



Stages	Procedure	Time
Objectives	<ol style="list-style-type: none"> 1. To practice <ol style="list-style-type: none"> a. scanning skills b. guessing the meaning in context c. sequencing 	
Warmer	<ol style="list-style-type: none"> 1. Teacher writes the title on the board and ask students: <ol style="list-style-type: none"> i. Have you heard of the Maasai? <ul style="list-style-type: none"> • The Maasai are from Kenya and Tanzania. They used to be nomadic people (moved from place to place and lived in temporary homes). They grow crops and keep livestock. Today they are more settled, many are educated and work in offices. 2. Teacher leads into the topic. 	5 mins
Pre-reading	<ol style="list-style-type: none"> 1. Teacher asks students to look at the pictures and the captions on pages 57 – 62 to know more about the Maasai. 	5 mins
While-Reading	<ol style="list-style-type: none"> 1. Teacher gets students to read the passage and to underline these words (culture shock, bazaar, horrific, magnificent, negotiations) 2. Teacher distributes Task 1 and asks students to match the words with their meaning. 	10 mins
Post-reading	<ol style="list-style-type: none"> 1. Teacher checks the answers and provide feedback. 2. Teacher distributes Task 2. Teacher asks students to circle the WH- Question and underline the key words. 3. Students complete the task. 4. Teacher elicits answers from students. 5. Then distribute Task 3 on sequencing. 6. Teacher elicits answers from students. 	10 mins
Wrap	<ol style="list-style-type: none"> 1. Teacher does a concept check of the lesson 	5 mins

TASK 1

Match the word to the right meaning

- | | | | |
|------------------|---|---|-------------------------------------------------------------------------------------------|
| 1. culture shock | ▶ | ■ | A. extremely beautiful, elaborate or impressive |
| 2. bazaar | ▶ | ■ | B. the feeling when you come across unfamiliar culture, way of life, or set of attitudes. |
| 3. horrific | ▶ | ■ | C. a market in a Middle Eastern country |
| 4. magnificent | ▶ | ■ | D. discussions aimed at reaching an agreement |
| 5. negotiations | ▶ | ■ | E. upsetting, a bad feeling |

TASK 2

Answer the following questions in complete sentences

1. Why did the writer's mind go into shock in Karachi?

2. Why were the Massai separated as a tribe?

3. How were the missionaries protected from the wild animals?

4. Who led the wedding procession and looked after the bride?

5. In this society what does it mean when women are not being married?

TASK 3

Match the events to the paragraph.

Events	Paragraph No
A. A woman was pushing her sick husband in a wheelbarrow and begging for money.	
B. The bridegroom had not met his bride before the wedding day.	
C. The author stayed at a mission that was run by missionaries from Finland.	
D. The government has enacted a new law: one man ,one wife.	
E. The bride wept all through the ceremony until the moment they were pronounced husband and wife.	1
F. The information of how the Massai were separated as a tribe.	

ANSWERS

Task 1

1. B
2. C
3. E
4. A
5. D

Task 2

1. The writer's mind went into shock because in Australia he had never seen such a horrific thing which was a woman pushing a wheelbarrow with her very sick husband and a little girl and begging for money for medicine.
2. The Maasai were separated as a tribe by Queen Victoria of UK and her cousin, the Kaiser of Germany when they separated the two mountains in Kenya so that one mountain would remain in Kenya and the other was given to Tanzania.
3. The missionaries were protected from wild animals by a high wire mesh wall.
4. The best man led the wedding procession and looked after the bride.
5. In this society, not being married women would mean that a lot of women would experience a lack of security in their old age.

Task 3

- A. 2
- B. 7
- C. 5
- D. 11
- E. 9
- F. 4