

# English – Grade 10 General Sample

## Unit

# 1

## Education

- **Topics** School in the past; ways of learning; school subjects; computers in school; life after school; setting goals
- **Use of English** Comparative adjectives; using *need* to talk about obligation



### Lessons 1–2 School in the old days

- What's the name of your school? What subjects do you study at school?  
What school did your father go to? What subjects did your father study at school?

### Listening

- 1 Look at the photograph. What do you think Farouk is going to talk about?



- 2 Before you listen, tick the words you think you'll hear.

school ☐ girls ☐ classroom ☐ Internet ☐ desks ☐  
 boys ☐ computer ☐ television ☐ subjects ☐ board ☐

- 3  Listen to Farouk. Read the sentences and circle the correct answers.

- 1 Girls and boys went to Al Ahmadiya School. Yes / No
- 2 The classroom was on the first floor. Yes / No
- 3 The school didn't have computers. Yes / No
- 4 Farouk's grandfather studied English. Yes / No
- 5 Farouk's grandfather visited the museum last year. Yes / No

#### Listening strategy

Listen for **key words** to help you understand the meaning of a text. These words may be nouns, for example *classroom* or verbs, for example *studied*.

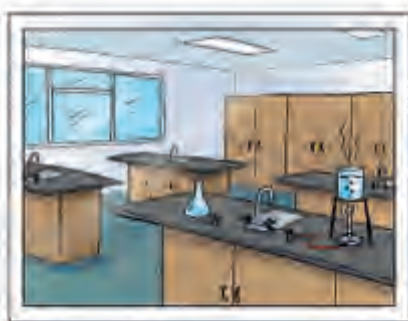
## Vocabulary

4 Look at the pictures and write, using the words below.

classroom library ~~reception~~ computer room lab office museum



1 *reception*



2



3



4



5



6

## Listening

5 Listen to these words from Farouk's talk.  
Practise saying them.

*p* poor paid place  
*b* boy birthday beautiful

## Speaking

6 **21st** Work with a partner. Ask and answer these questions.

- Where do you go to school?
- Does your sister / brother go to school?
- Where do they go to school?
- What's your favourite school subject?
- Did your grandmother go to school?

### Speaking tip

Listen carefully for the *p* and *b* sounds.

Remember, when you say the *p* sound you can feel your breath on your hand in front of your mouth. When you say the *b* sound you can't.

## Lessons 3–4 **How we learn**

- What types of activities do you like doing in your English classes?  
Do you find some activities easier than others? Now tell your partner.

### Reading

- Before you read the text, think about whether we all learn in the same way.
- Read the text quickly to find out. What do the letters VAK mean?

#### Which type of learner are you?

We all learn in different ways. Some students like using pictures to help them learn. They are visual learners. Some students like to listen to music or use songs and chants to help them learn. They are auditory learners. Other students like to do or to make something to help them learn, for example, they play games or they make models. They are kinaesthetic learners.

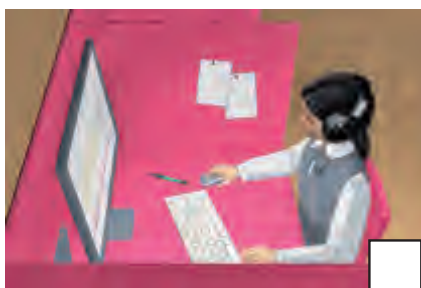
We call visual, auditory and kinaesthetic learners VAK.

#### Language tip

Notice how the Present Simple is used to state facts in the text. Underline some example sentences which use the Present Simple to state a fact.

### Vocabulary

- Label the pictures V (visual), A (auditory) or K (kinaesthetic).



- Sort the activities under the different headings.

play a game	sing a song	write down words	draw a picture	listen to a song
use my hands	use a diagram	talk to my friends	make a model	

Visual	Auditory	Kinaesthetic

## Reading

- 5 Before you read, think about how quickly you can read.
- 6 Read the text. You have one minute to do the following:
  - Find and circle all the letters s.
  - How many times can you see the word *for*?

### Reading strategy: Scanning

Move your eyes over the text quickly. Look for key words or numbers and underline them. Remember to ignore all the other words.

## Scanning

*Why do we scan a text?*

We scan a text to find important words quickly, for example names, dates, TV programmes, etc.

*How do we scan a text?*

Read the text quickly and look for key words about the topic.

Read the headings. These show us what the texts are about.

Look for words in **bold** and *italics*. These are often important words.

Look at the font size. Larger fonts are often used for important information.

Quickly look for numbers, dates and times. These are easy to find.

- 7 Study the text on scanning carefully. Then close your books. How many strategies can you remember? Tell your partner.

## Speaking

- 8 <sup>21st</sup> Read the sentences. Discuss with your partner and decide what kind of learner each statement is referring to. What kind of learner are you?

I like to talk to my friends.

I play a lot of games.

I like to write down new words.

I find it difficult to listen to instructions.

I like to move when I listen or talk.

I use my hands when I talk.


I like to touch things to learn.

I remember a new word better when there is a picture.

## Lessons 5–6 School subjects

- What are your favourite school subjects? What is the most difficult subject at school? Why? Do you prefer Maths or English? Why?

### Listening

- 1  Listen to the students and decide what kind of learner each of them is. Who is talking about a language class?

“I think History is the best subject at school. I love reading about the past and looking at pictures of the past. I think it is easier to remember something when you’ve seen a picture. I think History is easier than Geography and it’s more interesting.”

**Hassan**

“We learned a song in our English class last week. It was really cool. I can remember all the words to the song. Songs are easier to remember than lists. I love English!”

**Aisha**

“My favourite subject is Biology. I like Maths too but I think Maths is harder than Biology. I think Biology is more interesting. I like learning about trees and plants and animals. We did a quiz in Biology class last week. It was brilliant. Quizzes aren’t as difficult as essays. They’re fun and it’s easier to remember facts when you do a quiz.”

**Rashid**

- 2  Listen and read the texts again. Write T (true) or F (false).

- 1 Aisha thinks songs are easier to remember than lists. \_\_\_\_\_
- 2 Rashid thinks quizzes are more difficult than essays. \_\_\_\_\_
- 3 Hassan’s favourite subject is Maths. \_\_\_\_\_
- 4 Rashid thinks Maths is harder than Biology. \_\_\_\_\_
- 5 Aisha’s favourite subject is Geography. \_\_\_\_\_
- 6 Hassan thinks History isn’t as interesting as Geography. \_\_\_\_\_



## Use of English: Comparative adjectives

We form **short** comparative adjectives like this:

+ **-er** or **-r**      *hard* → *harder*, *short* → *shorter*  
 delete **-y** and + **-ier**      *easy* → *easier*, *happy* → *happier*  
 double consonant + **-er**      *big* → *bigger*, *hot* → *hotter*

We form **long** comparative adjectives like this:

**more** + adjective      *more difficult*, *more interesting*

Note **irregular** comparative adjectives:

*good* → *better*    *bad* → *worse*    *little* → *less*    *much* → *more*

We use comparative adjectives to talk about what is different and what is similar.

*Maths is **harder than** Science.*

*Biology isn't **as difficult as** English.*

*History is **as difficult as** Geography. (They are equal.)*

### Speaking tip

When you work with a partner, remember to take turns. Decide who is going to speak first and allow each other time to speak. When you have finished speaking, say *What about you?* or *Now, it's your turn.* Remember to ask each other further questions whenever you can.

## Speaking

- 3** Work with a partner. What are your top three favourite school subjects at school? Discuss your reasons.

I like English because it is ...  
What about you?

Science is my number one subject  
because it isn't ... Now it's your turn.

My favourite subject is ...

## Writing

- 4** **21st** Write notes about your top three school subjects. Give your reasons.



## Lessons 7–8 Practise and prepare

### Listening

- 1  You will hear a man talking on Bellerby University radio. Listen and complete the table.

#### Listening strategy

Look at the gaps in the table. What kind of information is missing? Is it a time, an activity, a place or a cost? Be ready to listen for this specific information.

Day	Time	Activity	Place	Cost
Monday/Tuesday	5.30 pm	_____ <sup>1</sup>	Studio 1	£2.50
Wednesday	_____ <sup>2</sup>	Five-a-side football	Main hall	_____ <sup>3</sup>
Thursday	_____ <sup>4</sup>	Football	Football pitch A	_____ <sup>5</sup>
Saturday	7.30 am	_____ <sup>6</sup>	Diving pool	£3

- 2  Listen again and answer these questions.

- What is the name of the speaker?
  - David Law
  - Henry Lawson
  - Larry Dawson
- Where is the Gibson Sports Centre?
  - next to the main lecture theatre
  - beside the accommodation building
  - next to the central library, opposite the lake
- The centre telephone number is:
  - 222777
  - 277722
  - 227772





## Reading

- 3 Read the passage and answer the questions below. Choose no more than two words or numbers from the passage for each answer.

# The University of Life

While the majority of 18-year-old students finish Grade 12 and go straight from school to university, some take a break for a year or two. These students (sometimes called 'gappers') often say that they want the chance to enjoy life as an independent adult for the first time, and think about what they want to study next. In fact, a growing number of students take a gap year after school and then head back into higher education via a roundabout route of working and 'gapping'. According to recent research, 105,000 students aged 19 and 44,400 aged 20 started higher education last year — numbers that show a big increase in this age group over the previous three years. Christine Smithson is a typical example.

Christine left school at 16 with seven good GCSEs, but did not want to continue studying at the time. She says she was also worried that she might

find higher education too difficult. So she chose a different path and decided to become a hairdresser. She really enjoyed the job and meeting and chatting to people every day. She found that her confidence improved and that she learned how to talk to anyone of any age. However, after two years she began to realise that it was not what she wanted to do for the rest of her life. After reading about the courses at her local college she decided to study Social Sciences to prepare herself for university. She completed the course last July and is now an undergraduate student at Bath University where she is studying Sociology. Christine says that she is glad that she took a break from education because it gave her time to learn more about people and decide what she really wanted to study.

- 1 What are students who take a one- or two-year break from education called?  
\_\_\_\_\_
- 2 According to research, how many students aged 20 started higher education last year?  
\_\_\_\_\_
- 3 At what age did Christine leave school?  
\_\_\_\_\_
- 4 How long was Christine a hairdresser?  
\_\_\_\_\_
- 5 What did Christine study before university?  
\_\_\_\_\_
- 6 Where is Christine studying now?  
\_\_\_\_\_



### Reading strategy

Look at the words around the word you don't know. Use them to help you work out the meaning.

## Lessons 9–10 Computers in school

- Do you use computers in school? What do you use them for?  
Do you like using computers? Why / Why not?

### Listening

-  Listen to students talking about using computers in school.  
Who uses computers a lot? Who doesn't use them much?
-  Listen again. Write R (Rula) or L (Lubna).

Who ...

... uses computers a lot at school? \_\_\_\_\_

... thinks computers are really useful? \_\_\_\_\_

... thinks the Internet has a lot of information? \_\_\_\_\_

... uses a tablet for emails and social media? \_\_\_\_\_

... doesn't like using technology all day? \_\_\_\_\_


... doesn't want to stop using technology yet? \_\_\_\_\_

#### Speaking tip


We use *I agree* when our opinion is the same as someone else's opinion.

We use *I don't agree* when our opinion is different.

### Speaking

-  **21st** Do you agree with Lubna or Rula? Discuss your ideas.

### Listening

-  Listen to the expressions.  
Underline the stressed syllable or word.

I agree

Maybe

That's true

I don't agree




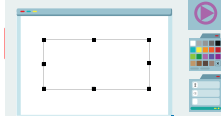




Me too!

That's a good point



## Speaking

- 5 How much do you know about computers?  
Discuss with your partner.

Find someone who can...	Tally
 ... switch on a computer	
 ... save work in a document	
 ... change a document	
 ... add a picture to a document	
 ... use the Internet	
 ... send an email	
 ... use a search engine	
 ... bookmark favourite sites	

## Lessons 11–12 **After you leave school**

- Which career do you want in the future? Do you think some school subjects will be more useful to you than others? Why? How do you feel about taking exams at the end of school?

### Vocabulary

- Look up these jobs and fill in your vocabulary table.

lawyer doctor architect computer programmer  
scientist engineer policeman bank manager

### Language tip

We use *going to* to talk about plans we have made for the future.

*I'm **going to** go to university in two years' time.*

*My brother isn't **going to** start college next year.*

### Reading

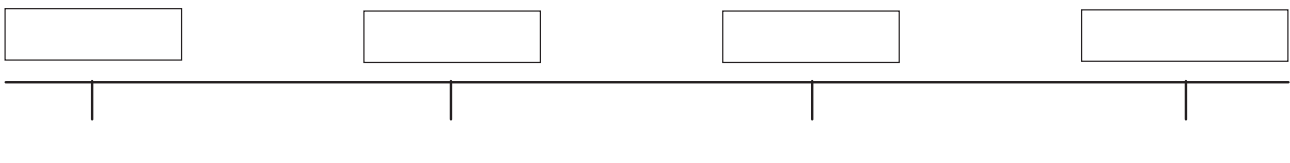
- Read the text and look at the timeline.

At the moment, my class is studying hard because we're going to take exams next month. Next year, I'm going to leave school and go to college for two years. I'm going to study Biology, Chemistry, Physics and Maths. Then I'm going to go to university. I'm going to study Medicine because I want to be a doctor.



- 21st Read what each speaker says and create a timeline.

At the moment, I'm doing an important project at school. Next month, I have to finish it. After I leave school, I'm going to go to university, then I'm going to work in a bank.



At the moment, I'm studying for my final exams. I have to get good grades. Then I'm going to study English at college. In the future, I want to be a teacher.




## Speaking and writing

### 4 What would you write in your own timeline?

Discuss your ideas with a partner and make notes. Think about:

- things which are important to you
- what you need to do in order to get to the next stage
- why you have chosen these stages

### 5 Draw and complete your own timeline for after you leave school.

### 6 What do you think are the good and bad points of the topics below? Discuss in pairs. Make notes about the key ideas.

*Going to university*

*Advantages:*

*Disadvantages:*

*Starting a career*

*Advantages:*

*Disadvantages:*

### Language tip

We can use time markers to talk about a sequence of events:

*At the moment*, I'm at secondary school.

*First*, I'm going to take my school leaving exam.

*Next*, I'm going to apply for college.

*Then*, I'm going to study Maths.

*After that*, I'm going to university.

## Writing

### 7 Use your notes to write a paragraph about the advantages and disadvantages of different choices.

### Writing tip

Remember, when you make notes, you only need to record the main words that carry information. Don't try to write complete sentences.

## Lessons 13–14 Being in charge of your learning

- Do you write clearly? Can you remember new words easily?  
Are you good at spelling?

### Reading

- 1 Read the texts and the flow chart. Which text matches the flow chart?

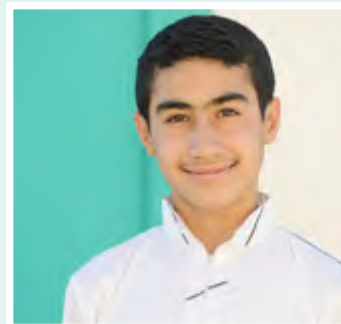
I really want to pass my exams at the end of the semester so I need to work harder. I find some words in English difficult to remember. I think I need to improve my spelling.



Layla

I want to improve my pronunciation too, so I need to practise speaking English with my classmates. We're going to learn lots of new grammar this semester so I need to revise every week. I hope I pass my exams.

I'm going to work hard this semester. I want to go to college when I leave school and I need to pass my English exams. I want to be an engineer, so I need to pass my



Khaled

Science and Maths exams too. I'm going to take extra Maths classes this semester because I need to get good grades. I need to improve my Science grades too. I'm going to revise every week. I really hope I pass my exams with good grades.

### Learning goals for this semester



### Speaking

- 2 Work with a partner. In what ways are you similar or different to Layla and Khaled?

#### Use of English: *need to*

To talk about obligation we use *need to* + base form of the verb.

*I need to improve my spelling.*

*I don't need to take extra lessons.*



## Reading

- 3 Read Mohammad's self-evaluation chart. What goals does he need to set?

Self-evaluation chart: Mohammad Amin	😊😊	😊	😞
I can write clearly.			✓
I can spell words correctly.			✓
I can pronounce words clearly.	✓		
I can write simple sentences.		✓	
I can read short texts.			✓
I can write flow charts and timelines.		✓	
<b>Goals</b>			
I need to _____.			
I need to _____.			
I need to _____.			

## Writing

- 4 Use the self-evaluation chart you completed in your Workbook to complete this flow chart.

Learning goals for this semester



## Speaking

- 5 **21st** Work with a partner. Discuss your learning goals for this semester. Use these expressions.

I think ... / I don't think ...    I need to ...  
 I want to ...    I agree. / I don't agree.  
 Maybe I'll ...

### Speaking tip

Your partner will understand you more easily if you speak at a regular pace. Don't speak too quickly or too slowly.

# Review of Unit 1

## Vocabulary

- 1 Complete the summary with the words in the box.

headings notes bold size  
pictures scan numbers

To \_\_\_\_\_<sup>1</sup> a text means to read a text quickly for specific information. To help us, we look for \_\_\_\_\_<sup>2</sup>. These tell us what information is in each paragraph. Important words are often written in \_\_\_\_\_<sup>3</sup>. They may also be in a large font \_\_\_\_\_<sup>4</sup>. To find dates and times, we can scan the page for \_\_\_\_\_<sup>5</sup>. This skill also helps us to make \_\_\_\_\_<sup>6</sup> to write essays.

- 2 Circle the correct words in each sentence.

- 1 Everybody **learns** / **learning** in a different way.  
2 **Visual** / **Auditory** learners like to use pictures and diagrams.  
3 Kinaesthetic learners like to **make models** / **listen to songs** to help them learn.  
4 Some of my friends like **listen** / **listening** to music to help them learn.  
5 I like making models. I'm a **kinaesthetic** / **auditory** learner.  
6 **VAK** / **VAT** means Visual, Auditory, Kinaesthetic.

## Use of English

- 3 Find the mistakes and correct the sentences.  
1 I think History is best than Geography.

- 2 Rashid thinks songs are easy to remember than lists.

- 3 I think Geography not is interesting as English.

- 4 Fayad thinks Biology is much interesting than Maths.

- 5 Farouk finds drawing difficult than making models.

- 6 Hakim is more short than his friends.

## Reading

- 4 Skim read the text. What is it about: a, b or c?

- a one student's opinion on learning tools today  
b technology today and in the past  
c how to use a tablet

### Learning today

Today, it is so easy to access technology and most of us have a computer at home and at school or work.

At school, we have a computer in every classroom. Some schools also have tablets. These are great because students can use them at their desks. We don't have tablets in my school, but we do have digital boards.

I'm really happy I go to school today because we can use books and technology. Both are great tools for learning.

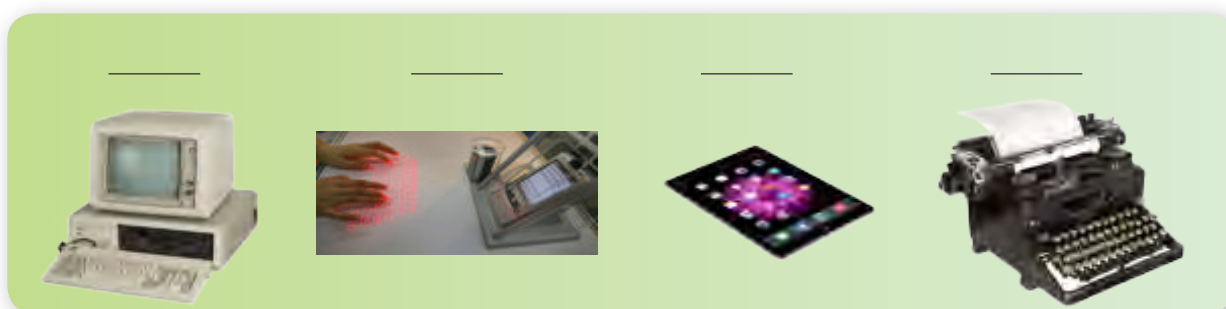
## Lessons 16–17 **Project: Past, present, future**

- In pairs, you will think and talk about the past and the future. You will create an interview tool to find out what your partner's life plans are after school.

### 1 **21st** Project research and planning

- Think about schools in the old days from Lessons 1–2. Match these words and phrases with the right photos.

<b>A</b> the future	<b>B</b> quite old	<b>C</b> extremely old	<b>D</b> recent times
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- In pairs, think about how old schools were different from modern schools. Write your comments in the table below.

Old	Modern
<i>Students used to sit on the floor</i>	<i>but now they sit on chairs.</i>
_____	_____.
_____	_____.

- What can you remember about your first school? Write your comments in the table.

Good memories	Bad or not so good memories
<i>My favourite subject was</i> _____.	<i>My worst subject was</i> _____.
<i>The most popular teacher was</i> _____.	_____.
_____.	_____.

## 1 Education

- Now turn your comments into questions. Ask your partner to answer the questions and complete the table with their answers.

Your questions	Your partner's answers
What was your favourite subject?	_____.
What was your worst subject?	_____.
Who was the most popular teacher?	_____.
_____?	_____.
_____?	_____.

- Make notes in a graphic organiser about another student's future plans. Write a detailed passage from the notes in the graphic organiser.

- Think about the timelines you used in Lessons 11–12. Ask and answer these questions in pairs.

- What are you going to study next semester?
- What type of course work are you going to do?
- Which exams are you going to take next year?
- Are you going to just pass your exams or are you going to get high grades?

- Look at the graphic organiser template. Ask your partner what their life plans are after school. Write their answers in note form under the headings, using the example to help you.

- Look at your notes from the graphic organiser and write a passage about your partner in the Details section. Check your handwriting for neatness.

## 3 Presentation

- In pairs, compare your passage with your partner. Tell each other what you like about their passage.
- Display your notes and passage for your classmates to read and vote for who has the neatest writing.

### 1 Notes

- University**  
Zayed Uni / Study Business
- Work**
- Marriage and family**
- Interests/hobbies**

### Graphic Organiser

1 Notes	2 Details
<ul style="list-style-type: none"> <li><b>University</b></li> <li><b>Work</b></li> <li><b>Marriage and family</b></li> <li><b>Interests/hobbies</b></li> </ul>	<p><b>Introduction:</b> <i>My friend's name is .... She is 15 years old and wants to be...</i></p> <p><b>Body:</b> <i>Firstly she is going to ... She wants to do this <u>because</u> ... Next she would like to... <u>because</u>...</i></p> <p><b>Conclusion:</b> <i>Finally...</i></p>