

Contents – Life skills

In this section you will cover the following language and concepts:



1. Gender awareness	<p>Vocabulary: Chores; clean; pass exams; cook; intelligent; school activities; engineer; respect; gender; equality</p> <p>Structures: ...can clean; ...can study; ...can pass exams; He/she has to...; He/she doesn't have to...; I have to...; I/he/ she/ we/ they should or could (for recommendations or suggestions).</p>
2. Teamwork	<p>Vocabulary: Reach/ get to; fall; vegetables; vegetable patch; courgette; shade; shadow; dry; hate(d); enough; survive; branches; owner; watering; grow; realise; fertilise</p> <p>Structures: Imperative (go left, go right, walk straight ahead, watch out!); sentences using 'because' to indicate reason and consequence; simple past form of some verbs appearing in the story.</p>
3. Problem solving	<p>Vocabulary: Take care of; concentrate; spelling; properly; neighbour; attack</p> <p>Structures: You/we/I/she should (shouldn't)...</p>
4. Coping with stress	<p>Vocabulary: Stress; stressed; stressful; worried; angry; late; failed; sports match; breathe; breathing; solution; breathe in; breathe out</p> <p>Structures: What's the matter?; You should...; If + present verb + will... (conditional for consequences)</p>
5. Dealing with Peer pressure	<p>Vocabulary: Peer pressure; persuade; resist, beer; throw stones; goats; give in; strong; weak</p> <p>Structures: Let's... ; Come on!; I don't want to; I can't... ; If we do that, ... will happen (first conditional for consequences); I don't like ...ing.</p>

6. Drugs and alcohol awareness	<p>Vocabulary: Beer; alcohol; pills; cocaine; heroin; marijuana; cannabis; tobacco; coffee; caffeine; cigarettes; nicotine; steroids; sleepy; excited; awake; paranoid; angry; dizzy</p> <p>Structures: It makes you feel... ; You feel... ; It can make you... ; It can give you...</p>
7. Creativity	<p>Vocabulary: Creative; funny; simple; clever; draw; good drawing; art; artistic, pattern; fun; colourful; dark; abstract; background; cloudy; night-time; realistic; detail; need</p> <p>Structures: You can use it to...; You can use it for ...ing; It's a...; ... is/are better than...</p>
8. Tolerance	<p>Vocabulary: Tolerance; tolerant; reaction; respect, goalkeeper; score(d); (feel) ill; pray; captain</p> <p>Structures: Variety of verbs in the simple present tense, affirmative and negative. Relative clauses (somebody/ people who...)</p>
9. Keeping fit	<p>Vocabulary: Fit; physical fitness; body parts; head; neck; shoulders; back; hips; stomach; arms; legs; feet; toes; football; volleyball; table tennis; team; equipment; swimming; weight-lifting; netball; basketball; push-ups; sports equipment: bat; net; ball; kit</p> <p>Structures: Can you...? Yes, I can/No, I can't; must; mustn't; can; can't; Do you need...? Is it a(n) sport? Where can you play it? How many people are in each team?</p>
10. Time management	<p>Vocabulary: Time management; calendar; timetable</p> <p>Structure: must; mustn't; can; can't</p>

Lesson 1: Gender awareness

Activity 1



Read this text and answer your teacher's questions.

Peter and Helena are secondary school students. They are both very intelligent and always get good marks. Peter works hard in class and tries to understand everything.

Helena works hard in class too. However, after school she has to clean the classroom and sometimes the yard.

When she gets home, she has to help her mother with the chores. She studies late at night after dinner. Sometimes there isn't enough light to study, but she loves mathematics and science and she wants to be an engineer one day, so she tries her best. Sometimes Peter helps his mother too but if he has a lot of homework his mother says 'Peter, do your homework. I can finish the chores with your sister Ahuni!'

Peter tells his mother that Ahuni has homework, too, but his mother says, 'Peter, one day you will need to have an important job and support your family. Go and do your homework! Your sister will help me! Ahuni is a good girl, she will do her homework later.'

In school, Helena always passes her exams but Peter gets better marks. Sometimes Peter asks himself, 'Is Helena the same as my sister Ahuni? Does she have so much work at home that she can't study as much as me?'



Activity 2



'In my school, girls have to clean the yard but boys don't have to.'

'In my school, boys can learn mechanics, but girls can't'.

Can you think of similar examples in your school?

Lesson 2: Teamwork

Activity 1



Listen to the story and answer the questions.



1. Why were the vegetables angry with the tree?
2. Why was the tree angry with the vegetables?
3. What happened when the courgette tried very hard to grow and grow?
4. What is the message of the story?

Activity 2



Name three activities that you do in teams or groups at school.

Say why these activities are better/ easier in teams or groups.



Reflect – The story had an important message about working together to achieve the best. Do you have a story where you worked well as a team?



Homework – Make notes on your story. Prepare to tell it in English.

Lesson 3: Problem solving

Activity 1



Yusuph has many problems. Amina has some solutions for him. Match Yusuph's problems with Amina's solutions.

Yusuph	Amina
1. I don't have an exercise book to write in.	a) You should ask your parents if you can take care of the animals on Saturdays and have one free day to play football.
2. I have to walk a long way to school and I feel tired in class. I can't concentrate.	b) You should ask your friend Elias to give you some pages from his exercise book! He has two exercise books.
3. I don't understand multiplication in the mathematics class.	c) You should practise your English spelling at home.
4. I want to play football after school but I have to help my parents with the animals.	d) You should go to bed early so that you are not tired after walking so far in the morning.
5. I can't write properly in English.	e) You should ask me to help you! I am good at mathematics!

Activity 2



Poor Yusuph! He has some more problems. Work with your partner and think of two possible solutions to each problem.

Write: 'Yusuph should...'

1. 'I saw my friend smoking a cigarette, but he doesn't know I saw him. I am worried about him; it's a very bad habit.'
2. 'In my family's yard we have some hens but our neighbour's dog attacks them every night.'
3. 'My father says I am very bad at mathematics, but I try my best. He doesn't understand.'

Lesson 4: Coping with stress

Activity 1



Work with a partner and decide how much stress these situations cause. Put them in order.

Number 1 causes the most stress, number 5 causes only a little stress.

- a) You are five minutes late for school and you think the teacher might be angry.
- b) You think you have failed your Year 7 exams.
- c) You have lost your notebook with all your schoolwork in it.
- d) You have had a big fight with your brother/sister.
- e) You have an important sports match tomorrow.

Activity 2



With your partner, write a short dialogue showing how a friend can help in a stressful situation.

Here is an example:

Hawa	Abraham, I am so worried I can't sleep.
Abraham	Oh, what's the matter? Why are you so worried?
Hawa	I failed two important exams and my parents don't know yet. They will be so angry!
Abraham	I think you should tell your parents as soon as possible. Then your stress will go away. If you do that, you will sleep better and you will study better for next time!
Hawa	Yes, Abraham, I think you are right. I will tell them, and if they are angry I will promise to do better next time. That's all I can do



Reflect – What are the most stressful situations in your life? How do you think you might cope with them next time? Try the breathing exercises at home and see if they help.

Lesson 5: Dealing with peer pressure

Activity 1



Read this text with your teacher. Then say if you think Baraka was strong or weak in this situation.

Baraka was a good student and an excellent football player. Also, he always obeyed his parents. But one day he was walking home from school and he met a group of boys. They said, 'Hey Baraka, come here. We are smoking. Come and try it!' Baraka said, 'No, I can't, I have to go home and help my mother.' The boys replied, 'Baraka, you are a baby! You are running home to your mother! Come on! Don't be a baby!' Baraka went with them to smoke and now he smokes every day.

Activity 2



Look these examples of peer pressure. Work in groups of four and prepare a role-play to show how we can resist peer pressure.

Let's play this new game in computer class instead of doing the boring things the teacher says!

Let's drink my father's beer!

Let's hide the teacher's pen, and watch him look for it!



Let's skip maths class and play football behind the school!

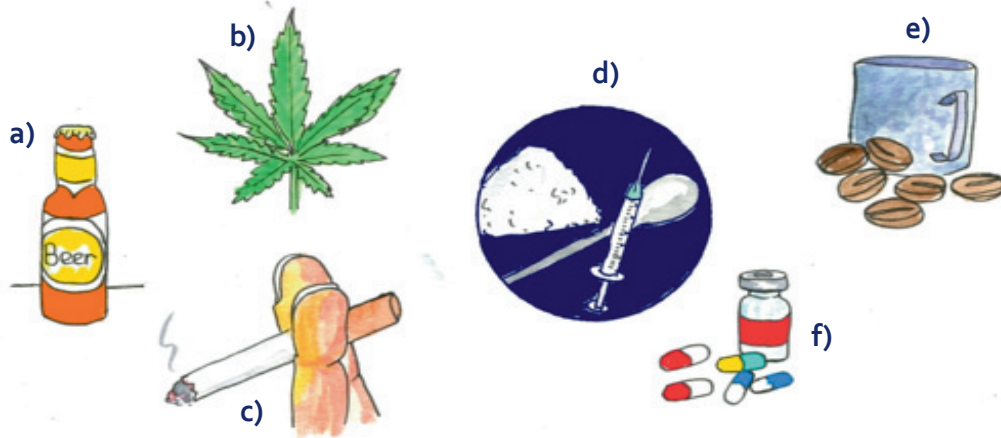
Let's throw some stones at those goats!

Lesson 6: Drugs and alcohol awareness

Activity 1



Can you name these things?



Can you describe the effects of these drugs on the human body and brain?

Activity 2



Read the text and answer the questions with yes or no:

Drugs affect the brain and body in several different ways. This often depends on how much you take. Many children who try drugs experience changes in mood and may notice that their physical growth and intellectual development are slow. If a child uses drugs, there are common side effects, like feeling confused, dizzy, unable to sleep, hungry or anxious. Because the brain of a child is still developing, the use of drugs during childhood can leave more severe trauma and permanent brain damage. Children who use drugs also overdose more often because of their size.

Questions:

1. Can drugs affect your physical development?
2. Can you have problems sleeping because of drugs?
3. Can drugs affect your brain?
4. Is it a good idea to take drugs?



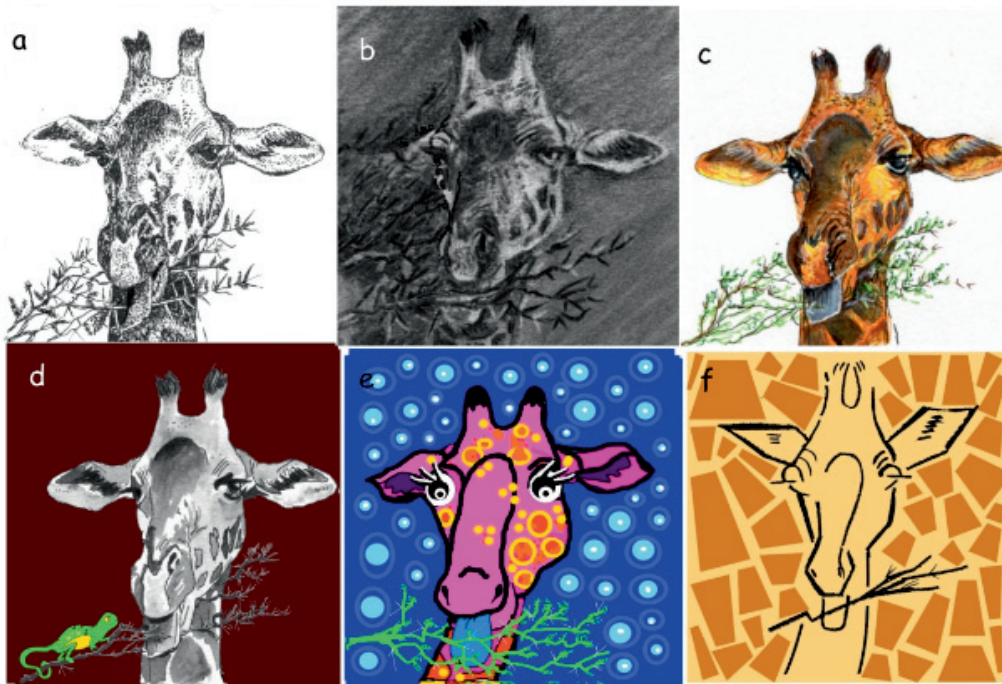
Reflect – What do you think of people who take drugs? Think of all the reasons that you should not use drugs in your life. What would you say to a person who was thinking of trying one of these drugs?

Lesson 7: Creativity

Activity 1



Read and point. Which description matches which picture?



1. This picture is fun and very colourful. A child would like it.
2. This picture is simple, and has a white background. I think I can copy it.
3. This picture is very realistic. There is a lot of detail. It looks like a colour photograph.
4. This picture is original and abstract. The pattern is in the background, and the giraffe has no pattern on his head.
5. This picture is dark and cloudy. It is difficult to see the giraffe. It is not a happy picture.
6. This picture has a dark background, but it is not a sad picture.

Activity 2



This is the message on an anti-drug poster. Can you write a more creative message?

DRUGS ARE VERY BAD.

Lesson 8: Tolerance

Activity 1



Copy and complete the table:

Situation	Tolerant reaction	Intolerant reaction
1. You have a lot of homework to do. Your baby sister is crying a lot.	You ask your mother if she needs some help with the baby.	You throw your books on the floor and say 'Be quiet! I can't study!'
2. You walk to school with a boy from the next house. He has problems with his legs and walks very slowly. You are always late for school.	You ask your friend if you can both start walking 15 minutes earlier. You walk slowly with him and talk to him.	You tell your friend to walk alone. You walk quickly to school; his problem is not your problem. He is too slow!
3. Your older brother likes science, but you don't. When you are listening to music, he always wants to explain science to you.		You play your music more loudly and tell your brother to stop talking and go away.
4. The captain of your netball team is always five minutes late for practice because she prays with her family at a special time.	You ask your team-mates to start the practice sessions five minutes later. It is important to respect when people want to pray.	
5. You are playing a football match and the goalkeeper is feeling ill. The other team has scored 4 goals and there are 10 minutes left to play.		You tell the goalkeeper he is stupid and that he will not play in your team any more.

Activity 2



Complete this sentence with as many endings as possible.

A tolerant person...

Lesson 9: Keeping fit

Activity 1



How fit are you?



Answer these questions about your fitness with yes or no.

1. Can you run for 30 minutes without stopping?
2. Can you touch your toes easily?
3. Can you walk for one hour without feeling tired?
4. Can you swim non-stop for 10 minutes?
5. Can you do 20 push-ups?

Activity 2



Answer these questions about football:

1. Is it an individual or team sport?
2. How many people are in a team?
3. Do you need any special equipment?
4. Do you need special clothes?
5. What parts of your body does it exercise?



Reflect – How many team games do you play? Think of all the games you play as a team at home or at your school with your friends.



Homework – Work with your friends and invent a new game and its rules to present to the class in the next lesson.

Lesson 10: Time management

Activity 1



Ask your partner the following questions:

1. What time must you be at school? Are you ever late?
2. How much homework must you do every day? Can you do it quickly or does it take you a long time?
3. Must you go to bed at a certain time? Can you usually get to bed before your bedtime?
4. If you are meeting friends, do you usually arrive before them or after them?
5. How much time can you spend playing games every day?

Now decide if your partner manages his/her time well. Tell him/her why he/she is a good/bad time manager.

Activity 2



In groups, discuss:

- a) three reasons why it's important to be on time.
- b) three things that can happen if you aren't on time.

Now write three things our class must do to manage time well.