

Stigma and discrimination

Part A

Objectives

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

- answer questions about disability
- listen to an orphan's story and answer questions on it
- discuss discrimination in a group
- ask questions about a disability
- discuss how you can help the disabled
- write a guided essay about disability and discrimination
- use the present perfect continuous tense with *for* and *since*
- listen to a story about a disability
- pronounce polysyllabic words
- choose a topic and write an outline about it
- revise using the articles *a*, *an* and *the*
- revise the demonstrative *there is / there are*.

A12.1 Introduction: How much do you know about disability?

It is estimated that 10 per cent of Ethiopia's population, about 8 million people, live with a disability. Many disabled Ethiopian children and adults face an isolated and uncertain future because of the stigma of mental or physical disability. Some are hidden out of sight by their ashamed families and very few will attend school. In addition, the lack of adequate healthcare in Ethiopia means mobility aids like wheelchairs and crutches are not widely available. Those who are unable to walk unassisted are left to crawl or drag themselves around on the floor.

Work in pairs to answer the questions below. Write the answers in your exercise book.

- 1 How many disabled people are there in Ethiopia?
- 2 What are the two main kinds of disability?
- 3 What does it mean if a person carries a white stick?
- 4 How can a blind person read a book?
- 5 What is another name for an artificial limb?
- 6 What is the name for a person who has difficulty in reading?
- 7 What do you use to help you walk if you have a broken leg?
- 8 How does someone who is unable to walk get around?
- 9 How can people who are deaf understand when you speak to them?
- 10 Schizophrenia is an illness that affects which part of the body?



A12.2 Listening: An orphan's story

- 1 **Birtukan was born in Amhara Region, northern Ethiopia, one of the areas most affected by the famine 25 years ago. Over 1 million people died and tens of thousands of children like Birtukan were left orphaned. Work in pairs to predict what her story will be about. Make notes of your predictions.**

2 Listen to your teacher read Birtukan's story, then check your predictions.

3 Answer the questions below. Write the answers in your exercise books.

- 1 What caused the children to have swollen stomachs?
- 2 Why did Birtukan's parents leave her in the village?
- 3 What caused their deaths?
- 4 Why did Birtukan need to see a doctor?
- 5 What caused the doctor to amputate her leg?
- 6 Why did she cry with frustration and jealousy?
- 7 How did the carers at the orphanage help her?
- 8 What does Birtukan do now?
- 9 Why do you think she says that both the good and the bad parts of her life are a consequence of the famine?

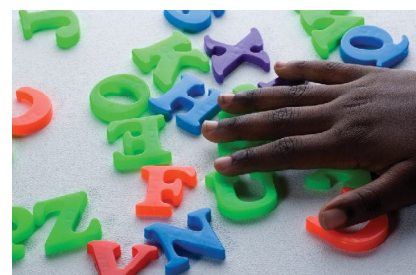
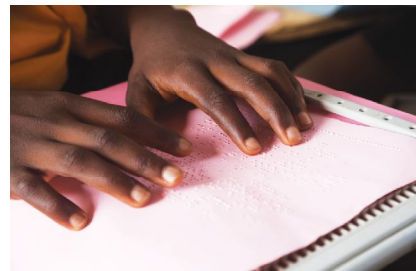


A12.3 Speaking: Discrimination

1 In your groups, discuss the kinds of people that are discriminated against and why they suffer discrimination. Your teacher will then list them on the board. Can you suggest reasons for this discrimination?

- English has two types of articles: definite (*the*) and indefinite (*a, an*).
- *The* is used to refer to a *specific* when there is only one of something, or a *particular* group, for example, *the deaf, the poor*.
- *A / An* is used for single countable nouns and for non-specific items, for example *a pear, an apple*.
- *The* is very often used to describe groups of people that are discriminated against, for example, *the uneducated, the elderly, the mentally ill, the poor*. Can you add any further examples of this use of *the*?

2 Look at these pictures of people with special needs:



- 1 Work in a group and discuss what the needs of these people are, and how we can help them. Make a note of your ideas in your exercise book.

Example:

A deaf person needs to be helped to lip read.

Autistic people don't need to be looked after all the time.

- 2 Work with a partner and use a variety of expressions from Unit 11 to agree, disagree and express simple counter arguments to your ideas.



A12.4 Writing: Asking questions

Refer to the pictures of the disabled above. Choose one of these pictures and write some questions to ask that person about their disability and how they overcome their difficulties.



A12.5 Speaking: Helping the disabled

- 1 Make a list of as many disabilities as you can, then discuss in your group how you can help people who suffer from them.
- 2 Work in paired groups to ask and answer questions about disabled people. Group 1 uses the prepared questions from Writing 1 to ask Group 2. Group 2 play the role of the person / people with special needs, and reply to the questions. Students then change roles and ask and answer about a different disability.



A12.6 Writing: A guided essay about disability and discrimination

Write an essay about someone who is suffering from discrimination because of some kind of disability. Follow the writing scaffold below:

Introduction – Name of person and nature of the disability.

– Something about the person's age, background situation, and home or family circumstances e.g. how the disability occurred.

Paragraph 2 – What sorts of discrimination the person suffers from.

The causes or reasons for this discrimination.

Paragraph 3 – How the person has overcome or proposes to overcome this discrimination.

– People or organisations that can help the disabled person.

– Personal objectives.

A12.7 Language focus: The present perfect continuous tense with *for* and *since*

- 1 Look at this sentence:
She has been running since she left school and she has achieved great international success.
Which of these actions – *running* or *achieved*:

- a** has not stopped, has been happening?
b has happened, but we don't know when?

Using the present perfect

We use the present perfect tense:

- 1 To talk about actions which may or may not be finished, for example: *I've been doing my homework.*
- 2 To show how long something has been going on, for example: *I've been playing the guitar for a year.*
- 3 To show that actions are temporary, for example: *We've been living with my uncle for a few months.*

2 Look at this table and work in pairs to make sentences:

I You We They	have	been	running	since 10 o'clock.
He She It	has		studying	for an hour.

Using *since* and *for*

These are often used with the *present perfect tense*.

Since is used before a time when something happened, for example:

since + yesterday
 five o'clock
 last year
 January
 I came to this school

For is used before a period of time, for example:

for + a week
 two hours
 a long time
 five minutes

3 Make five different sentences from this table. Write them in your exercise book.

I Halima Almaz The boys My partner and I	has have	been	doing washing writing studying making	the clothes stew this exercise an essay geography	for two hours. since last year. since I got home. for half an hour. for a few minutes.
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4 Rewrite these sentences in your exercise book, choosing the correct form of the verb.

- 1 My hands are dirty because *I've worked* / *I've been working* in the garden.
- 2 I must go home now. *I've played* / *I've been playing* football for two hours.
- 3 *I've finished* / *I've been finishing* my homework so I can go and meet my friends.
- 4 *I've eaten* / *I've been eating* your bananas but there are some left for you.
- 5 *I've eaten* / *I've been eating* your bananas. Sorry! There are none left!
- 6 Oh dear! *I've broken* / *I've been breaking* a glass!
- 7 *I've known* / *I've been knowing* Lishan since we were at primary school.
- 8 What *have you done* / *have you been doing*? You look awful!
- 9 I'm really tired. *I've studied* / *I've been studying* for two hours!

- 5** Work with a partner. Make up a short conversation like this one about activities that you take part in (for example, learning English, a hobby, a sport)

Example:

Playing in the school football team

Student A: *How long have you been playing in the school football team?*

Student B: *Not for very long. Only for about three months.*

Student A: *How do you like it?*

Student B: *It's good fun, but it takes up a lot of time after school.*



A12.8 Listening: Chala's story

Listen as your teacher reads *Chala's story*. Work in pairs to make sentences about Chala or about yourselves using *for* and *since*.

Example:

I have been using a hearing aid for two years.



A12.9 Speaking: Pronunciation – polysyllabic words

- 1** In Unit 10 we looked at the word stress for words of up to three syllables. A *polysyllabic* word has three or more syllables. In this unit we will find a number of examples of polysyllabic words. Put the words below into alphabetical order and then learn the words and their meanings:
- *organisation*: the structure of a society, the way things are arranged
 - *consequence*: the result or outcome
 - *unnecessarily*: not necessary or useful
 - *discrimination*: when something is seen as different
 - *schizophrenia*: a mental disorder where the patient loses touch with reality
 - *academic*: theoretical rather than practical
 - *artificial*: not real, manufactured
 - *optimistic*: having a hopeful view of life
 - *independent*: not subject to the control of others
 - *disability*: to have a mental or physical problem
 - *difficult*: not easy, hard to do or understand
 - *misconception*: a misunderstanding
 - *development*: a gradual growth or evolution
 - *withdrawal*: to take away from or out of.
- 2** Listen to how your teacher says each of these words and copy his or her pronunciation.
- 3** Test your partner's knowledge of the spelling and meanings of these words.
- 4** Practise using each of these words in sentences.



A12.10 Writing: Topic sentences

Look at the following topic sentences. Discuss each one in your group and decide if each is a suitable suggestion. If you agree with them, write down the topic and a brief outline of the main idea.

- 1 Discrimination causes a lot of unhappiness.
- 2 Disabled people can lead very full lives.
- 3 People tested HIV positive should not be allowed to go out.
- 4 Children can even suffer stigma and discrimination at home.
- 5 It is wrong for cripples to be given a better education.
- 6 People who are blind are cursed from birth.

A12.11 Language focus: Using the articles *a*, *an* and *the*

- 1 Revise the rules for using *a*, *an* and *the* in Unit 11 A11.7.
- 2 Read the following passage, and match examples from the passage with the list of rules from Unit 11.

Example:

an article = rule 1

Last week I read an article about HIV and AIDS on the Internet. The article explained that a child can be born with the virus, but it can be controlled by taking the correct anti-viral drugs. The following is an extract from the article:

I've had my fair share of ups and downs since I was diagnosed as having HIV. I suppose HIV should be seen as a weakness, especially when it really starts to have an effect. But I see it as a strength. It has made me so determined to succeed in all I do and I always put in 110 per cent. I feel more grateful for the things I have and do. I believe everything happens for a reason and I wouldn't be who I am if I hadn't accepted what I am. I know it's no bed of roses; I've just learnt to appreciate life more and realise what is precious and important to me.

It's now been three years since the diagnosis and looking back to 2004, yes, it was a life-changing and bad beginning to the year, but I met fantastic people and had lots of fun too. I now realise that my life is worth living and every day is another chance to change my mistakes and achieve what I want, because although being HIV positive has changed my life it hasn't changed my dreams or the person I am, the person who is loved.

- 3 Complete the following passage using *a*, *an* or *the*.

There are two species of camels: _____ dromedary or Arabian camel has _____ single hump, and _____ Bactrian camel has two humps. Camels are native to _____ dry desert areas of West Asia, and Central and East Asia, respectively. Almost 14 million dromedaries alive today are domesticated animals (mostly living in Somalia, _____ Sahel, Maghreb, Middle East and Indian subcontinent). It is estimated that _____ quarter of _____ world's camel population is found in Somalia and in _____ Somali Region of Ethiopia, where _____ camel is _____ important part of nomadic Somali life. They provide _____ Somali people with milk, food and transportation. _____ camel's thick coat reflects sunlight, and also insulates it from _____ intense heat radiated from _____ desert sand. _____ shorn camel has to sweat 50 per cent more to avoid overheating. _____ camel's long legs help by keeping it further from _____ hot ground. Its mouth is very sturdy, able to chew _____ thorny desert plants. Long eyelashes and ear hairs, together with sealable nostrils, form _____ barrier against _____ sand of the desert. Their gait and their widened feet help them move without sinking into _____ sand.

A12.12 Language focus: Demonstrative *there is / there are*

- 1 Use *there is* for singular nouns – *There is a pen on the desk.*
- 2 Use *there is* for non-countable nouns – *There is water on the floor.*
- 3 Use *there are* for more than one item – *There are flowers in the vase.*

Complete the following sentences with *is* or *are*.

- 1 There _____ many animals in the zoo.
- 2 There _____ a snake in the grass.
- 3 There _____ a lot of people coming to the concert tonight.
- 4 There _____ some water in the jug.
- 5 There _____ only one correct answer.
- 6 There _____ little information available about the concert.

Part B

Objectives

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

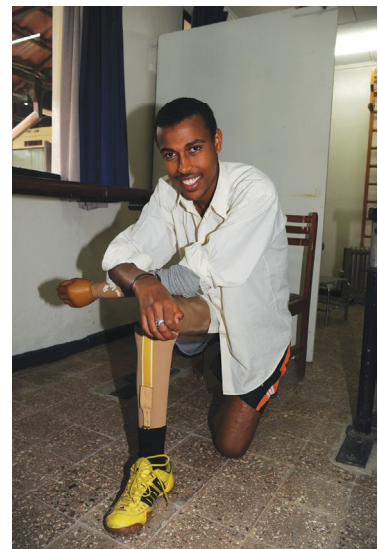
- listen to an interview with a disabled person
- read an autobiographical account of someone living with AIDS
- read and discuss some traditional sayings
- express purpose using *to, so as to, in order to, so that, for*
- read about the developing help for special needs in Ethiopia
- learn about linking words or discourse markers in your writing
- write about how a disabled person feels
- read a poem expressing longing
- take part in a research and report on local disability
- revise quantities – *too much, too many, enough*
- complete a self assessment task
- enjoy some riddles.



B12.1 Listening: An interview with Tesfahun Hailu

- 1 **Tesfahun Hailu lost his leg and part of his arm six years ago in a landmine accident. Thanks to an artificial leg provided by the ICRC Special Fund for the Disabled, Tesfahun was able to return to school. Now 19, he is determined to become a doctor. Look at the picture and listen to the interview with Tesfahun Hailu. Who do you think is asking the questions? What are they talking about?**
- 2 **Listen to the interview again, and make notes of the key points. Work in a group and talk about the situation described in the interview. Tell your group if you have had any similar experiences, for example breaking a leg or an arm.**

Tesfahun Hailu is fitted for a new prosthesis at the Prosthetic Orthotic Centre.



- 3** Imagine that you have had a serious accident involving the loss of a limb or of your eyesight. Draw up a list of questions to ask about the incident. Work in pairs to interview your partner about your respective situations.



B12.2 Reading: Stephanie's story

- 1** Read the following article about an Australian girl living with AIDS, and work in groups to report the key ideas to the class.

"I'm not like other schoolgirls," says Stephanie, an Australian teenager living with HIV. "Well, I am... but I also have to deal with secrecy, discrimination, uneducated attitudes at school, what to tell my negative friends, and the constant fear of being found out..."

Stephanie was born with HIV when Australia was in the grip of terror about the condition. Although a first-rate medical system has kept her healthy and strong, she has suffered at the hands of an otherwise caring community. "For any teenager, high school is hard, but the cloud of secrecy looms over my head every day," she says. "A fairly normal activity for an Aussie teenager – sleeping over at a friends' house – demands more planning than simply packing pyjamas and a toothbrush. It becomes a major issue, with having to hide medications from friends and their family."

At school, Stephanie has experienced the full extent of people's fear and ignorance about HIV – from cruel jokes to active discrimination. At her previous high school she disclosed her HIV status to the Vice Principal and was told that unless she informed the whole school, she would have to leave. So she left – but not before the staff was informed of her HIV status.

"There are many heart-breaking stories of little kids being humiliated because of a disease they inherited. But the HIV teenagers of Australia are not going down without a fight," she says. "The very fact that people like me are still here shows that people with HIV are some of the strongest people in the world..."

There is only one brief period in the year when Stephanie does not have to fear discrimination: that is when she goes to Camp Goodtime, the annual national camp for HIV-positive children and their families. "There is nothing like the bond between positive teenagers. When we get together there is no stopping the laughter, tears, support, and stories of past camps and members who have died," she says.

The camp means more to positive teenagers than their medicine. "Camp Goodtime means acceptance, love and the power of being able to speak freely, without fear," she says. Stephanie feels that she owes her survival to the camp, and to the support and strength she has received from her mother and HIV-positive friends. An inspired mentor who introduced her to a support group for HIV-positive women also helped her define her role as an advocate for teenagers living with HIV. "She opened my eyes to making the change for yourself instead of waiting for someone else to."

When she was 15-years-old, Stephanie addressed a group of HIV-positive women at the International Women's Summit. She challenged them with the words "My name is Stephanie. I have lived through the war of HIV and I have something to say to the world. Do you?"

from the 2008 UNAIDS Global Report – Link (EN)

- 2** Read the text again and note down any words you do not understand. Can you work out their meaning from the text? Make more sentences with these new words.



B12.3 Speaking: Are these sayings true?

- 1** There are many sayings that sound true, but may actually be false, giving an incorrect or misleading idea or opinion, which is based on inaccurate facts or invalid reasoning.

Read the list of sayings below, and work in a group to discuss what they mean. Say whether you think they are true or false, and why.

- Garlic prevents malaria.
- A bully is always a coward.
- Enough is as good as a feast.
- Handsome is as handsome does.
- Do not look a gift horse in the mouth.
- If a job's worth doing, it's worth doing well.
- Brevity is the soul of wit.
- It's an ill wind that blows nobody any good.
- A trouble shared is a trouble halved.
- Beauty is in the eye of the beholder.
- The road to hell is paved with good intentions.
- Fortune favours the few.
- Truth is stranger than fiction.
- Silence is golden.
- It is more blessed to give than to receive.

- 2** Work in pairs to comment on each statement, using the phrases in the box below to introduce your arguments and the counter arguments.

Introductory phrases	Linking phrases
Many people think ... Some people say ... You've probably heard that ... It may seem ...	But in fact ... But actually ... But the truth is ...

Example:

Student A: *Many people think lightning never strikes twice.*

Student B: *But the truth is that lightning can strike anywhere, even in the same place.*

B12.4 Language focus: Expressing purpose with *to*, *so as to*, *in order to*, *so that*, *for*

We can talk about why something is done by using several different expressions. *to* is the most common. It is used as part of the infinitive of a verb, for example.

- *A hearing aid is used to help somebody hear.*
- *These products have greatly helped farmers to grow more.*

in order to and *so as to* do the same job but in a more formal style, for example:

- *In order to improve the quality of their daily lives, some people have been given prosthetic limbs.*
- *Many blind people have been given blind dogs so as to help them get around more easily.*

so that can also be used before a subject and a verb, for example:

- *People today are more tolerant and help orphans so that they can live normal lives.*

for can be used before a noun, not before a verb, for example:

- *Nitrogen is need for the growth of plants.*
- *A hearing aid is used for making sounds louder.*

1 Make sentences by joining the two parts of the sentences using *to* or *for*. Write them in your exercise book.



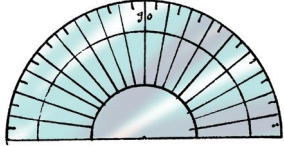
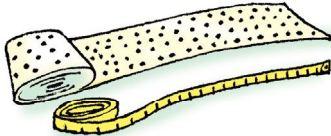
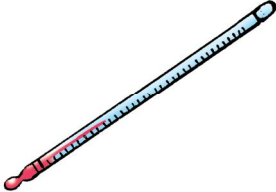
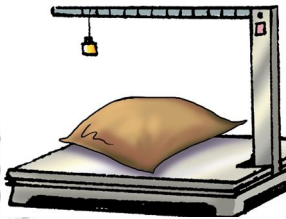
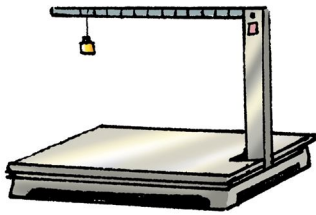
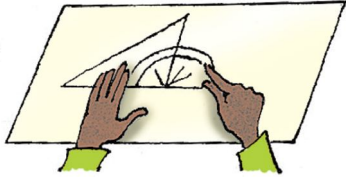
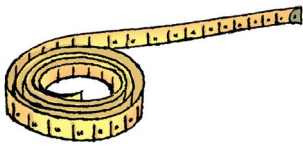
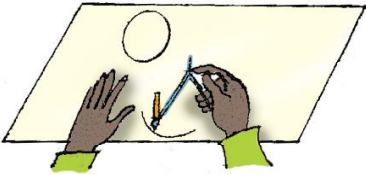
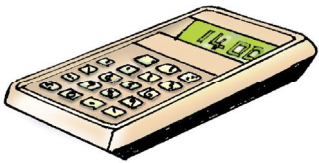
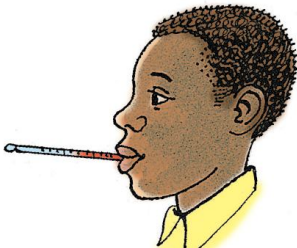
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|--|-----------------------------|
| 1 We need a beaker of water | a a holiday. |
| 2 We are going to the café | b put our equipment. |
| 3 You need to study science | c the experiment. |
| 4 We are going to the highlands | d have a picnic. |
| 5 Let's find a nice place | e be a doctor. |
| 6 We haven't got anywhere | f a cool drink. |

2 What do these pictures show?

Make two sentences for each picture to describe the objects and say what they are used for.



3 Look at the pictures in the table. Match pictures of the objects with their uses, then make sentences for each object using *to* and *for*. Write them in your exercise book.

<p>1</p> 	<p>a</p> 
<p>2</p> 	<p>b</p> 
<p>3</p> 	<p>c</p> 
<p>4</p> 	<p>d</p> 
<p>5</p> 	<p>e</p> 
<p>6</p> 	<p>f</p> 

Example:

A pair of compasses is used to draw circles.

A pair of compasses is used for drawing circles.

4 Complete these sentences with your own ideas. Write them in your exercise book.**Example:**

I've bought some paper in order to write a letter.

- 1 I want to finish my homework early in order to ...
- 2 We have prepared a lot of food for ...
- 3 I'm going to use this pot for ...
- 4 I'm going to the clinic to ...
- 5 I came home a different way so as to ...
- 6 You must take some food for the journey so as not to ...

**B12.5 Reading: Special needs development**

1 The following adapted extract is from a paper presented by Tilahun Tadesse, Ministry of Education, Ethiopia at ISEC 2000. Read the text and make a note of any words you do not understand. Check them in a dictionary.

Including the Excluded: The Challenging Reality in Ethiopia

Although some children with severe disabilities may need withdrawal from regular classroom or even from regular school, it is a recognised fact that most of them learn best in regular classroom situations with non-disabled children. Since including them in such a way has a number of social, economical and psychological benefits for children with special needs, most people recognise it as the most widely accepted modern method of educating them.

However, the society at large seems to be reluctant to bring this about for various reasons. Some think that children with special needs, particularly with disabilities, will not benefit from regular classroom instruction, for there are too many students in each classroom, around 100. Besides, since regular teachers do not know the necessary skills such as sign language, braille... needed by children with special needs, it seems unwise to expect instruction that can have an effect on their learning. Moreover, some regular teachers seem to be unwilling to accept children with special needs in to their classrooms thinking that teaching them is only the responsibility of special teachers. On the other hand, even if they are accepted, there aren't sufficient special educational materials and facilities that can improve special educational services. Likewise, the few children already admitted do not benefit from regular classroom instruction in the same way as their non-disabled peers.

Therefore, so much should be done to bring inclusive education to the attention of educational personnel, experts, regular teachers and the society at large.

2 Work in a group to discuss which are the most important points and which are the least important, then make a list in your exercise book to rank them in order of priority.

3 Analyse the text and identify the topic sentences and the supporting points.

**B12.6 Writing:** Linking words or discourse markers

- Some words and phrases help to develop ideas and relate them to one another. These kinds of words and phrases are often called *discourse markers* or *linking words*.
- Some discourse markers give expression to two ideas which contrast but do not contradict each other, for example: *although, however, in contrast, whereas, since, as*.
- Some discourse markers add information to what has been said, for example: *also, in addition, moreover, furthermore*.
- The use of these words is much more elegant than just making a list or using the conjunction *and*. Without sufficient discourse markers in a piece of writing, a text would not seem logically constructed and the connections between the different sentences and paragraphs would not be obvious.
- However, using too many of them, or using them unnecessarily, can make a piece of writing sound too heavy and artificial. They are important, but must only be used when necessary.

Use linking words (discourse markers) to join the following sentences.

- | | |
|--|-----------------------------------|
| 1 We went to watch the football match | we had not finished our homework. |
| 2 There was lots of cake to eat at the party | to all the sweets and jellies. |
| 3 Liben has not done well at school | he was diagnosed with HIV. |
| 4 Gebre wanted to watch the film on TV | it was after midnight. |
| 5 Almaz works hard at school | to her cousin Aamina. |
| 6 I want to train as a doctor | Neima wants to be a pop star. |
| 7 Jemal speaks Amharic very well | she speaks English as well. |

**B12.7 Writing:** What do they feel?

- 1 Look at the pictures of people with special needs in Part A again. Draw a head and inside that head, write what you think the person's feelings are, for example *lonely, confused, anxious*. Beside the head write the external pressures the disabled person has to face, such as *challenges getting to or from work*.
- 2 Write a paragraph about your chosen person, using linking words and discourse markers. Then read your paragraph to the class, who must match your description to the correct picture.



B12.8 Reading: Poem – Song of a schoolboy

Birds are singing in the forest,
Waves are sparkling in the river,
And the leaves are all quivering
In the sun.

The clock's hands go on turning,
And the good boys go on learning,
But I'm yearning, simply yearning
For this lesson
To be done.

When I am older, stronger,
When I am at school no longer,
When lesson times and student days are over,
If there is singing in the forest,
If the waves are sparkling on the river,
If the leaves are quivering,
If the sun is out
I'll be out to greet the sun.

H. Yusuf



Work in pairs or groups. Imagine you are a disabled child. Write a poem about what you might feel and think about in the classroom.



B12.9 Writing: Group research and report on local disability

Work in groups to research the range of special needs in your area, the support systems that are in place and make recommendations for improving the situation. Then write an essay about your research and the findings.

Suggested paragraph topics might be:

- 1 Introduction
- 2 Support systems for children
- 3 Support systems for adults
- 4 Recommendations

B12.10 Language focus: *too much, too many, enough*

Complete the following sentences with *too much, too many* or *enough*.

- 1 There are _____ cars in Addis Ababa.
- 2 There isn't _____ furniture in the room.
- 3 Abeba has _____ clothes; she can't wear them all.
- 4 There are _____ adults in the dance hall.
- 5 I don't have _____ money to buy that new CD.

- 6 There are _____ big houses in this area.
- 7 Kasech's friend gave her _____ sweets so now she feels sick.
- 8 Your friend has _____ money and watches _____ videos.
- 9 I have read _____ books so now my eyes are hurting.
- 10 There is _____ milk in that jug – it will spill if you move it.

B12.11 Study skills: Self assessment

- 1** Copy the following table into your exercise book, and complete the table with your own self assessment of your skills. Draw a smiley face if you are satisfied with each skill, and a sad face if you feel you could improve.

Speaking	Listening	Writing	Reading

- 2** Discuss with your teacher and your group how you would like to improve in Grade 10 and what skills you think you need to concentrate on.

Assessment

- 1 Writing**
Your teacher will give you a writing task about disability. You will be asked to write a guided essay in three or four paragraphs, using a writing scaffold for support.
- 2 Speaking**
Your teacher will ask you to talk about this picture. You will be asked to talk about misconceptions relating to the picture.



Revision 4 (Units 10–12)



Listening

- 1** Listen to your teacher reading a short passage and write it down. (Dictation)
- 2** Your teacher will read you an article from a newspaper. List the main points of the article and work with a partner to say whether you agree or disagree with the writer.

Vocabulary and spelling

Answer these questions with words from Units 10-12. Write them in your exercise book.

- 1** Who is the person who decides what articles go in a newspaper?
- 2** What is the 'letters to the editors' section of the newspaper called?
- 3** How is the text of the newspaper arranged on a page?
- 4** What are the parts of a newspaper in large bold letters called?
- 5** What is the word for when a group of animals is no longer living?
- 6** What is the word for when there are very few examples left of a wild animal?
- 7** What is the word for where an animal lives in the wild?
- 8** What is the word for an animal that eats other wild animals?
- 9** What is the word for when someone cannot walk properly?
- 10** What is another word for someone who lacks the ability to hear?
- 11** What is the word for someone who is unable to perform everyday actions?
- 12** What is the word that shows prejudice and disgrace?



Speaking

Play a boasting game about your favourite sports team with your partner, using comparative and superlative adjectives.

Example:

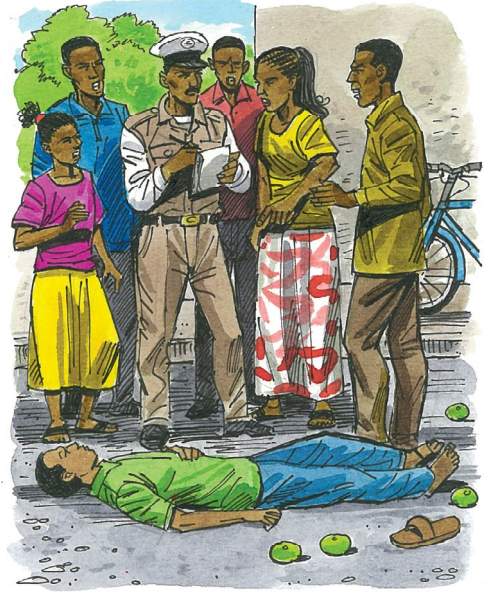
Student A: My team won the football match on Saturday!

Student B: My team is better – it won the local league cup!

Language use

1 Copy the following passage into your exercise book and underline any examples of the past continuous tense.

I was walking home from school one afternoon when I saw an accident. A man was lying by the side of the road, and a crowd was gathering nearby. Everyone was talking excitedly. A policeman arrived and tried to take down details of the accident in his notebook. But the people were too busy shouting at each other to give him a clear account. While they were arguing, the man quietly got up, picked up his bicycle and rode away. Nobody noticed him. An hour later, the crowd was still arguing.



2 Put the verb in brackets into the present perfect continuous tense.

- 1 The song is very difficult. We ... (learn) it for days.
- 2 The water ... (boil) for the past hour.
- 3 They ... (play) football since morning.
- 4 The dress designers ... (work) on those new designs for weeks.
- 5 My brother is a computer programmer. He ... (design) a new computer software program for months.

3 Write out these sentences using the verbs in brackets in either the simple past tense or the past perfect continuous tense, as appropriate:

- 1 When I ... (reach) the stadium, the players ... (play) for one hour.
- 2 The teacher ... (meet) the students before the head teacher ... (call).
- 3 I ... (read) this book before it ... (start) to rain.
- 4 The President ... (tour) the exhibition before he ... (listen) to the lecture.
- 5 The local football team ... (do) very well until their star player was injured.

4 Complete the sentences with the words from the box. Write your sentences in your exercise book.

all every no none both neither either

In my family (1) _____ the children are the same in some ways and different in others. I have three brothers and (2) _____ of them are slim. However, (3) _____ of my two sisters are slim and I'm not (4) _____. My sisters are (5) _____ pretty. (6) _____ of us in the family are tall. My father is medium height and my mother is very short. (7) _____ of us talk a lot, so there's always a lot of noise in the house. (8) _____ child in the family has done well at school and that makes my parents happy.



Reading

1 Read the following text.

Animal and plant species are being killed off faster than ever before as human populations surge and people consume more, a United Nations report said this week. By 2050, the global population is predicted to soar from 6.8 billion to 9 billion and two-thirds of people will live in cities. In China alone, 400 new cities with populations greater than 1 million have been forecast.

While Western countries are increasingly aware of the need to protect endangered species, the developing world's appetite for raw materials is destroying vulnerable eco-systems, so that a third of species could face extinction this century. The extinction threat affects living things as diverse as tree frogs, coral reefs and river dolphins. Humans would suffer too because many threatened species are important for food and raw materials.

The most recent study has found that 17,291 of the 47,677 species assessed are threatened with extinction. They include 2 per cent of all known mammals, 30 per cent of amphibians, 35 per cent of invertebrates and 70 per cent of plants. Of the world's 5,490 mammals, 79 are classified as extinct in the wild. A further 188 are categorised as critically endangered, 449 are endangered and 505 are classed as vulnerable. The fishing cat in south Asia, for example, has moved from vulnerable to endangered because of threats to its habitat from agriculture, pollution, excessive hunting and logging. The Iberian lynx, whose numbers have fallen to between 84 and 143 in Spain and Portugal, is critically endangered. Maritime eco-systems are under particular threat, with the south Asian river dolphin among the species whose numbers have plummeted due to damming and over-fishing.

2 Answer the following questions about the text.

- 1 The greatest threat to animal and plant species is from:
 - a China
 - b soaring world population
 - c new cities
- 2 The developing world is destroying eco-systems because:
 - a Western countries protect them
 - b there are too many species
 - c they need raw materials
- 3 Humans could suffer from species extinction because:
 - a they are important for food and raw materials
 - b tree frogs live in coral reefs
 - c a third of the world's species live in the wild
- 4 The greatest number of extinct species are found in:
 - a the animal kingdom
 - b the plant kingdom
 - c invertebrates
- 5 The fishing cat is threatened because:
 - a it lives in Spain and Portugal
 - b it has moved to another country
 - c agriculture and pollution threaten its habitat
- 6 The Asian river dolphin suffers because of:
 - a over-eating
 - b over-fishing
 - c it lives in the sea



Writing

The following pictures tell a story, but they are in the wrong order. Look at them carefully and re-arrange them into the correct order, then write the story as an article for a newspaper. Don't forget to give your story a title.

