

# Moral education and personal responsibility

## Part A

### Objectives

By the end of this part of Unit 4 you will be able to:

- decide on what actions are right and what are wrong
- listen to the story of an orphan
- use modal verbs
- use *so* and *neither* in conversations
- distinguish between right and wrong actions
- learn to apologise to someone
- read an extract from *The African Child*
- understand warning signs and labels
- write a story involving warnings
- use adverbs of character.

### A4.1 Introduction: Doing wrong

**Most people do something wrong sometimes. It is usually something quite small, but occasionally people do very bad things.**

**1 Work alone. Number these wrongs 1 to 8 according to how serious you think they are.**

**Example:**

if you think **c** *Cheating in a test* is the most serious, give it number 8 and think about why.

- a** Telling a lie to your parents.
- b** Making an excuse about why you haven't done your homework which is not true.
- c** Cheating in a test.
- d** Saying something unkind to one of your classmates.
- e** Kicking a dog.
- f** Not doing something you promised to do for another person.
- g** Being in a sports team and not going to practices.
- h** Taking something from your sister's room while she is out and not telling her about it.

**2 In small groups, compare your answers.**

**3 Now, in your group, discuss these questions.**

- a** In the situations in Exercise 1 above, who is affected by the wrongdoing?
- b** Think of some of the things which are wrong according to your religion or culture.



## A4.2 Listening: The story of an orphan

- 1 Your teacher will read you a true story, written by Pamela A aged 13, taken from *Shattered Innocence: Testimonies of children abducted in Northern Uganda*. Listen, and note down Pamela's main problems, then discuss them with your group.
- 2 One of your group will now present your opinions to the class who will ask questions about your group's conclusions.

## A4.3 Language focus: Modal verbs

Modal verbs are special verbs which behave very differently from normal verbs. Here are some important differences:

- 1 Modal verbs do not take -s in the third person.

**Examples:**

- He can speak Chinese.
- She should be here by 9:00.

- 2 You use *not* to make modal verbs negative, even in Simple Present and Simple Past.

**Examples:**

- He should not be late.
- They might not come to the party.

- 3 Many modal verbs cannot be used in the past tenses or the future tenses.

Common Modal Verbs include *can, could, may, might, must, ought to, need to, should, shall* and *will*.

- *can* and *could* are used to express **ability**:

We *can* come to your party tonight.

He *could* cut the grass this evening.

- *may* and *might* are used to express **possibility**:

We *may* come to your party tonight.

He *might* cut the grass this evening.

- *must* and *ought to* are used to express strong **necessity**:

We *must* come to your party tonight.

He *ought to* cut the grass.

- *should* and *need to* expresses a **strongly recommended** action. It shows something is desirable but the choice is yours.

You *should* come to my party tonight.

He *needs to* cut the grass this evening.

- *shall* and *will* express **firm intention**:

We *shall* come to your party tonight.

He *will* cut the grass tonight.

**1 Work in pairs to make sentences with these modals:**

When I am twenty-one I	can could may might shall will ought to must should	join the army go to university get a job get married go abroad move to Addis Ababa	but I'm not sure yet. I'm quite certain about it.
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**2 Make sentences giving your advice on what Welansa should or could do, using the modals in the box above.**

**Example:**

*Welansa ought to tell her parents about her problems.*

**A4.4 Speaking: Using so and neither**

We use *so ... I* in a positive sense to show that we feel the same way as another person, or have performed the same action.

- I like tennis – *So do I.*
- I watch the news every day – *I do too.*

We use *neither ... I* and *don't ... either* in a negative sense to show that we feel the same way as another person, or have performed the same action.

- I don't like tennis – *Neither do I.*
- I don't watch television every day – *I don't either.*

**Work in pairs to choose the correct answer for the following sentences:**

- |  |  |
|--|--|
| <p><b>1</b> 'I'm from Ethiopia.'</p> <p><b>a</b> 'So do I.'</p> <p><b>b</b> 'So am I.'</p> <p><b>c</b> 'Neither am I.'</p> <p><b>d</b> 'Neither do I.'</p> <p><b>3</b> 'I am not happy.'</p> <p><b>a</b> 'So was I.'</p> <p><b>b</b> 'So did I.'</p> <p><b>c</b> 'Neither was I.'</p> <p><b>d</b> 'Neither am I.'</p> <p><b>5</b> 'I'd like a coffee, please.'</p> <p><b>a</b> 'So do I.'</p> <p><b>b</b> 'So had I.'</p> <p><b>c</b> 'So would I.'</p> <p><b>7</b> 'I'm staying in tonight.'</p> <p><b>a</b> 'So will I.'</p> <p><b>b</b> 'So am I.'</p> <p><b>c</b> 'Neither did I.'</p> | <p><b>2</b> 'I like injera.'</p> <p><b>a</b> 'So did I.'</p> <p><b>b</b> 'I don't.'</p> <p><b>c</b> 'Neither was I.'</p> <p><b>d</b> 'Neither did I.'</p> <p><b>4</b> 'I don't like coffee.'</p> <p><b>a</b> 'I do!'</p> <p><b>b</b> 'So did I.'</p> <p><b>c</b> 'Neither am I.'</p> <p><b>d</b> 'Neither was I.'</p> <p><b>6</b> 'I want one.'</p> <p><b>a</b> 'I don't.'</p> <p><b>b</b> 'Neither do I.'</p> <p><b>c</b> 'Neither did I.'</p> <p><b>8</b> 'I was shocked.'</p> <p><b>a</b> 'So was I.'</p> <p><b>b</b> 'Neither was I.'</p> <p><b>c</b> 'I was.'</p> |
|--|--|

- 9** 'I found it very hard.'
- a** 'So do I.'
- b** 'So did I.'
- c** 'So would I.'
- 10** 'I don't like it.'
- a** 'So do I.'
- b** 'I do.'
- c** 'I don't either.'

### A4.5 Language focus: Right and wrong

- 1** Work in your group to write down three examples of 'wrong' behaviour and three examples of 'right' behaviour.

**Examples:**

*Stealing is wrong.*

*Helping others is right.*

Gerunds are nouns formed from verbs. They are formed by adding *-ing* to verbs:

*walking, talking, thinking, listening*

Like nouns, gerunds can be the subject, object or complement of a sentence:

- Caring for others is right.
- I don't like cheating.
- My favourite occupation is reading.

- 2** What other examples of good and bad behaviour can you think of? Your teacher will write your suggestions on the board.

- 3** Do you ever think about the effect something you have done may have on someone or something? Look at the following table.

Cause	Effect
If you steal, Caring for others	you will go to jail. leads to a happier society.

Using the examples of good and bad behaviour from Exercise 2, make similar sentences which illustrate the cause and effect of each action. Write these sentences in your exercise book.

- 4** Work in groups to agree or disagree with the following suggestions, giving your reasons and simple counter arguments.

**Example:**

*You should act responsibly so that others follow your example.*

*I agree, because ...*

*Yes, but ...*

- 1** Treat others the way you want to be treated.
- 2** Stealing is not wrong if you are starving.
- 3** Children with disabilities should be hidden away.
- 4** Being blind means that you are cursed.
- 5** Children should not have to work.
- 6** Tell others that you have the HIV virus.



## A4.6 Speaking: Apologising

**1 How would you say sorry to someone? Look at these expressions:**

- Sorry, I didn't mean to ...
- I am sorry but ...
- I apologise for ...
- I hope you will forgive me but ...
- I seem to have made a mistake. I'm really sorry.
- I am sorry for the misunderstanding ...
- I hope you will understand ...

**2 Use these expressions in sentences, which your teacher will write on the board. Do you know any other ways of apologising to someone?**

**3 Work in small groups. Your teacher will give each group a situation card. Prepare a short play based on the situation using appropriate expressions of apology.**

**4 The class watch the role-plays and discuss the issues involved.**



## A4.7 Reading: A difficult situation

**1 This story is an extract from *The African Child* by Camara Laye. It is a memory of life in a small town in Guinea, West Africa, in the 1930s. It concerns bullying of young boys by older students at the school.**

I still remember – my hands and my finger-nails still remember! – what used to be waiting for us on our return to school from the holidays. The guava trees in the school yard would be in full leaf again, and the old leaves would be lying in scattered heaps. In places there were even more than just heaps of them: it would be a muddy sea of leaves.

'Get all that swept up!' the headmaster would tell us. 'I want the whole place cleaned up at once!'

'At once!' There was enough work there, hard work, too, to last us for over a week. Especially since the only tools with which we were provided were our hands, our fingers, our nails.

'Now let's see that it's done properly, and be quick about it,' the headmaster would say to the older pupils, 'or you'll have to answer for it!'

So at an order from the older boys, we would all line up like labourers about to reap a field, and we would set to work like slaves. In the school yard itself, it wasn't too bad: the guava trees were fairly well spaced; but there was one part where the closely planted trees grew in a tangle of leaves and branches. The sun could not penetrate here, and there was a smell of decay even in fine weather.



If the work was not going as quickly as the headmaster expected, the big boys, instead of giving us a helping hand, used to whip us with branches pulled from the trees. Now guava wood is very flexible and the whips used to whistle as they moved through the air; our backs felt as though they were on fire. Our skin stung and tears fell from our eyes and splashed on the dead leaves at our feet.

In order to avoid these blows, we used to bribe our tyrants with the delicious corn cakes which we used to bring for our midday meal. Also, if we happened to have any money on us, the coins changed hands at once. If we did not do this because we were afraid of going home with an empty stomach or an empty purse, the blows would be even harder. They were administered with such violence that even a deaf man would have understood that we were being beaten not so much to speed up the work, but rather to make us give up our food and money.

Occasionally, one of us, worn out by such cruelty, would have the courage to complain to the headmaster. He would, of course, be very angry, but the punishment he inflicted on the older boys was nothing compared to what they had done to us. And the fact is that however much we complained, our situation did not improve at all. Perhaps we should have told our parents what was going on, but somehow we never dreamed of doing so; I don't know whether it was our pride or loyalty to the school that kept us silent, but I can see now that we were foolish to keep quiet. Such beatings were utterly foreign to our people's nature, and our passion for independence and equality.

Extract from the abridged version of *L'Enfant Noir (The African Child)* by Camary Laye, © Plon 1953

**2 Choose the best way to complete these statements about the text.**

- 1** The school yard was in a very untidy condition because:
  - a** it had not been maintained during the holidays.
  - b** the guava trees had lost their old leaves.
  - c** the older boys had not done their work properly.
  - d** both of the reasons given in a and b.
- 2** The headmaster saw that the work was done properly by:
  - a** providing tools.
  - b** making the boys line up like labourers in a field about to be reaped.
  - c** threatening the older boys with punishments if the work was not done.
  - d** making the boys work like slaves.
- 3** The main reason why the big boys beat the smaller ones so viciously was:
  - a** to make sure they did their work.
  - b** to persuade them to hand over presents.
  - c** to make sure that the headmaster would not punish them.
  - d** because they liked doing it.
- 4** We can understand that it was pointless to complain to the headmaster about the bullying because:
  - a** he would not believe the complaints.
  - b** it only made the older boys behaviour even worse.
  - c** his punishments were not hard enough to stop their activities.
  - d** he did not do anything to stop the older boys.
- 5** The younger boys didn't complain to their parents:
  - a** because they were loyal to their schoolmates.
  - b** because they were too proud.
  - c** because they were too frightened to do so.
  - d** we don't really know.

**3 Choose the correct definitions of these words as they are used in the text.**

- 1 *scattered*
  - a dropped and spread over an area
  - b placed in position
  - c partly covered
  - d cut up
- 2 *a tangle*
  - a a small quantity
  - b a wall
  - c a small forest
  - d a thick mass
- 3 *penetrate*
  - a come out
  - b shine on
  - c enter
  - d be seen
- 4 *decay*
  - a leaves lying on the ground
  - b the soil
  - c the fruit of the guava tree
  - d what happens to plants and animals after they die
- 5 *tyrant*
  - a someone who uses their power over others in a cruel way
  - b someone who steals things
  - c someone who bribes people
  - d someone who does not care about other people

**4 Discuss these questions in groups.**

- a Do you think the children should have told their parents? If so, what could the parents have done?
- b Do you think this situation of senior students being cruel to younger children in the same school still exists? Why do you think senior students behave in this way?
- c Have you ever had occasions in your own life when you have been uncertain about what to do? Discuss these occasions with your group. What would they have recommended?



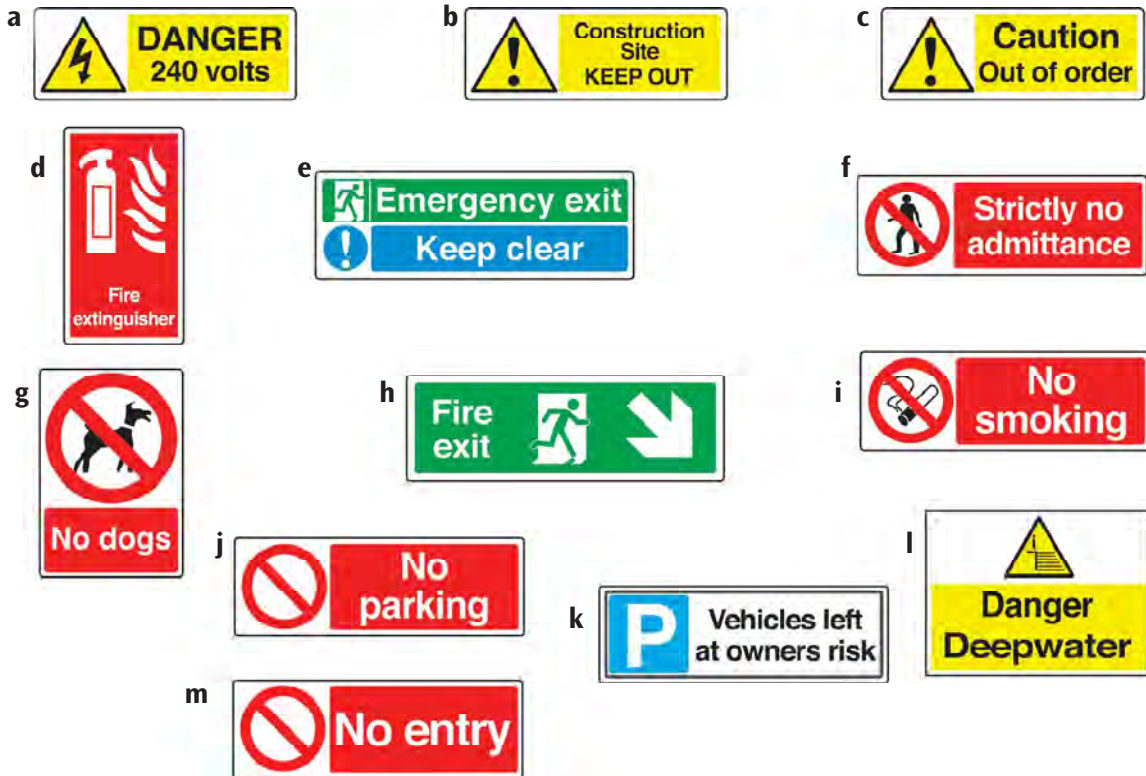
### A4.8 Reading: Warning signs and labels

**1 Look at these sentences:**

Please close the door.

Wash the dishes before you go out.

These sentences are in the *imperative tense*. They are giving you orders, telling you what to do.

**2** Look at the following signs and answer the questions below.

- 1 Which sign warns you that dogs are not allowed in the building?
- 2 Which sign tells you that a building site is dangerous?
- 3 Which sign tells you that you cannot leave your car there?
- 4 Which sign warns you about high voltage electricity that would give you a severe electric shock?
- 5 Which sign shows you what to do in case of a fire?
- 6 Which sign very strongly forbids you to enter somewhere?
- 7 Which sign tells you what to do in an emergency?
- 8 Which sign warns you about the danger of drowning?
- 9 Which sign tells you how you could put out a fire?
- 10 Which sign forbids you to smoke cigarettes?
- 11 Which sign warns you that something is not working?
- 12 Which sign tells you that it is not safe to leave things in your car?
- 13 Which sign warns that you are not allowed in somewhere?

**3** Work in pairs to read the signs aloud and give their meanings.**4** Rewrite these signs as sentences using the imperative tense, then check your sentences with your partner.



**A4.9 Writing:** Warnings

**1** The pictures a to f below tell a story. Study the pictures and write sentences describing what is happening in each picture. Your sentences altogether should tell a complete story. Give your story a simple title.



**2** Work in pairs to think about warnings you would give to people of your own age to help them avoid danger or difficulty. Write these sentences as models, and illustrate them with your own pictures.

**A4.10 Increase your word power:** Adjectives of character

- 1** There are many words to describe someone's character. Look at the words in the box and put them into the three groups below. Write them in your exercise book.

sensible	careful	responsible	happy	kind	rude	sad
dishonest	quiet	wise	intelligent	serious	honest	cheerful
impatient	irresponsible	polite				

Good characteristics: ...

Bad characteristics: ...

Both good and bad: ...

- 2** Copy this table into your exercise book. Change the adjectives above into adverbs. Be careful of spelling changes!

Adjective	Adverb
sensible	<i>sensibly</i>
careful	
responsible	
...	

- 3** Complete the following sentences with an appropriate adverb.

- I advise you to consider \_\_\_\_\_ my advice about your behaviour.
- People should behave \_\_\_\_\_ when they are walking in the street after dark.
- You should behave \_\_\_\_\_ when you meet an older person.
- Look after your money \_\_\_\_\_ or you will soon have none.
- If you took your school work more \_\_\_\_\_ you would do better in the exams.
- You should be more \_\_\_\_\_ to people who have the HIV virus.

**Part B****Objectives**

By the end of this part of Unit 4 you will be able to:

- discuss a situation involving a moral question
- read a story about a young girl
- use adverbs of manner
- revise the use of direct and indirect objects
- write a letter to an 'agony aunt'
- pronounce sentences with the correct word stress
- read a poem about regret
- increase your dictionary skills
- check and correct mistakes in your work
- order sentences to make a funny story.



## B4.1 Speaking: Group discussion

**1** Copy these headings into your exercise book. Add further expressions to the correct column.

**Asking for an opinion**

*What do you think ...?*

**Giving an opinion**

**Agreeing**

**Disagreeing**

**2** There is only enough medicine to treat three of the villagers who are suffering from AIDS. Who of the following should be given the medicine?

- A young mother of two children whose husband has already died from the disease.
- A five-year-old child.
- A young university graduate who wants to become a doctor.
- The father of a family of six children.
- A religious leader.
- A hearing-impaired 18-year-old.

**In your group, discuss the issues involved, asking the opinion of the others in the group and expressing your own opinion with supporting examples and facts, then, as a group, come to a decision.**

**3** Share your ideas and reasons in a whole-class discussion.

## B4.2 Language focus: Adverbs of manner

Adverbs tell us more about the verb. They make your writing more interesting. Adverbs of manner tell us more about *how* or *in what way* an action is done.

**Example:**

*The boy walked slowly to school.*

**Complete the sentences with the correct adverb from the box. Write the sentences in your exercise book.**

warmly	hard	suddenly	correctly	silently
sadly	always	heavily	dangerously	quickly

- 1 The young man walked \_\_\_\_\_ from the church after the funeral.
- 2 The woman sat down \_\_\_\_\_ without saying a word.
- 3 I know that all of you will answer the questions \_\_\_\_\_ and get good grades.
- 4 The car swerved \_\_\_\_\_ and knocked over the young child.
- 5 Ato Tofik received the girl \_\_\_\_\_. This made her happy.
- 6 The teacher told the class to work \_\_\_\_\_.
- 7 The boy ran \_\_\_\_\_ to the chemist to fetch the medicine.
- 8 It rained \_\_\_\_\_ on Sunday evening.
- 9 The girl drove very \_\_\_\_\_ in town and caused an accident.
- 10 She \_\_\_\_\_ goes to visit her grandmother every week.



### B4.3 Reading: Makeda's story

Makeda sat dreaming in the shade of a big tree. Beside her was a jerrycan for water. She was on her way to fill it at the well, but had stopped for a short rest.

Makeda was just 14 and was very beautiful. She wasn't very good at school because she was always daydreaming and never paid attention. She dreamed about the husband that she would marry one day. He would be a handsome young businessman. He would have a big house, a beautiful car and many servants, and would keep her in comfort for the rest of her life.

"Hello, Makeda. Come here, my dear," a voice said. Makeda woke from her daydream and saw the businessman standing nearby. The businessman was the richest man in the area. He was about 40 years old and he was fat and ugly. Nevertheless, Makeda smiled at him because the businessman was very kind to her.

"It's a shame to see a beautiful girl like you going to the well to carry a heavy jerrycan of water," said the businessman. "And look at that old dress you're wearing. If you had a little money, you could buy some nice clothes. Then a rich young man would notice you and marry you."

"I know, the businessman," said Makeda. "I was thinking the same thing myself, but I can't afford these things."

The businessman came closer to Makeda and whispered softly in her ear, "I could help you with the money, my dear. Come to my shop tonight and we can talk about it."

Makeda knew that the businessman was suggesting that he should become her sugar daddy. She did not really like him, but he was rich. If he gave her money, she could buy the things she wanted. Then she could go to Addis Ababa where she would meet the young man of her dreams. As Makeda was filling her jerrycan at the well, she decided to go to the businessman's shop that night.

Makeda went to the businessman's shop twice a week for about three months. He gave her a little money every time she came. She bought handkerchiefs, perfume and some skin lotion with the money. Then, one evening, when she wanted more money, she went to the shop and the businessman told her to go away. She heard another girl laughing in the room behind the shop.

Makeda felt very angry. She made up her mind that she would never have anything to do with men like the businessman ever again. Then, one month later, she missed her period. She was frightened and surprised. "I can't be pregnant," she thought. "The businessman told me that I couldn't get pregnant with him because he knew all about family planning and contraception."

When Makeda missed another period, she got really worried and decided to discuss her problem with her best friend, Worknesh. "Please advise me, Worknesh. I think I may be pregnant. What should I do? I can't have the baby. My father is very strict and he'd kill me if he found out. What do you think I should do? Please help me. I am very worried."

Fortunately, Worknesh's mother was a social worker with the local council. When she heard about Makeda's problem, she was very angry. She knew that the businessman was guilty of child abuse, and that if Makeda reported him, he would be arrested, taken to court and tried for defiling the girl. But she also knew that the businessman would plead not guilty, and that without any witnesses, the judge or magistrate would declare him innocent of the crime. Also, Makeda's father would be so angry that he would force his daughter into an early marriage, with no hope of allowing her to continue her education. In such a marriage, the young girl might be mistreated by an elderly husband, while the real criminal, the businessman, would not be imprisoned, but would enjoy his freedom and escape being sentenced for his crime.



Worknesh's mother went to talk to Makeda and her father. She explained the position to them and talked about the rights of Makeda and her child. Makeda's father was indeed very angry, but he agreed not to punish Makeda. Instead, she was sent away to stay with her aunt until the child was born, but it was the end of all her daydreams.

**1 Answer the questions**

- 1 Where was Makeda going when she stopped to rest?
- 2 Why was Makeda not good at school?
- 3 What did she dream about?
- 4 Why did Makeda smile at the businessman?
- 5 What did the businessman say to Makeda?
- 6 Did Makeda agree that the businessman should become her sugar daddy?
- 7 What did she buy with the money she received from her sugar daddy?
- 8 Why did the businessman tell her to go away?
- 9 With whom did Makeda discuss her problem?
- 10 What was the businessman guilty of?
- 11 What did her friend's mother think Makeda's father would force her to do?
- 12 Would Makeda be happy in this early marriage?
- 13 Would the businessman be punished for committing a crime?
- 14 Was Makeda punished by her father?
- 15 Who do you think was more guilty, Makeda or the businessman? Why?

**2 Read the story again, and decide where you would put some adverbs to give the story more colour and drama. Your teacher will write your suggestions on the board.**

**3 Read the passage aloud in a dramatic fashion, stressing different words / phrases according to the agreed adverbs.**

**B4.4 Language focus: Direct and indirect objects**

A direct object answers the question *What?* while an indirect object answers the question *To whom?* or *For whom?* Indirect objects are usually found with verbs of giving or communicating like *lend*, *give*, *bring*, *tell*, *show*, *take*, or *offer*. An indirect object is always a noun or pronoun.

**Example:**

*Give me the book.*

**Make sentences from the following table.**

Give	me	the truth.
Tell	the teacher	some money.
Lend	my father	the story.
Bring	your friend	the book.
Show	us	the picture.
Offer	him	your photos.
		some coffee.



## B4.5 Writing: Letters to an 'agony aunt'

- 1** **Revise the layout for an informal letter. Decide where each of these things should go.**
  - a your name
  - b the date
  - c the closing words or phrase
  - d the greeting
  - e your address
  
- 2** **Young people who worry about the many problems they meet in their daily lives often write for advice to an 'agony aunt' in a magazine or newspaper. Choose one of the following situations, and discuss it with your partner.**
  - a Feyisa has joined the school in the middle of the school year because his family have moved from a distant part of the country where people have a very different culture. In breaks he is made fun of: other students copy the way he speaks, say horrible things about his culture and leave rude notes on his desk.
  - b Kedija has difficulty in reading. She is intelligent, but this problem affects her schoolwork and means she doesn't do well in exams and tests. Some of the children in the class throw stones at her and call her names during break-time.
  - c Biruk has been crippled since birth and has to struggle to get about on crutches. The other boys laugh at him, steal his crutches and push him over, and make rude noises and gestures when they see him.
  - d Your father has been told that he is HIV positive, and one of the boys at school has found out and told the rest of the class. They now refuse to talk to you, to come near you or to share their food or cups and bottles of water with you. You feel very frightened and lonely in this situation.
  
- 3** **Write an informal letter from the 'agony aunt' giving you advice on how to deal with the problem.**
  
- 4** **Exchange your exercise book with your friend and check the letter for correct spelling, punctuation and capitalisation.**



## B4.6 Speaking: Pronunciation – word stress

When we are expressing difference with a positive verb form, we use the following stress:

A: I study hard every day.

B: **Do** you? I don't.

When we are expressing difference with a negative verb form, we use the same stress:

A: I never watch television in the evenings.

B: **Don't** you? I do.

### 1 Work in pairs to practise saying the following statements.

1 A: I'm from Tigray.

B: I'm not.

2 A: I like playing the piano.

B: I don't.

3 A: I won a prize at school.

B: So did I.

4 A: I'm not going to the concert.

B: Neither am I.

### 2 Now practise in pairs. One student makes a statement, and the other student agrees or disagrees with it, using the expressions below:

So do I. I don't!

Neither am I. I am!

Neither do I. I do!

So will I. I won't!



## B4.7 Reading: Poem

### 1 Read the poem in pairs.

#### The man I killed

If we had met on the fields  
Cared for by the flowing darts of the sky,  
We could have felt happy with the behaviour of plants  
Thrusting their arms into the sky.

If we had met in the forest  
Armed with polished spears,  
Then we could have hunted the fast deer  
And returned home decked with smiles.

We could have learned the secret of numbers  
And the solemn whispers of distant stars,  
If we had met in natural schools.



But then:

We met on the battlefield  
Where corpses were the signs of victory  
And vultures yearned for their harvest,  
And my clean sword longed for a stain  
And the gentle in me craved to be cruel.

And so I tore into his bowels  
And felt strengthened by the scent of his blood.  
And now by the nature of steel  
I fearlessly committed the unforgiveable sin.

*Silas Obadiah*

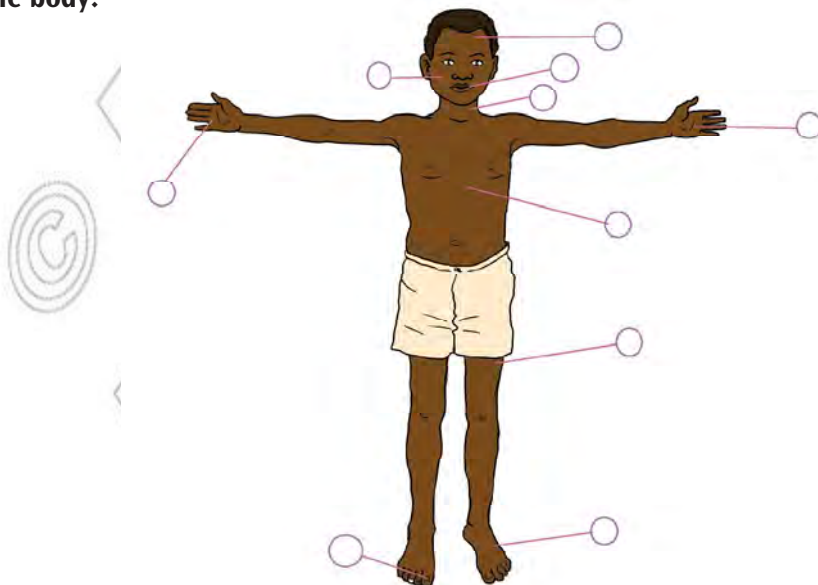
**2 Discuss the questions with your partner, then write the answers in your exercise book.**

- 1 Where did the two men meet?
- 2 What was a sign of victory?
- 3 Why were the vultures there?
- 4 What did his clean sword want?
- 5 What did the poet feel like inside?
- 6 What did he want to feel like?
- 7 How did he kill the person he had met?
- 8 What strengthened the killer?
- 9 What do you think is the 'unforgiveable sin' referred to in the last line of the poem?
- 10 Read the first three verses again. What could these two men have done if they had not been trying to kill each other?

**3 How would you describe the feelings of the man in the poem? Write three sentences using adjectives to describe his feelings.**

**B4.8 Increase your word power: Dictionary skills**

**1 Copy this diagram of the body into your exercise book, then label the different parts of the body.**





**2 Use your dictionary to find another meaning for each of these words.**

**Example:**

*chest: a large box with a strong lid.*

**3 Test your friend by choosing other words that have more than one meaning and give examples.**

**Example:**

*This word means a baby cow and is also part of your leg (Answer – calf).*

### B4.9 Study skills: Checking your work

**Whenever you complete a piece of writing, always read through what you have written and ask yourself these questions.**

**1 Does everything make sense?**

Nishan goes to school at 7 o'clock every morning. The journey takes him half an hour so he usually arrives at about 8.15.

(This student has given the wrong time. What time should Nishan arrive at school?)

**2 Is the punctuation correct?**

I went to the market on the way home mother had asked me to buy some bananas some potatoes and some plantains

(This student left out a capital letter, a comma and a full stop. Where should they go?)

**3 Are there any spelling mistakes?**

Many diseases can now be successfully treated by modern medicine

(This student made two spelling mistakes. What are they?)

**4 Are there any grammar mistakes?**

Although I not answer all the questions, I passed the test.

(This student has left out an auxiliary verb. Which one and where should it go?)

**Look at this short extract from a description of an experiment. It contains several mistakes. Rewrite it correctly in your exercise book.**

In the science lab last week we did experiment to show how water evaporates. Some water was put in a dish. First some water was put in a dish. The dish left overnight. The morning the dish was empty. water had evaporated.

**B4.10 Fun with words:** A funny story

**Put the lines of this story in the correct order.**

***The two politicians***

- a** 'Look here,' said the first one. 'Let's try to make it a clean fight.'
- b** 'Good,' said the second. 'And I'll promise not to tell the truth about you.'
- c** During the hard-fought and bitter election campaign,
- d** 'For a start I promise I won't tell any more lies about you.'
- e** Two politicians met each other by accident.

**Assessment****1 Reading**

**Your teacher will give you some signs and ask you some questions about them.**

**2 Writing**

**Write an informal reply to a friend who has invited you to come and stay for a week.**