and scan to obtain specific information
• read an extract from a guide and identify the main points
• read an extract from a guide and explain the feature of the text</td>
<td>C. Reading
A newspaper / magazine article related to travel / tourism
An extract from a tourist guide describing and recommending a town / village in Ethiopia
Pronunciation: word stress
(–ation / ion)</td>
<td>Teacher takes out sentences containing new vocabulary from the text and asks students to guess the meaning of the word from the context.
Teacher writes statements on the blackboard and tells students to read the text and decide whether the sentences are true or false according to the information given in the text. Students work in pairs to answer providing evidence from the text to justify why the statement is true / false. They also make the false sentences correct.
Using the clues in the extract students have to guess what town is being described (from a selection shown on a map).
Teacher elicits the features of the text in the extract (students will use it as a model for writing).
Teacher asks students to work in small groups and list verbs that are changed to nouns by adding the suffix -ation / ion.
E.g. Verb Noun
accommodate accommodation
suggest suggestion
explain explanation
Students check pronunciation of words in dictionary or with teacher. Students group words according to stress pattern and add more examples, paying attention to any spelling changes
E.g
<table>
<tr><td>o O o</td><td>o o O o</td><td>o O</td></tr>
<tr><td>suggestion</td><td>explanation</td><td>suggest</td></tr>
<tr><td>rejection</td><td>exhibition</td><td>explain</td></tr>
</table>
Students pronounce words in their stress groups</td>
</tr>
<tr>
<td>• write a short formal letter using correct conventions
• write two–three paragraphs to inform and explain</td>
<td>D. Writing
Gap-fill – letter from a tourist to a travel agency after a trip
Formal letter</td>
<td>Students fill gaps with -ing or -ed adjectives from a list.
Students write a short formal letter to the author of a tourist guide book, explaining why their town / village should be included in the guide book.
Using the reading text as a model, they write one or two paragraphs about where they live to send to the author.</td>
</tr>
</table>

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Competencies	Contents	Learning activities and resources
	E. Additional Learning Strategies Focus on Writing attitudes to writing types of writing a well-written text self-assessment writing goal	In groups students read sentences and comment on the following sentences: I prefer writing to speaking – I have more time to think. I remember things better if I write them down. I like the shape of English letters. There is so much to remember when writing – grammar, spelling, and punctuation – speaking is much easier. I hate checking my writing – I like to write and then hand it to the teacher to check. Whole class summarises views about writing. Students brainstorm the different types of writing and divide them into three categories: communication, personal, both E.g. Communication: letter, message, report, instruction, form Personal: diary, vocabulary book, address book, notes, summary, shopping list Both: novel, story, poem, essay Students in groups brainstorm what makes good writing. They look at two examples on the same topic (e.g. one good letter; the other poor). They discuss the characteristics. Students circle the errors in the poor text and note the type of error (e.g. spelling, wrong word, incorrect punctuation etc). Students make their own writing correction code. Students then examine a recent piece of writing done by themselves and assess its quality, noting down the areas they need to improve. Students set themselves a writing goal for the next unit.

Assessment:

Skill	Minimum learning competency	Task
Listening	Listen to dialogues to identify gist.	Students listen to people describing their experiences of travel in Ethiopia and note their overall impressions.
Reading	Read an article and scan to obtain specific information.	Students read an article about a tourist site and answer multiple choice questions.

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Unit 6: Fiction *(13 periods)*

Learning Outcomes: By the end of Unit 6 students will be able to identify different text genres and their unique features.

Language focus

Grammar: narrative tenses, questions forms, grammar of phrasal verbs
Vocabulary: Fiction and non-fiction, extreme adjectives, phrasal verbs with 'in' and 'out'

Competencies	Contents	Learning activities and resources
Students will be able to: • predict the content of a story from the first part • ask and respond accurately to a range of open and closed questions • recount stories and experiences in the past using a range of structures	**A. Listening** Story read by the teacher 'Wh' questions What did he look like? What was he like? How long did it take? What happened? (What as subject) Who met the man? (Who as subject) Who did the man meet (Who as object) What did they talk about? (preposition at end)	Teacher reads the first part of a story to the class. In pairs, they fill in a chart identifying the features e.g. characters, setting, mood / emotions, plot. Students practise asking and answering a range of questions about the story using prompts on the board. E.g. Look like?, what / like?, happened? Etc. Teacher gives feedback on specific question forms In pairs students plan an alternative section 2 and present this to the class / group and initiate a discussion.
• recount stories and experiences in the past using a range of structures • predict the content of a story from the title • listen to a story and re-tell what they have heard in some detail • explain the features of different text types	**B. Speaking** Narrative tenses E.g. While she was living in Awassa, she met a shoeshine boy In the morning, she had been happy Sequencing words/ connectors One day a woman met a thief. At first…, then etc. Vocabulary: extreme adjectives e.g. scared – terrified, cold- freezing	The teacher draws a four box grid on the blackboard. In the first box, she lists places e.g. Addis Ababa, London, Awassa, New York. In the second she lists moods: e.g. happy, sad, frightened, angry In the third characters: e.g. shoeshine boy, beggar, doctor, thief In the fourth times: e.g. midnight, morning, afternoon, evening Working in pairs, students choose one item from each box and construct a short 60 second narrative which must include the four chosen words. They give their narrative a title. In groups, each pair takes it in turns to give the title of their narrative; the group try to predict the story. The pair read the story to the group, while the remainder of the group listen for the four key words and note. When all groups have completed their narrations, they attempt to retell each other's stories, using sequencing words and connectors appropriately, Students match adjectives to their extreme equivalent. Teacher revises the grammar of extreme adjectives (can not be used with 'very', only extreme adverbs of degree e.g. 'absolutely', 'totally'). Students practise making up sentences using the extreme adjectives in the context of the four stories. The teacher elicits from the class 'features' of a narrative: Setting (place and time), characters, emotions, plot (what happens). If necessary the teacher also revises the use of narrative tenses based on feedback from the story-telling exercise.

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Competencies	Contents	Learning activities and resources
• infer meanings of new words using contextual clues and / or knowledge of word formation • Read and explain the features of different text types • read a text and skim to get the general idea	**C. Reading** Phrasal verbs with 'in' and 'out' E.g. Get in, move in, break in, drop in, eat in, leave in, get out, move out, break out, drop out, eat out, leave out Extracts from a variety of text types: e.g. poem, dictionary, encyclopaedia, web page, novel, letters, newspaper, postcards, email, play, magazine, recipe book, manual.	Students read sentences with phrasal verbs and guess meanings. They match the verbs with their opposites. Students work out the meanings of 'in' and 'out' in this context. Teacher checks understanding and goes over some of the grammar e.g. He broke in on Sunday. He broke into the house on Sunday. The teacher distributes extracts from a number of different text types. In threes, students read the texts and categorise into fiction / non-fiction. The teacher demonstrates how to identify features using an unfamiliar text type (e.g. play) Play – characters names on the left, words spoken (dialogue) on the right. Stage directions separated from dialogue Students identify the different genres, and label them. They prepare a chart for each genre they identify using the examples and prior knowledge: e.g. newspaper – headlines, columns, pictures. novel – chapters, paragraphs. The teacher takes feedback from the groups and ensures class understanding, clarifying any problem areas. If a library is available, students visit, and identify fiction and non-fiction books from different genres using library signage and / or the blurb on the back of books. For each one they identify, they write down the title, author and the topic and take it back to class for discussion.
• independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof-read • write stories independently in five paragraphs	**D. Writing** Gap-fill with extreme adjectives e.g. scared – terrified, cold – freezing Brainstorm plots Narratives	Students fill in the gaps with an appropriate extreme adjective. Students choose a fiction genre – e.g. Horror story They draw a large pot and brainstorm appropriate 'ingredients', using words and pictures e.g. old house, drops of blood, night, deserted. These are displayed in the classroom. They individually choose their own genre and using the seven stages of writing, write their narrative in five or more paragraphs giving an appropriate opening and conclusion.

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Competencies	Contents	Learning activities and resources
	E. Additional Learning Strategies Dictionary use • phrasal verbs	Students read an extract from the dictionary giving information about two / three phrasal verbs with different grammar patterns e.g. look after, look up, look forward to Students read the examples given E.g. He looks after the children. He looks after them. She looked the word up in the dictionary. She looked up the word in the dictionary. She looked it up. I'm looking forward to the party. I'm looking forward to it. and deduce rules / meaning (separable / inseparable verbs) E.g. Look after / look forward to = inseparable look up = separable inseparable = noun / pronoun comes after separable = pronoun comes between verb and particle; noun can come before or after Students are given phrasal verbs from the unit to look up in their dictionaries (or dictionary extracts are provided in textbook). They read example sentences and group according to separable / inseparable. They record grammar information and example sentences.

Assessment:

Skill	Minimum learning competency	Task
Speaking and listening	Ask and respond accurately to a range of open and closed questions.	Teacher asks students about their favourite book / story and assesses their answers.
Writing	Write suggestions / advice in response to a written request.	Teacher assesses in-class activity.

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Unit 7: Weather and climate change *(16 periods)*

Learning Outcomes: By the end of Unit 7 students will be able to identify and explain the causes and effects of climate change and ways to lessen the impact

Language focus

Grammar: going to (for prediction based on present evidence), future passive, grammar of phrasal verbs
Vocabulary: weather and climate change, adjectives to verbs e.g. soft to soften, phrasal verbs with on and off
Social expressions: expressing hopes and fears, giving reasons,

Competencies	Contents	Learning activities and resources
Students will be able to: • to a text and follow the structure, logic and sequence of a text through identifying discourse markers • listen to a description of the weather and identify specific information • re-tell what they have heard in some detail	**A. Listening** Listening text The global impact of climate change Discourse markers: e.g. firstly, on the one hand, on the other hand, in other words etc, moreover, furthermore, in conclusion etc. Listening text 2: Weekly weather report Going to for predictions based on evidence E.g. Due to a warm front, it is going to get hotter on Thursday *Will* for predictions E.g. On Friday it'll probably rain	Students brainstorm words connected to weather and climate change. They record them in their vocabulary notebooks in the way they find most useful e.g. groups, parts of speech, translation etc. They put each word in a sentence. Students listen to a text and list the signpost / discourse markers they hear. Students compare their answers in pairs and predict what kind of information should come after the discourse markers. When they listen again they note the points that follow each of the signposts / discourse markers to see if their predictions were right. With the teacher they discuss how the signposts / discourse markers help them to listen. Students listen to a weather report and fill in a chart for the weather for each day of the week. Teacher introduces the use of 'going to' for future predictions based on present evidence. Students listen to weather forecast again and identify the use of 'going to' and the evidence that supports it. They compare the use of 'going to' and 'will'. In pairs students re-tell the weather forecast for the week based on the chart, choosing the correct structure depending on available evidence.
• give explanations (including express cause and effect) • talk about the future using a range of structures • identify a range of suggestions and recommendations on an issue • contribute to and develop conversations about the unit topic • use a range of structures to express hopes and fears	**B. Speaking** Language of cause and effect It leads to / will lead to E.g. Cutting down trees leads to deforestation which leads to flooding It results in … It means … Zero conditional / passive E.g. If trees are cut down, it results in flooding 1st conditional E.g. If people continue destroying forests we will have more droughts	Using information from the listening text, students discuss the causes and effects of climate change E.g. cause – cutting down trees effect – deforestation .. flooding E.g. cause – carbon emissions effect – global warming Students predict the impact of climate change. They make a number of sentences which the teacher captures on the blackboard. In groups students choose one prediction and develop it round the group using the 1st conditional. E.g. Student 1: If people continue destroying forests, we will have more droughts. Student 2: If we have more droughts, people will get hungry. Student 3: If people get hungry, they will die etc. Students list the main impacts using future passive.

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Competencies	Contents	Learning activities and resources
Students will be able to:	Future tense – passive e.g. Our economy will be affected by climate change Our people will be affected by climate change Language of suggesting E.g. I think we should … The town ought to … The government must … I suggest … Social expressions: giving reasons: E.g. The reason I don't want to go is Above all … And besides … And another thing … Not to mention the fact that … Plus the fact that Social expressions: hopes and fears I hope that the government will support us I am worried that the rains will come late I am afraid that … My worst fear is that … Pronunciation: vowel sounds E.g. high – my short – caught tight – white	In threes students suggest ideas and make recommendations for each impact at individual, village / town and national level. The recommendations can include what can be done using modern technology if appropriate e.g. hydroelectric power In different threes students perform three role-plays. 1.2 town councillors and one villager. The town councillors are making recommendations to the villager (based on previous activity). The villager has to give reasons against the recommendations. The councillors have to persuade him / her and demonstrate appropriate turn taking strategies. 2.2 Ministry officers and one town councillor. The Ministry officers make recommendation for the town and the town councillor gives reasons against the recommendations. The Ministry officials have to persuade him / her and demonstrate appropriate turn taking strategies. 3.2 UNESCO officials and one Ministry officer. The UNESCO officials have to make recommendations for Ethiopia, while the Ministry officer gives reasons against them. The UNESCO officials have to persuade him / her and demonstrate appropriate turn taking strategies. After listening text 2, students discuss how unpredictable weather patterns, such as late rains, affect farming in their area and the consequences of this. The teacher collates on points made the blackboard. Teacher introduces the language of hopes and fears. Students practise it using the context of unpredictable weather patterns Students are given a list of words with different spellings but matching vowel sounds. Students match words that rhyme, noting different spelling E.g. cow – plough zoo – glue – two
• read a factual article and identify evidence to support / justify opinions / arguments • read a factual article and identify detailed information	**C. Reading** Adjectives become nouns E.g. Soft – soften, hard – harden, short – shorten, loose – loosen, strong – strengthen, weak – weaken, tight – tighten, high – heighten Paragraph with gaps for verbs or adjectives Five paragraph text on the importance of weather forecasts for agriculture / aviation (The text is cut up into eight pieces: the introduction, the conclusion, three topic sentences from middle paragraphs, three middle paragraphs without topic sentences)	Students identify the changes from the adjectives to the verbs (mostly +en). Students match opposites amongst the group and identify the ones without opposites. Students think of other verbs and adjectives that follow the same pattern. Students fill in gaps in the paragraph with correct verbs or adjectives. Students put the cut up text in order and match the topic sentences to the correct middle paragraphs. They discuss the strategies they used to complete the task. The teacher draws students' attention to the supporting information that backs up each topic sentence and the language that is used. Students answer comprehension questions about the text. (Students will summarise the main ideas of the text in writing section)

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Competencies	Contents	Learning activities and resources
• with support summarise a text in various forms including bullet points • Write three paragraphs to inform, explain and persuade	**D. Writing** Summary of reading text Phrasal verbs with on and off E.g. switch on / off, put on / off, turn on / off (for machines), on and off for events – go on = happen, call off = cancel, put off = postpone, on and off for clothes and weight put on clothes / weight put on / take off clothes / weight. Try on Information leaflet	Based on the work they did with the reading text, students summarise it in bullets points to show main and supporting information. Students match phrasal verbs to definitions. Teacher discusses meaning and grammar pattern (separable / inseparable verbs; verb with no object E.g. go on). Students put the correct phrasal verb into sentences, noting position of nouns / pronouns. Students make sentences of their own using the phrasal verbs Students revise the features of the leaflet text. They write a leaflet designed for their local community, giving information, explanations and recommendations about a local weather related issue e.g. impact of deforestation.
	E. Additional Learning Strategies Focus on Vocabulary attitudes to vocabulary knowing a word active / passive vocabulary self-assessment goal setting	Teacher checks whether students have met their writing goal from Unit 5. Students share personal strategies for improving their writing and teacher puts suggestions on the blackboard: E.g. English pen-friend; keeping a diary in English; collecting examples of written English and using as models; speed writing for fluency; using own writing correction code etc. In groups students read sentences and comment on them E.g. I like learning new words – vocabulary is important. It is not necessary to learn lots of new words – grammar is more important. There are so many words in English – I can never remember them all. I think I know a word, but then the teacher tells me it has a different meaning – how many meanings can a word have? Why is English spelling so difficult? Whole class summarises views about vocabulary. Students are given a list of words. E.g. beetroot, revolting, embroider, screwdriver, hesitate, yummy They use a dictionary / ask the teacher to find out their meanings. Students then discuss what else it is important to know about these words E.g. grammar, pronunciation, spelling, formal / informal, collocations etc. They draw up a list which the teacher puts on the blackboard Students discuss which of these words would be useful to learn and why. In pairs, students test each other on individual words of their choice. One student says a word and the other gives as much information about this word as possible. Do they really "know" the word (i.e. spelling, meanings, translation, formal / informal etc)?

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Competencies	Contents	Learning activities and resources
		Students then choose a topic (e.g. farming) and brainstorm as many words as they can. Do they have a wide vocabulary for this topic? Students discuss their findings with the whole class and come up with strategies for overcoming any problems. E.g. Read more extensively, record more collocations, check pronunciation with teacher / dictionary more often Students set themselves a vocabulary goal for the next unit.

Assessment:

Skill	Minimum learning competency	Task
Speaking and listening	Re-tell what they have heard in some detail.	Students listen to a speaker talking about the future of the world's climate, take notes and retell what they have heard.
Reading	Read a factual article and identify detailed information.	Students read a text about one example of severe weather (e.g. hurricane) and answer detailed comprehension questions.

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Unit 8: Water *(17 periods)*

Learning Outcomes: By the end of Unit 8 students will be able to explain issues related to water management

Language focus

Grammar: comparison of adverbs, I wish + past simple, like and as
Vocabulary: water, conservation
Social expressions: interrupting and returning to the topic

Competencies	Contents	Learning activities and resources
Students will be able to: • Listen to a factual article and identify detailed information • listen to a text and identify specific information • listen to a text and relate what they have heard to their own lives	**A. Listening** Listening text 1:The water cycle Simple present for process E.g. Water evaporates and forms rain Sequence words e.g. first, next, after, then, finally Listening text 2: Water shortage – an international perspective	Students look at pictures connected to the topic and brainstorm vocabulary. They divide the vocabulary into appropriate groups. Students listen to a text about the water cycle and draw and label a diagram to illustrate the main steps in the water cycle. In pairs students take turns to explain the process orally, using sequence words. While one explains, the other checks for accuracy using the diagrams. Students listen to a short text about water shortage and classify countries under: seriously affected; moderately affected; less affected. They listen again and note down the reasons for water shortages. They relate these reasons to the shortage in their own regions of Ethiopia
• identify a range of suggestions and recommendations on an issue • talk about a hypothetical present • ask for opinions, express their own opinion and support / justify it (including through illustrating a point) • use a range of expression to interrupt	**B. Speaking** Comparisons of adverbs: e.g. … is less seriously affected than … The most seriously affected countries are … Social expressions: revision – giving reasons The reason why Ethiopia is the most seriously affected is … Because of … And besides … Wishes – I wish + past simple I wish we had more water I wish Ethiopia had a coastline I wish I had a lot of money I wish I lived in the South Adverb clauses of concessions – although, though, despite E.g. Although the country is on the upper course of the river, it can't … Despite being on the upper course of the river, it can't	Students compare their responses to listening text 2 and give possible reasons and recommendations for solving water problem. Teacher revises I wish + past simple (for what you want to be different in the present) in the context of water. Students practise the structure in other contexts. E.g. They have to decide on three wishes for now The teacher introduces the topic of cross border river issues. Students are given a set of scenarios relating to Ethiopian rivers and disputes. They practise using the adverbs in these contexts. In small groups, students take on the roles of the representatives of affected communities and present their arguments. Teacher introduces and students practise the language of interrupting. Students divide into groups of five and are given about 10 topics (e.g. unit topics so far- weather, African Union etc.). One student chooses a topic and talks about it. The others have to try to interrupt using a structure and backing it up. The speaker has to try to return to the topic. After two minutes, another student chooses another topic and so on until all the topics have been used.

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<table>
<tr><th>Competencies</th><th>Contents</th><th>Learning activities and resources</th></tr>
<tr><td>Students will be able to:</td><td>Social expressions revision: giving opinions, agreeing and disagreeing
Social expressions: Interrupting
E.g. Excuse me for interrupting, but …
I'd like to comment on that.
Can I ask something?
Sorry, but …
Returning to the topic
E.g. Anyway …
To get back to what I was saying
Where was I?</td><td>Teacher combines some question words and prepositions to make questions. Teacher models pronunciation (falling intonation of wh-questions) and students repeat.
Looking at a picture of people in a school (e.g. teachers, students, caretaker, cleaner etc) students and teacher ask / answer questions about them using a wh-question and a preposition.
E.g. Who is the teacher talking to?
What is the caretaker looking at?
Students then practise in pairs.</td></tr>
<tr><td>• read a factual article and identify the main points
• infer meanings of new words using contextual clues and / or knowledge of word formation</td><td>C. Reading
A text about different countries' water conservation mechanisms
Vocabulary formation
Pronunciation: word stress
One or two paragraphs that have examples of different meanings of 'like' (e.g. for example, the same as) and 'as' (in the same way, with as … as etc)
Gap-fill for 'like' and 'as'</td><td>Students read a text and pick out main points.
Students read and guess the meaning of unfamiliar words using contextual clues and knowledge of word formation.
Students discuss and list the water conservation mechanisms from the reading text that could be used in Ethiopia, giving reasons for their views.
In pairs students choose eight new words from the unit and make vocabulary formation tables e.g. verb = conserve, noun = conservation, adjective = conserved. For each word they try to find other words that follow a similar pattern.
Students mark the stress on the newly formed words and group according to their stress patterns. They check with dictionary / teacher. Students pronounce the words in their stress groups. E.g.
<table>
<tr><td>o O</td><td>o o O o</td><td>o O o o</td></tr>
<tr><td>conserve</td><td>conservation</td><td>environment</td></tr>
<tr><td>reduce</td><td>legislation</td><td>discovery</td></tr>
</table>
Students read the paragraph and try to work out the difference between 'like' and 'as' with support from the teacher.
Students read a paragraph and fill in the gaps with 'as' or 'like'.</td></tr>
</table>

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Competencies	Contents	Learning activities and resources
• write two–three paragraphs to explain	**D. Writing** Prompts for I wish sentences E.g. Have car = I wish we had a car two–three paragraphs Sentences	Students write sentences using 'I wish' based on prompts. Students write two–three paragraphs giving their recommendations (from reading activity) Students write sentences with 'as' and 'like' related to their own lives.
	E. Additional Learning Strategies Vocabulary feedback Focus on Reading attitudes to reading reading speed reading strategies self-assessment goal setting	At the end of the unit, teacher checks whether students have met their vocabulary goal from Unit 7. Students share personal strategies for extending and memorising vocabulary and teacher puts suggestions on the board. E.g. Copying word lists, grouping words by topic, writing translation, vocabulary network, word associations etc In groups students read sentences and comment on them E.g. I hate reading – I only read English because I have to. Reading English is so slow and boring – I'm always looking up words in a dictionary! I love reading in my free time. Reading really helps me improve my English. When I read, I underline words I don't know. Whole class should then summarise views about reading. In small groups, students discuss how they read in their mother tongue: Do they stop and try to understand every word? Do they say the words aloud or silently in their minds? Do they use a dictionary? Students give suggestions for increasing reading speed E.g. Ignoring unknown words, skimming text, extensive reading practice. Students examine five reading strategies with the help of the teacher: skimming, scanning, reading for detail, predicting content and guessing unknown words. Students look at different text types (e.g. menu, extract from telephone directory, extract from encyclopaedia, newspaper article etc) and discuss in pairs which strategy they would use and why. Students test one reading skill e.g. speed, general comprehension, detailed comprehension, guessing unknown words. They read a text of their choice and focus on the particular skill. They discuss with their partner how well they did at the task. Students set themselves a reading goal for the next unit.

Assessment:

Skill	Minimum learning competency	Task
Speaking and listening	Identify a range of suggestions and recommendations on an issue.	Students talk about the water situation in their area and make recommendations.
Writing	Write two–three paragraphs to explain.	Teacher assesses in-class activity.

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Unit 9: Disability *(17 periods)*

Learning Outcomes: By the end of Unit 9 students will be able to give information about issues related to disability

Language focus

Grammar: 'when' clauses, 'wh' questions, prepositions of time, ability (past, present and future), verb patterns
Vocabulary: disability, phrasal verbs with up and down, affixes
Social expressions: revision of expressing hopes and fears and talking about advantages and disadvantages

Competencies	Contents	Learning activities and resources
Students will be able to: • predict the content of a listening text using a variety of contextual clues (such as the situation, signpost words / discourse markers and some content words) • listen and follow the structure, logic and sequence of a text through identifying discourse markers • listen to the texts and identify detailed information	**A. Listening** I am familiar with I have experience of living / studying with … Present perfect I have studied with two visually impaired students Listening texts: 1) Disability Rights overview 2 A collection of short accounts from people with various disabilities talking about the problems they face.	Individually students talk about any sort of disability they are familiar with. Different types of disability are listed on the blackboard. Before they listen to the first text, students are given the discourse markers and accompanying content words. Using these they predict the content and structure of the listening. Students listen to find out if their predictions were right. Students listen to both texts and categorise issues relating to disability under the following headings: E.g. access to buildings education stereotypes employment technological aids
• identify a range of suggestions and recommendations on an issue • use a range of structures for hopes and fears • ask and respond accurately to a range of open, closed and follow-on questions • research, give and initiate discussion on a short presentation on a topic	**B. Speaking** When clauses. When you meet … you could / should … Social expressions: revision of hopes and fears I hope that the government will … My greatest hope is I am worried that people with disabilities will … I am afraid that … My worst fear is that … 'wh' questions and prepositions of time (by, in, at, on, until) E.g. When are you going to do your homework? On Tuesday What time do you go to bed? At 10.00pm How long are you going to stay at school today? Until 2.00 pm When do we have to give in our homework? By Thursday	After categorising issues in the listening texts, students, in pairs, discuss one of the areas, and make recommendations. Pairs report back their conclusions to the whole group. Students talk about their hopes and fears for disability awareness and practise the expressions. Students practise questions forms and prepositions of time using prompts on the board. Students use the reading text to find out how to express ability in the past and future. Teacher puts a variety of ages on the board and in pairs students talk about what they were able and will be able to do at that age. In groups students have to design a tool or machine that would assist a person with a disability. They discuss their designs, draw them and prepare explanations on their use. They present them to the rest of the class.

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Competencies	Contents	Learning activities and resources
Students will be able to:	When does the lesson / school finish? In 10 minutes Ability past, present and future E.g. I was able to read at six I couldn't / wasn't able to cook at six I can / am able to I will be able to speak English perfectly in five years Social expressions: revision of talking about advantages and disadvantages (although, despite, in favour, against) E.g. Although X is useful for the hearing impaired, it is too heavy to carry	
• read short biographies and skim to get the general ideas • read short biographies and scan to obtain specific information	**C. Reading** Sentences with gaps for 'when' or 'if' Inspirational texts about disabled people who have excelled e.g. Terry Fox Paragraph with gaps for prepositions of time	Depending on the intended meaning, students choose 'when' or 'if' to fill in gaps Teacher gives the students one minute to skim each text and find out what it is about. Students read the texts and answer questions. Students read the paragraph and fill in the gaps with the correct preposition of time (by, until, on, in, for, during etc.)
• write and present a report of 350 to 400 words including suggestions and recommendations	**D. Writing** Sentences with verbs that take gerund or infinitive Statistical data (could be a bar chart showing statistics about disability or about awareness) Report writing Sentences with phrasal verbs Phrasal verbs with up and down: put up, pick up, stand up, turn up, take down, put down, sit down, lie down, bend down, turn down	Teacher gives students 10 verbs (from the reading text that take either gerund or infinitive with object / without object). Students write sentences using these verbs. They check the structure by finding the verbs in the reading text. Students discuss the data and whether it is what they expected or if it surprises them. In groups students write questions and conduct a survey on people's awareness of physical disabilities. Students write a report based on the data and survey and present it to the class giving recommendations. Students look at example sentences for the phrasal verbs and guess their meaning and grammar pattern (separable / inseparable verbs; transitive / intransitive). They discuss what 'up' and 'down' means in each case. Students make new sentences with these phrasal verbs. They read the sentences out to the rest of the class with a gap (for the phrasal verb). Other students have to guess the phrasal verb. Students record phrasal verbs, grammar information and example sentences.

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Competencies	Contents	Learning activities and resources
	E. Additional Learning Strategies Dictionary use – affixes	Teacher reviews prefixes from Unit 2: over-, under-, re-, de- by writing example words on board and eliciting meaning. Students are given words with other affixes (prefixes / suffixes) and, using a dictionary, deduce meaning of affix E.g. Disability, misunderstand, childhood, citizenship Students put words in gap-fill sentences. Students transform root words using the same affixes and make their own sentences to explain meaning. They check with dictionary E.g. neighbourhood – A lot of the houses in my neighbourhood have large gardens.

Assessment:

Skill	Minimum learning competency	Task
Listening	Listen to a text and identify detailed information.	Students listen to a text about a person with a disability and answer detailed comprehension questions.
Reading	Read a text and skim to get the general ideas.	Students read a multi-paragraph text about a disability issue and match paragraphs to headings.

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Unit 10: Poverty and Development *(16 periods)*

Learning Outcomes: By the end of this unit, students will be able to identify causes and solutions to poverty through development

Language focus

Grammar: second conditional, third conditional
Vocabulary: poverty and development, rich and poor, opposites with un-, in-, il- and im-
Social expressions: revision of interrupting and language of meetings

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to an extended lecture, identify the main ideas and make notes • listen to an extended lecture and re-tell what they have heard in some deta	**A. Listening** An extended lecture related to poverty and development	Teacher puts the questions – 'What is poverty?' and 'How can you judge whether a country is poor?' on the board. Students have three minutes to brainstorm answers to the questions. Teacher takes feedback, and gives the class three definitions of poverty: UN definition / UK definition / Ethiopian definition Students talk about their strengths and weaknesses when making notes in other subjects. Teacher elicits from the students the qualities of good note-making and shows a variety of examples from the class. Students decide how they are going to make notes. Students listen to a lecture on poverty and development (e.g. poverty reduction) and make notes. The compare their notes in threes and add to them if necessary. In different threes students use their notes to re-tell the main points of the lecture.
• give explanations (including express cause and effect) use a range of structures to take part in a meeting and interrupt agree, disagree and express simple counter arguments	**B. Speaking** Cause and effect Good governance leads to development Good governance can bring about development Good governance means that … Education results in development Second conditional If more children went to school, the country would have more skilled workers If there were better governance, our money would go further Social expressions: revision of language of meetings E.g. The aim / agenda of today's meeting is … Revision of interrupting E.g. Excuse me for interrupting, but … I'd like to comment on that Can I ask something Sorry, but … Returning to the topic	Teacher tells students to work in small groups and brainstorm factors that contribute to the development of poor countries like Ethiopia. Students may identify factors such as: good governance, education, natural wealth, foreign investment, productivity. Group representatives report the factors. Students in groups are asked to select one of the factors and brainstorm ideas on how this factor contributes to development. Students make sentences using the second conditional in the context of their factor. Teacher regroups students to share information. Students discuss and select the factor they believe is the most important from the given list and prepare their reasons. Teacher regroups students again for a role-play. In new groups one student will be the chairperson, the others will work for different parts of the government and represent their cause. The situation is that there is a meeting to decide the priorities of government over the next five years. The aim of the meeting is to prioritise two issues. At the end of the meeting the chairpersons report back on the two priorities the group chose. Students divide the words into rich and poor and check meanings in a dictionary or with the teacher. They ask each other questions using the words. E.g. Would you like to be wealthy? Can you lend me 1 birr? Etc.

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Competencies	Contents	Learning activities and resources
Students will be able to:	E.g. Anyway … To get back to what I was saying Where was I? Vocabulary for rich and poor e.g. wealthy, penniless, hard up, borrow, lend etc. Pronunciation: silent consonants E.g. foreign, government	Students read a list of words and highlight the words that contain silent consonants ("the odd man out") E.g. king **k**now **k**nee spoken ca**l**m relax blend problem Teacher models pronunciation of words and students repeat.
• read a factual article and identify and summarise the main points of a text • infer meanings of new words using contextual clues and / or knowledge of word formation	**C. Reading** A reading text showing how one of the poorest countries in the world developed, e.g. India, South Korea. Third conditional If South Korea hadn't borrowed money, it wouldn't have grown so fast Adjectives which are opposites and begin with 'un-', 'im-', 'il-' or 'in-' e.g. unkind, unattractive, impossible, immoral, illegal, illogical, inaccurate, inappropriate Paragraphs with gaps for adjective	Students read the text and work individually to list the main points. They discuss these in small groups and reach consensus. Each group either displays or presents their list to the class. Students revise the third conditional by making sentences about the countries in the text. Teacher takes out sentences in the text that contain new vocabulary. Students guess their meaning by using contextual clues. Students find examples of adjectives which are opposites and begin with 'un-', 'im-', 'il-' or 'in-' from the texts. In pairs they brainstorm other opposites that start in this way. They then join up in fours and eights to share their words. Students complete a gap-fill with the appropriate word beginning 'un-', 'im-', 'il-' or 'in-'.
• write a five paragraph essay independently	**D. Writing** Developing sentences using subordinators such a Although … Despite … Due to … As a result of … … has resulted in … has led to E.g. Although the country is rich in natural resources, more than 50 per cent of its population lives below the poverty line Essay writing	Students complete the sentences using information from the passage Teacher presents topics for essay writing. The topics can be factors that contribute to development. Students select a topic and write a five paragraph essay using the seven stages of writing. Students work with two–three other people who are working on the same topic in order to generate ideas. After writing the first draft of the essay, they exchange their work with someone else in order to give comment and suggestions for improvement. Selected students can be asked to read out their essays to the class.

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Competencies	Contents	Learning activities and resources
	E. Additional Learning Strategies Reading feedback Focus on Listening attitudes to listening reasons for listening listening for gist self-assessment goal setting	Teacher checks whether students have met their reading goal from Unit 8. Students share personal strategies for improving their reading and teacher puts suggestions on the board: E.g. Extensive reading / reading for pleasure; reading questions before reading text; predicting content before reading; timed readings etc. In groups students read sentences and comment on them E.g. I get worried when I can't understand everything. I just listen for the main ideas. English people speak much faster than Ethiopians. When I listen, all the words roll together and I just hear sound. Speaking and writing are much more important than listening. Whole class summarises views about listening. In groups, students brainstorm the different kinds of listening activities they face in their lives E.g. Listening to: the teacher's instructions, the news, a friend chatting, an announcement, music, a story, a joke etc Students match these activities with two strategies written on the board: listening for gist / listening for detail E.g. Instructions – detail news – gist / details chat – gist / details announcement – details etc Students look at pictures, listen to descriptions read at normal speed and match. Students listen again and note which words helped them to make the match. Students complete a listening task and record the number of correct answers. With a partner, they discuss what they found easy / challenging and why. Students set themselves a listening goal for the next unit.

Assessment:

Skill	Minimum learning competency	Task
Speaking	Give explanations (including express cause and effect).	Teacher gives students a number of statements to talk about. E.g. In some parts of the world, some people still do not have enough food to eat. Why?
Writing	Write an essay of five paragraphs independently.	Teacher assesses in-class activity.

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Unit 11: NGOs *(18 periods)*

Learning Outcomes: By the end of Unit 11 students will be able to give information about the role of volunteers and NGOs and participate in a job interview

Language focus

Grammar: Present perfect, past simple, past perfect, 1st conditional with if and unless, 2nd conditional, 'wh' questions, should / could have done
Vocabulary: NGOs / volunteering, applying for jobs, work (including phrasal verbs and verbs with dependent prepositions)
Social expressions: revision of giving advice, expressing regret and language of advantages and disadvantages

Competencies	Contents	Learning activities and resources
Students will be able to: • listen to an interview and identify the main ideas • ask and respond accurately to a range of open, closed and follow-on questions • listen to an interview and follow the structure, logic and sequence of a text through identifying a range of tenses • recount stories and experiences in the past using a range of structures	**A. Listening** Listening text 1: Interview with head of a voluntary organisation / charity Present Perfect We have been established since 1995 We have managed to get funding We've joined a network We haven't worked in the South yet Listening text 2: interview with a Red Cross worker: "A day in the life of…" Past simple and past perfect Before I had arrived at work, my emergency phone rang twice.	Students listen to an interview with the head of a voluntary organisation / charity and identify the main work of the organisation Students listen again and identify examples of the present perfect. In pairs they identify what questions would need to be asked to get those answers. They practise asking and answering the questions including follow-on questions. Students listen to an interview with a Red Cross worker recounting his / her day yesterday and put events in order. Students in pairs retell the story of Red Cross Worker's day in the correct chronological order using past simple. Students in pairs re-tell the story of his / her day using both past perfect and past simple.
• take part in job-related speaking activities and a job interview • use a range of structures to express regret • contribute to and develop conversations about the unit topic • discuss advantages and disadvantages and come to a consensus	**B. Speaking** Giving advice You should … / you shouldn't It is a good idea to… 1st conditional with 'if' and 'unless' E.g. If you look smart, you will create a good impression Unless you dress smartly, you won't get the job Present Perfect Have you ever …? How long have you …? 2nd conditional If you wanted to raise funds, what would you do? Social expressions: revision of expressing regret E.g. I should have answered that question in more detail	Teacher divides the students into two groups. Half brainstorm the characteristics of a good job interview and the other half brainstorm 'what not to do'. Students pair up one from each group and share their tips. In small groups, Students choose one of the jobs advertised (see Reading section) and role-play a job interview with an NGO. One student is interviewee, three students are a panel of interviewers and the remainder are observers who give feedback. Students are given some time to prepare their questions and answers. After the interviews, interviewees, interviewers and observers discuss the activity and say what could have been done differently In groups students discuss why people volunteer. They rank reasons in order of importance / priority. Students research which volunteers are currently operating in their area or predict what activities volunteers do in their region / country. They discuss the issue of national volunteering. Then they discuss the kinds of activities that these organisations should carry out in their region / country. They list the activities and rank in order of importance / priority.

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Competencies	Contents	Learning activities and resources
Students will be able to:	He / she could have been more enthusiastic The main reason / motivation is … People volunteer because … Present continuous Volunteers are working in the education sectors Guessing / suggesting I'd say they are working as teachers I think they should … Social expressions: revision of expressing advantages and disadvantages (although, despite, in favour, against) E.g. Although volunteers help Ethiopia in the short term, they do not solve the long-term skill shortages E.g. Despite helping in the short term, it is not a long-term solution E.g. One point in favour of volunteers is that they share skills Pronunciation: minimal pairs E.g. ship / sheep	Students present information about the voluntary organisation they would like to set up (see Writing section). In groups students identify the advantages and disadvantages of having international volunteers in Ethiopia. Groups share ideas and produce a class list. Teacher writes some minimal pairs on the board and models pronunciation. Students repeat. E.g. Tree / three; sit / seat Students look at lists of minimal pairs, listen to the teacher pronounce one of the words and tick the word they hear. Students put word pairs into sentences to show difference in meaning. E.g. Please sit down. Please have a seat.
• read job advertisements and express their views	**C. Reading** Vocabulary: phrasal verbs and verbs and prepositions connected to work e.g. carry out, fill in (an application form), apply to / for, turn down, set up, Vocabulary: skills, qualifications and personal qualities e.g. degree, computer literate, patient	Students look at logos of NGOs and match name of organisations and activities. Students read a newspaper article about the Red Cross and the activities its carries out. They make notes on the main points. Students complete vocabulary activities guessing the new words in context. Students read the verbs in sentences and guess their meaning / grammar pattern. They check meanings / grammar pattern in dictionaries or with the teacher. They write sentences of their own using the phrasal verbs. Students read advertisements for jobs with NGOs. They list the skills, qualifications and personal qualities needed for the different jobs. In pairs they discuss which of the jobs they would like and why.

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Competencies	Contents	Learning activities and resources
• write two–three paragraphs to inform and persuade • interpret simple statistics and write a report	**D. Writing** A brochure A report Comparatives / past and present E.g. There are many more NGOs now than there were in the 1990s The most common sector is HIV and AIDS	Students write answers to some typical job interview questions. Students create their own NGO for their area and design a brochure to give information about the organisation and to persuade people to donate money. (They present their ideas to the class – see speaking) Students read statistics about NGOs working in Ethiopia and collate information in form of a short report. Data should be given for past and present so the report demonstrates changes. (They make mind maps to help them plan the report – see learning strategies)
	E. Additional Learning Strategies Listening feedback Focus on grammar • attitudes to grammar • language difference • grammatical mistakes • goal setting • Mind map	At the end of the unit, teacher checks whether students have met their listening goal from Unit 10. Students share personal strategies for improving their listening and teacher puts suggestions on the board. E.g. extensive listening / listening for pleasure (TV / radio / music); reading questions before listening; predicting content before listening etc. In groups students read sentences and comment on them: E.g. English grammar is difficult – the rules are always broken. Grammar is not as important as vocabulary. You can't speak a language without learning the grammar first. Grammar is boring but necessary. English grammar is crazy – "everyone likes chocolate" should be "everyone like chocolate" as "everyone" means a lot of people! Whole class should then summarise views about grammar. In groups, students discuss some of the grammatical differences between English and their mother tongue and decide whether English grammar is similar, a little different or very different. Teacher puts some examples on the blackboard. Students read examples of grammatically incorrect* spoken English. They note the error and then decide whether it is a serious mistake or not, giving reasons E.g. My brother work* in a factory. Students discuss whether it is more important to be correct when writing or speaking. In pairs, students give examples of the grammar they find difficult. They try to find somebody in the class who can help by giving an explanation or examples. Students set themselves a grammar goal for the next unit. The teacher demonstrates a mind map. He / she asks students how it is useful. Students discuss the technique. In pairs students make mind maps to plan their reports (see writing section).

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Assessment:

Skill	Minimum learning competency	Task
Writing	Interpret simple statistics and write a report.	Teacher assesses in-class activity
Reading and writing	Read job advertisements and express their views.	Students look at three job adverts. They choose one and write why they would be suitable for the position.

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Unit 12: Technological Advances *(13 periods)*

Learning Outcomes: By the end of Unit 12 students will be able to identify and discuss issues relating to technology and space travel

Language focus

Grammar: 'who' questions in the passive and active, modals in the past and present
Vocabulary: space travel, words that Ethiopians find difficult, science and technology, word building
Social expressions: revision of giving opinions, illustrating a point, agreeing and disagreeing, expressing possibility, certainty and uncertainty

Competencies	Contents	Learning activities and resources
Students will be able to: • predict the content of news report from the title • listen to a news report and relate what they have heard to their own lives	**A. Listening** Listening text: A news report on a major scientific breakthrough	Students predict what the listening text is about from the title. They write words / phrases and sentences that they think might appear in text. They listen to the text to see if their predictions were right. They listen again and discuss how the news relates to them.
• ask for opinions, express their own opinion and support / justify it (including through illustrating a point) • contribute to and develop conversations about the unit topic	**B. Speaking** Expressing opinions and justifying them E.g. In my opinion / I strongly believe Take for example / instance … To give you an idea … To illustrate my point … Comparative / superlative / as … as / so … that The Internet is not as important as space travel because … 'who' questions (active and passive) Who invented the telephone? Who was the telephone invented by? Modals to express possibility (might / may / could / etc.) Technology might / may be able to solve the problem of … -Certainty / uncertainty I am sure that … I doubt that … Vocabulary lexical set related to space	Teacher puts list of inventions on the blackboard. Students rank list of inventions in terms of their importance. The teacher encourages students to come up with justification / reasoning. The teacher plays "devil's advocate" to let students have heated discussion. E.g. Do you think this invention is more important than …? Do you think we can … without this invention? Students match inventors to inventions and practise asking questions with who in the passive and the active. Students think of problems that science and technology can help solve. The teacher elicits as many ideas as possible. He / she encourages them to be innovative. Students think of a new invention and its importance to the society. Teacher writes on the board "… one small step for man, one giant leap for mankind" (Neil Armstrong, first man on the moon, 1969). Students react. In groups students brainstorm vocabulary in the area of space and space travel and divide it into groups.

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<table>
<tr><th>Competencies</th><th>Contents</th><th>Learning activities and resources</th></tr>
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<td>
• predict the content of a text from an extract
• read a newspaper article and identify evidence to support / justify opinions / arguments
• read a newspaper article and distinguish fact from opinion
• infer meanings of new words using contextual clues and / or knowledge of word formation
</td>
<td>
C. Reading
Reading text: Newspaper article:
Technology does more harm than good
Sentences with gaps for modal verbs
E.g. I regret not going to Addis. I _____ (go) there.
</td>
<td>
Students read the extract from the reading text and brainstorm what arguments and counterarguments might be mentioned. The teacher lists their predictions on the board.
Students read the text to see if their predictions were right.
• Students take notes of arguments and counterarguments to summarise the passage. Students take turns to read the points they have taken down.
E.g. Arguments …
Counterarguments …
In pairs students look back at the arguments and counter arguments and decide what is fact and what is the writer's opinion. Teacher and students discuss how they can distinguish this.
• Students guess the meaning of new words explaining the strategy used. Students revise ways of guessing meanings of new words.
• Students fill in gaps with the correct modal verb in the present and past.
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<td>
• with support summarise a text in various forms
• write essays independently in five paragraphs (including an introduction and conclusion where appropriate)
• independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof -read
</td>
<td>
D. Writing
Word building tables
Pronunciation: word stress
Expressing arguments and counter arguments
</td>
<td>
Students fill in word building tables with correct words
E.g. Person — Noun — Verb
Explorer — exploration — explore
Inventor — invention — invent
Scientist — science
Students mark the stress on the newly formed words and group according to their stress patterns. They check with dictionary / teacher. Students pronounce the words in their stress groups. E.g.
<table>
<tr><td>o O</td><td>o O o</td><td>o o O o</td></tr>
<tr><td>explore</td><td>explorer</td><td>exploration</td></tr>
<tr><td>invent</td><td>inventor</td><td></td></tr>
</table>
Students turn their notes from the reading text into a summary.
Students write an essay in support of technology, using the reading text as a stylistic model. They identify structures and cohesive devices to use when presenting arguments and counterarguments.
Students go through the seven stages of writing independently.
</td>
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Competencies	Contents	Learning activities and resources
	E. Additional Learning Strategies Grammar feedback Strategies feedback and recommendations	At the end of the unit, teacher checks whether students have met their grammar goal from Unit 11. Students share personal strategies for improving their grammar and teacher puts suggestions on the board. E.g. focusing on one grammar point per week; using a grammar book with exercises; collecting grammar model sentences etc Class discussion: students give feedback on learning strategies and talk about what has / hasn't worked for them during Grade 11.

Assessment:

Skill	Minimum learning competency	Task
Listening and Speaking	Listen to a news report and relate what they have heard to their own lives.	Students listen to a text about science teaching in schools and they compare / contrast the information given with their own experiences at school.
Speaking	Ask for opinions, express their own opinion and support / justify it.	In groups, students discuss whether Ethiopia should spend money on space exploration.

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