English for Ethiopia

Student Textbook
Grade 9



Federal Democratic Republic of Ethiopia
Ministry of Education

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English for Ethiopia Student Textbook Grade 9



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Contents

Unit 1	Learning to learn	1
Unit 2	Places to visit	19
Unit 3	Hobbies and crafts	36
Revision 1 (Units 1–3)		57
Unit 4	Food for health	62
Unit 5	HIV and AIDS	81
Unit 6	Media, TV and Radio	98
Revision 2 (Units 4–6)		116
Unit 7	Cities of the future	120
Unit 8	Money and finance	135
Unit 9	People and traditional culture	154
Revision 3 (Units 7–9)		173
Unit 10	Newspapers and magazines	177
Unit 11	Endangered animals	192
Unit 12	Stigma and discrimination	208
Revision 4 (Units 10–12)		223
Appendix 1 Verb forms		227
Appendix 2 Phrasal Verbs		230
Appendix 3 Vocabulary list		233
Appendix 4 Listening texts		235

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Unit 1

Learning to learn

Part A

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

- discuss how you remember things
- read about different strategies for learning
- play a listening game
- listen and match descriptions to photographs
- practice asking questions with the correct pronunciation
- follow instructions to make a fortune teller
- use question words to ask questions
- read and locate places in Ethiopia on a map
- match people with their nationalities and countries
- read about five students and complete a chart about them
- use the present simple tense

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A1.1 Introduction: How do you remember something?

People use different methods to remember new words. Discuss in your group which of the following methods you think are the most effective.

- Write the words you want to remember on scraps of paper and stick them in your book.
- Keep a notebook and write the words in alphabetical order with their meanings.
- Make notes on separate cards and file them together under headings.
- Underline new words in a passage and look them up in a dictionary.

A1.2 Listening: Meeting others

1 **Listen to your teacher, look at the pictures and write the names of each person in your exercise book, in the order that you hear them.**

a



b



c 

d 

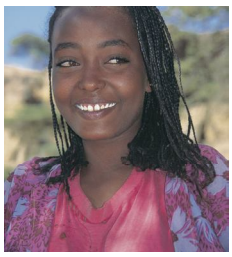
2 **Now hold a conversation with your partner about the information you have heard for each picture.**

Examples:

Who is shown in picture a?
What is his or her name?
How old is he or she?
Where does he or she live?

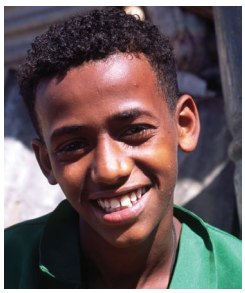
A1.3 Reading: Learning to learn

1 **Look at the photographs and read how these students learn things.**

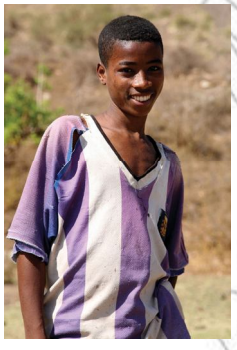


Shemsiya: *I like to read through a passage quietly first to get the meaning of it. Then I read it through again and write down any words I don't understand, so I can look them up in a dictionary.*

Gebre: *I can't be bothered with that. When I read through a passage, I try to get the general meaning. I don't think you need to understand every word as you can usually guess the meaning from the context.*



Selamawit: *Yes, that's not a bad idea, but usually I find it easier to discuss the meaning of a passage with someone first, to give me a general idea of what it's about. Then I can follow the argument in the text more closely when I re-read it.*



Jemal: *Well, each of you have good ideas about reading, but it depends really on what kind of text you are reading. If you were asked to read for meaning followed by a discussion of the text, I would read the passage through quickly and note the main argument of each paragraph. This would help me understand the general points the author wants to cover. Then I would read it again more slowly to make sure that I understand the details of the text.*



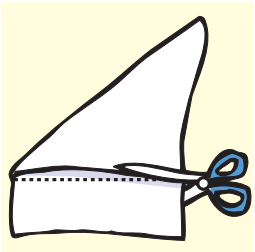
2 **Discuss in your group your own strategies for learning and then report them to the class.**

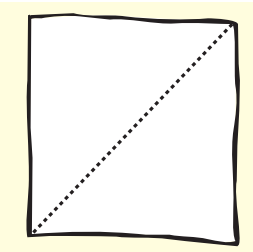
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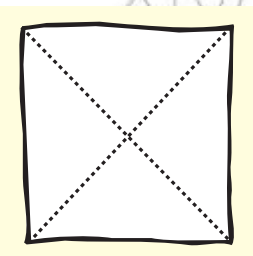
A1.4 Language focus: Following instructions

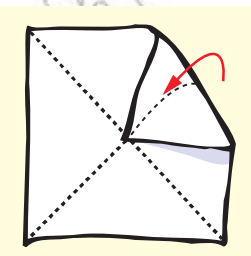
You need a clean sheet of A4 paper and a pencil or pen to make a fortune teller.
Here's how to make it:

1 Take a clean sheet of paper and make a square by folding one corner over to the edge and cutting off the extra flap.
2 Unfold it and you have a square. Fold the top right corner over to the bottom left, towards the centre of the square.
3 Unfold. You now have a square with two diagonal creases like an 'X'.
4 Next, fold each corner point towards the centre of the creases.

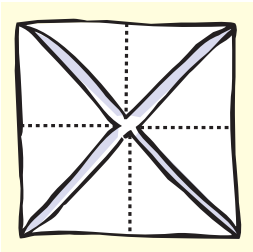

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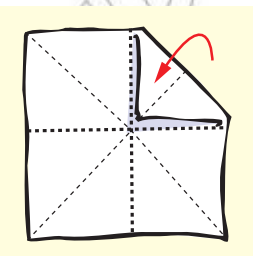

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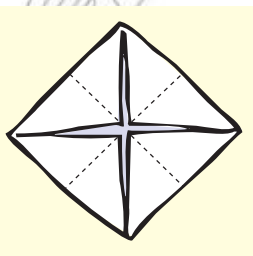

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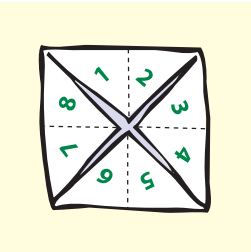

4

5 With all four corners folded it should look like picture 5.
6 Next, flip the square over and fold all four corners points into the centre again.
7 With all of the corners folded in, it should now look like picture 7.
8 Write the numbers 1 to 8 on each of the triangles.


5

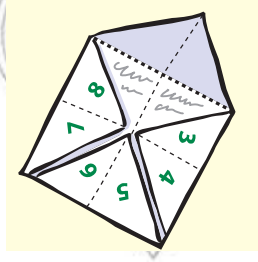

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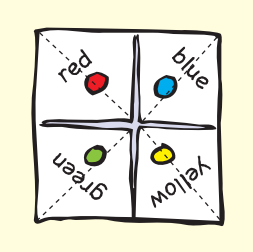


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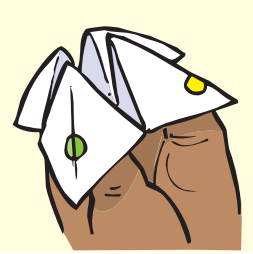
9 Lift up the flaps and write one of these instructions under each one: *stand, sit, open, shut, draw, write, colour, sing*.
10 Flip it over and colour or write the name of a different colour on each of the four flaps.
11 Now insert your two thumbs and two forefingers into each of the four flap pockets. You may need to crease it along the flap lines first. Fingers should press into the centre creases so that all four flaps meet at a point in the centre.

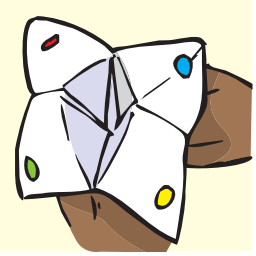


9



10


11


12

- Ask your partner to choose one of the top four squares.
- You need to spell the colour they have chosen while you 'open and close' the fortune teller once for each letter in the colour they selected. (This means opening the fortune teller up-and-down and side-to-side.)
- Your partner then selects one of the four visible numbers on the inside.
- Open and close the fortune teller as you count the right amount they have picked.
- When you have stopped counting, look inside and let your partner choose again.
- Open and close the fortune teller the right number of times, then ask your partner to choose once more.
- Open the panel under the number and read aloud the activity under the panel, for example, *open*. Your partner must then follow the instruction, at the same time saying what they are doing, for example, *I am opening my book*.

A1.5 Language focus: Asking questions

Question words

We use question words when we ask a question to get specific information. We use:

- *what* for questions about things or actions: *<u>What</u> did you do last night?*
- *who* and *whom* for questions about people: *<u>Who</u> is coming to your party? <u>Whom</u> will you invite to your party?*
- *where* for questions about place: *<u>Where</u> are you going?*
- *when* for questions about time: *<u>When</u> will the bus arrive?*
- *which* for questions about choice: *<u>Which</u> dress do you prefer?*
- *why* for questions about reasons: *<u>Why</u> did you go to Kenya?*

Work with a partner and use these question words to ask each other questions. Try to use each of the question words from the panel.

Example:

What is your name?
Where do you live?
How old are you? etc.

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A1.6 Study skills: Places in Ethiopia

1 **Look at this map of Ethiopia and read the statements underneath it. Work in pairs to say if they are *True* or *False*.**



1 Mekele is in the south of the country.
2 Addis Ababa is the capital city of Ethiopia.
3 Dire Dawa is in the south-west of the country.
4 Asosa is near the western border.
5 Werder is in the east of the country.

2 **Now find the following places on the map and describe where they are.**

Gode	Degeh Bur	Negele	Gambela
Humera	Adama	Asayita	Arba Minch

Example:
Gondar is in the north of the country, in the Amara Region.

A1.7 Increase your word power: People, countries and nationalities

1 **Look at this map of the world. Match the countries with their flags.**



(a) Ghanaian



(b) Indian



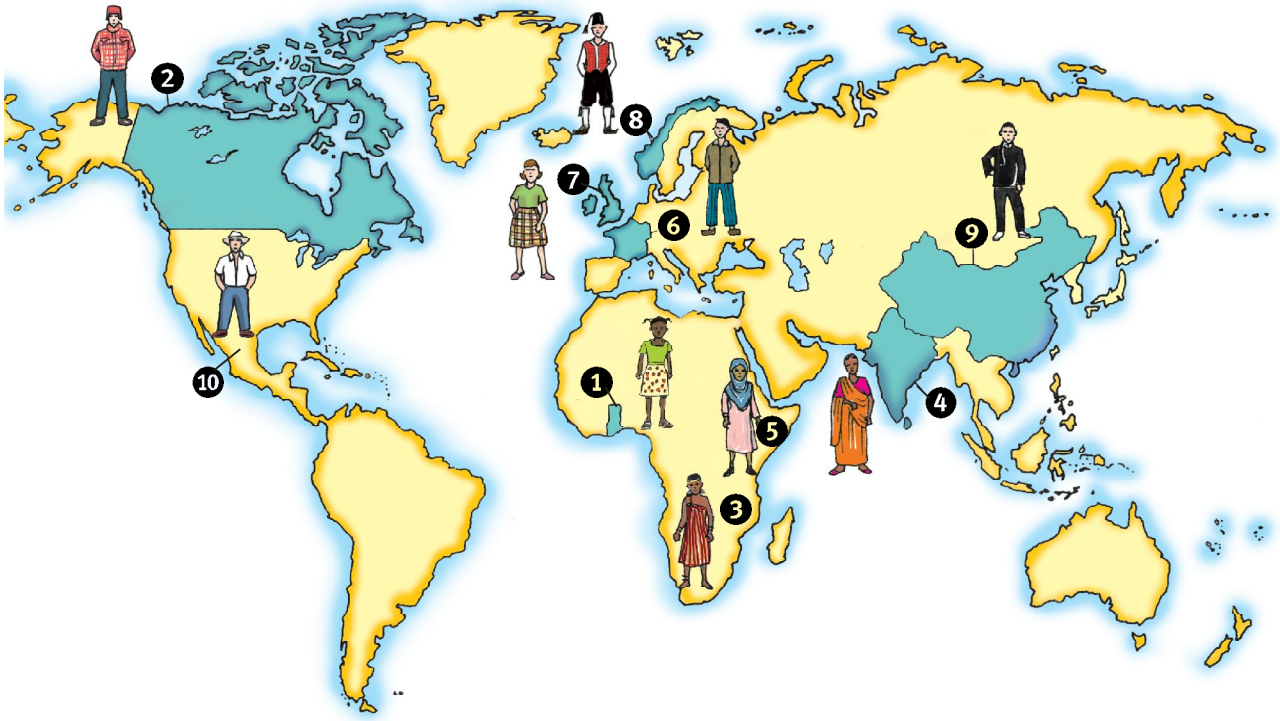
(c) Kenyan

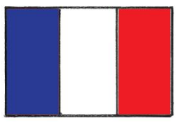


(d) Canadian



(e) Ethiopian





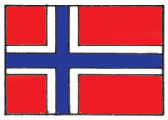
(f) French



(g) Chinese



(h) British



(i) Norwegian



(j) Mexican

2 **Copy this table into your exercise book and complete it.**

Name	Country	Nationality	Main language
Esi			
Jim			
Sera			
Indira			
Samrawit			
Yves			
Anne			
Erik			
Su Yin			
Pedro			

3 **Now work in pairs to ask and answer questions.**
Example:
Is Esi Chinese? No, she isn't. She comes from Ghana.
Does she speak English? Yes, she does.

4 **Can you add any more people to the list, with their countries, names and nationalities?**

A1.8 Reading: Which country?

1 **These five young people come from different countries. Look at the texts quickly to get a general idea of the context of each one, and then in groups of five take turns to read the texts aloud.**



Hello! My name is Gabriel. I am 14 and I am Brazilian. I live in São Paulo, which is a very big city. I live with my parents and my older sister Ana in an apartment on the 15th floor. I go to secondary school. School starts at 7.45 a.m. and finishes at 12.30 p.m. I go to school by bus. We study lots of different subjects. I like maths and biology, but I don't like geography or history. We also study English and Portuguese. Portuguese is my home language. I have lots of friends and after school I usually play football or volleyball with them. I am learning judo too, which is good fun.

For my holidays we don't usually go away, but I go to the beach with my friends. I want to be a doctor when I grow up. It is a good job and I want to help people.



My name's Fatima and I am Omani. I live in Salala in Oman. I speak Arabic. I am 13 years old and I live with my family in a house. There are four boys and four girls in the family. My grandparents live with us and also my aunt. There is a lot of work in the house. I help my mother with some of the work. I look after my baby sister or help with the cooking. When I have nothing to do, I visit my friends and we watch TV or read magazines. For my holidays we usually stay at home. Once we went to visit my uncle who lives in Saudi Arabia.

I go to a girls' secondary school in our town. It is a good school and I like studying. We start school at half past seven in the morning and finish at two o'clock in the afternoon. I go to school on the school bus. One day I hope I will go to university and then get a good job, maybe in business.



I am Pedro and I am Mozambican. I come from Xai Xai, a town in the south of Mozambique. I am 13 years old and I go to secondary school. It is a big school and we study everything! My favourite subject is maths. I walk to school every morning. It takes about 20 minutes from my house. We start school at seven o'clock in the morning and finish at one o'clock in the afternoon. In my free time I play football and I like learning English! I also have to do things at home like sweeping the house and looking after my younger brother. I live with my parents and my two brothers. My older brother is 16. At the moment my cousin Rosa is living with us. She is 18 and she is studying in Xai Xai but her parents live a long way from the school, so she has to stay with us.

For my holidays I sometimes go and stay with my cousins in Maputo, which is the capital city of Mozambique. I speak three languages: Changana, Portuguese and English!

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I don't know what to do with my future yet. I would like to be a businessman and have my own company, but I haven't really decided yet.



Hello! My name's Da Ming. As you can probably guess, I am Chinese. I live in Shanghai, a city in China. I am 14 years old and live with my parents and my grandparents in a flat. I don't have any brothers or sisters, but I have a cousin who lives near us. We often play together.
We play volleyball and ping pong. I also like playing computer games and the piano.

My school starts at seven o'clock in the morning and we finish at five o'clock every day. I go to school by bicycle. I am not a very hardworking student but I want to work in my father's shop when I finish school.

For my holidays I usually spend some time with my cousin and my other friends. Sometimes we go and visit my relatives in the countryside. I speak Chinese and some English.



Hi, I am Luisa. I am Italian and I am 14. I come from Trentino, which is in the mountains of the north of Italy. I speak Italian and a little English, of course! I have got a brother, Marco, who is two years younger than me. We live with our parents on our farm. We have some cows and we sell the milk. In the evenings and during the holidays I help on the farm. I love it! But I also like gymnastics and I go to class every week. I go to school by bus. School starts at eight o'clock every morning and finishes at one o'clock in the afternoon.

When I am older, I would like to study agriculture at university and become a scientist.

2 **Copy this table into your exercise book and complete it.**

Name	Gabriel	Fatima	Pedro	Da Ming	Luisa
Country					
Town			*Xai Xai*		
Lives with				*Parents and grandparents*	
Main languages					
Starts/finishes school					
Transport to school		*School bus*			
Activities outside school					
Holidays					*Helps on farm*
Future plans					

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A1.9 Language focus: The present tense

1 **Copy this paragraph into your exercise book and fill in the gaps to complete the text.**

I am Pedro. I ..... 13 years old and I ..... to secondary school. It .....
a big school. I ..... with my parents and my two brothers. At the moment my cousin
Rosa ..... with us because her parents ..... a long way from the school.

2 **Copy this table into your exercise book and complete the sentences with the correct verb.**

The verb *to be*

I am in this group.	I am not in this group.	Am I in this group?
You are in this group.	You	.....?
He	He	.....?
She	She	.....?
We	We are not in this group.	.....?
They	They	.....?

Present simple

Do I speak Konso?	I don't speak Konso.	I speak Konso.
..... ?	You	You ..... .
..... ?	He doesn't speak Konso .	He ..... .
..... ?	She	She ..... .
..... ?	We	We ..... .
..... ?	They	They ..... .

Present continuous

I am writing a letter.	I am not writing a letter.	Am I writing a letter?
You	You	..... ?
He	He	..... ?
She	She	..... ?
We	We	..... ?
They	They	..... ?

A1.10 Speaking: Pronunciation practice

Remember that when you ask a question, your voice should rise at the end of the sentence:
May I borrow your pen?
When you make a statement, your voice falls at the end of the sentence: *Yes, of course you can.*

Work in pairs to practise saying the following sentences:

1. Please may I leave the classroom?
2. We are going to watch TV tonight.
3. My sister felt ill this morning.
4. Could you repeat that please?
5. Shall we watch soccer on TV this evening?

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A1.11 Increase your word power: Vocabulary development

1 **Find out the meaning of the following words and write them in your vocabulary book.**

tourist	advice	possessions	region	disrupt	activities
garage	annoying	diplomat	community	errors	technical

2 **Give your partner a spelling test using these words.**

A1.12 Listening: Simon says

All the students stand up to play this game.

Listen and obey as your teacher says a number of actions, for example, *point to the door*; *touch your nose*; *wave your hands*. But, you must only perform the action if your teacher says, *Simon says* (*touch your nose*). If your teacher does not start with *Simon says*, you must not follow the instruction. Anyone who acts when they should not, or who does not act when they should, is 'out' of the game, and has to sit down. Draw a picture of some of the actions your teacher asks you to do.

Part B

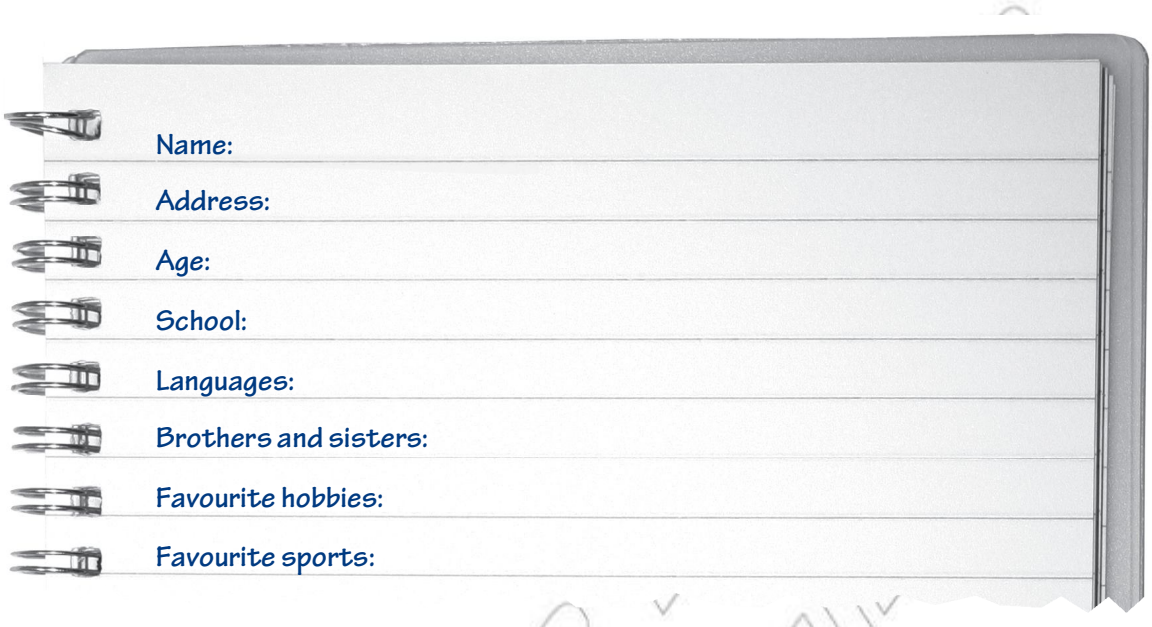
By the end of this part of the unit you will be able to:

- complete some information about yourself
- complete a class survey about clubs and activities
- express obligation or necessity in sentences
- find out and complete a chart about your school's rules
- read a passage about why you should study English
- use the future tense when making sudden decisions
- discuss what advice you would give new students
- read a letter giving advice to a new student
- revise punctuation
- write a letter to a friend
- play a dictionary game
- play a word game.

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B1.1 Writing: Getting to know you

1 **Complete this information about yourself in your exercise book:**



2 **Draw a picture of yourself and make three lists underneath the following headings:**
My favourite possessions *My favourite people* *My favourite activities*

3 **Work with a partner to ask questions about your lists using the question words: *what*, *where*, *who*, *why***
Example:
What are your favourite sports? Where do you live?

4 **Match the questions with the answers and copy them into your exercise book.**
Example:
1 What are you wearing today? *c My school uniform.*

1	What are you wearing today?	**a**	I wash my clothes and meet my friends.
2	Do you live near the school?	**b**	No, I'm not.
3	Is it raining now?	**c**	My school uniform.
4	Are you hungry?	**d**	No, it isn't. It's sunny.
5	Do you like music?	**e**	Yes, I do. I like rap.
6	Is your teacher in the classroom?	**f**	No, I don't. I live 10 kilometres away.
7	What do you do at weekends?	**g**	Yes he is. He's sitting at his desk.

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B1.2 Speaking: Class survey

You are going to do a survey about the activities that members of your class do outside school.

1 Copy the table into your exercise book.
2 Interview one member of your class using the questions in the table below. As he or she answers, note down their answers in the first column of the table. Then repeat this with two other students.
3 When you have interviewed all three people, compare your results with your partner's. Are any of the answers surprising?

	Student 1	Student 2	Student 3
What jobs do you do at home?			
What sports do you play?			
What radio or TV programmes do you listen to or watch?			
Do you have any hobbies? (not sports)			
Do you belong to any clubs?			
Is there anything else you do?			

B1.3 Reading: Why study English?

1 **Work with your partner and list the reasons why you think it is important to study English.**

2 **Now read the following passage. Compare the main points with your list of reasons to study English. Tick off on your list the points you have made that also appear in the text, then add any additional points from the text to your list.**

Learning to speak English may well be the best thing you can do to improve your life. If you know and understand English you can:

- watch international television news and sports programmes which are broadcast in English worldwide
- read books on any subject from all over the world
- find out information on any subject from the Internet
- read and understand scientific and technical articles, many of which appear only in English
- speak with diplomats and politicians from international organisations
- travel more easily
- become a world-class business person or politician
- enjoy English pop songs and rap music more
- understand the instructions on pieces of equipment and how to use them.

Not only is English a very useful language, it is also easy to learn. Although the spelling may sometimes cause you some difficulty, the majority of words are short and easy to learn. The verb forms are relatively simple and many words are related to each other or can be understood from their context. Nouns and verbs do not have meanings that change according to their endings, and the simple pronoun 'you' can be used to address any person, from a child to a councillor.

3 **Do you know of any countries with English as their mother tongue?**

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4 **Answer these questions.**

1 What programmes are broadcast worldwide?
2 Why is English useful for the Internet?
3 Why should scientists learn English?
4 Why is English useful for business people?
5 What songs do you listen to in English?
6 How does English help you when you buy new equipment?
7 Why is English an easy language to learn?
8 What is the most common form of personal pronoun used to address people in English?

B1.4 Language focus: Expressing obligation or necessity

- *Must* and *have to* are used to express *obligation*: *I must* and *I have to* both mean *I'm obliged to*. The difference between *must* and *have to* is slight.
- *Must* suggests the obligation is self imposed and comes from you, the speaker: *You must arrive home by ten o'clock.*
- *Have to* suggests an obligation from a third person, often a higher authority: *Mother says we have to wash the dishes this evening.*
- The negative forms of *must* and *have to* are *don't have to* and *haven't got to*: *I don't have to play football tonight. We haven't got to be home before five o'clock.*
- *Should* is used to express moral obligation to do something. It is often used when one person gives advice to another: *You should write to your grandmother every week.*
- *Need* (*to*) is used for *necessity*. *Need to* means it is *necessary to* and the meaning is very similar to *have to*: *I need to wash my hair.*
- Negative statements in the present tense take two forms: *don't need to* or *needn't* (*need not*):
- *I don't need to read this book. I needn't read this book.*
- Questions also take two forms: *Do I need to read this book? Need I read this book?*

1 **Match the words with the correct meanings. You can use the same meaning twice. Write them in your exercise book.**

must	It is necessary, you have no choice.
mustn't	It is not a good idea.
don't have to	It is not allowed. It is forbidden.
should	It is not necessary.
can't	It is a good idea.
can	

2 **Choose the best option and write the correct sentences in your exercise book.**

1 My mother told me to be home by nine o'clock. I *must* / *can* go now.
2 On Saturday and Sunday morning we *mustn't* / *don't have to* get up early.
3 We *must* / *can* play football on the school field after school if we want.
4 You *don't have to* / *shouldn't* eat a lot of sweets.
5 You *can* / *should* drink plenty of clean water.
6 I *have to* / *can* sweep my room every day.
7 The dog *doesn't have to* / *mustn't* come into the house.
8 We were told *we can't* / *don't have to* go to school as it is a holiday.

B1.5 Study skills: School rules

1 **How many English notices can you find in your school? Award yourself one mark for each new notice you see.**

Complete this table

Where is it found (Place)	What it says (Text of notice)	Reason for notice

2 **Compare your list with the others in your group. Who has found the most notices?**

3 **In groups of three, make a list of rules for the class to make sure all the students are happy and can learn well.**

Example:

We should listen carefully when someone is speaking.

4 **Add a reason to each of the rules your group has listed using *because*.**

Example:

We should listen carefully when someone is speaking because we need to hear what people are saying.

B1.6 Speaking: New school advice

1 **Discuss in groups what advice you would give to new students when they join the school, then make a list of the various suggestions.**

2 **Draw a chart in your exercise books and write these ideas in the first column. In the second column draw a happy face if you think you are good at this; a sad face if you find it difficult; a cross if you know it is not one of your strengths: ☺☹**

Example:

Punctuality	
Completing homework on time	
Neat handwriting	

3 **Now write two sentences about the following:**

I am good at …

This year I will try harder to …

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B1.7 Reading: Some good advice

1 **Read the letter and decide three things that you *should* do and three things that *might* happen at school.**

Addis Ababa,
June 2010

My dear nephew,

I am delighted to hear from your father that you are going to Bole Senior Secondary School. Did he tell you that I was a former student there? I am afraid that I was not a very good student, so I thought I should give you some advice.

First of all, do remember to get to school on time each day for the first lesson! I was always in trouble for arriving late and disrupting the class. Also, before you leave home, make sure you have got all that you need for the day in your school bag. It is annoying for your friends if you are always forgetting to bring the right book and need to share or borrow it from them. And it is even worse if you have left your homework at home by mistake! That will not please your new teachers! So try to get out of bed in good time, make sure you have everything you need for the school day, and do not be late for lessons.

Remember also to keep your books neat and tidy. My teachers always told me that my work was very untidy and my handwriting was so bad that they could not give me any good marks – so take note of this friendly advice from your old uncle. Also, don't be afraid to take part in things because you think you might be laughed at or make silly mistakes. Believe me, I made lots or errors when I was at school, but other boys still made friends with me and I had a lot of fun, even though sometimes they made fun of me and teased me.

I hope these few remarks will help you enjoy your new school and I wish you every success as you start the new school year. Don't forget to see if you can find my name on the board of honours!

Your loving uncle,
Bekele

2 **Bekele's nephew decided to make a list of rules to follow every morning. In your group decide what he might put on his list, then write five sentences about what he *will* do.**

Example:
I will get up early every morning.

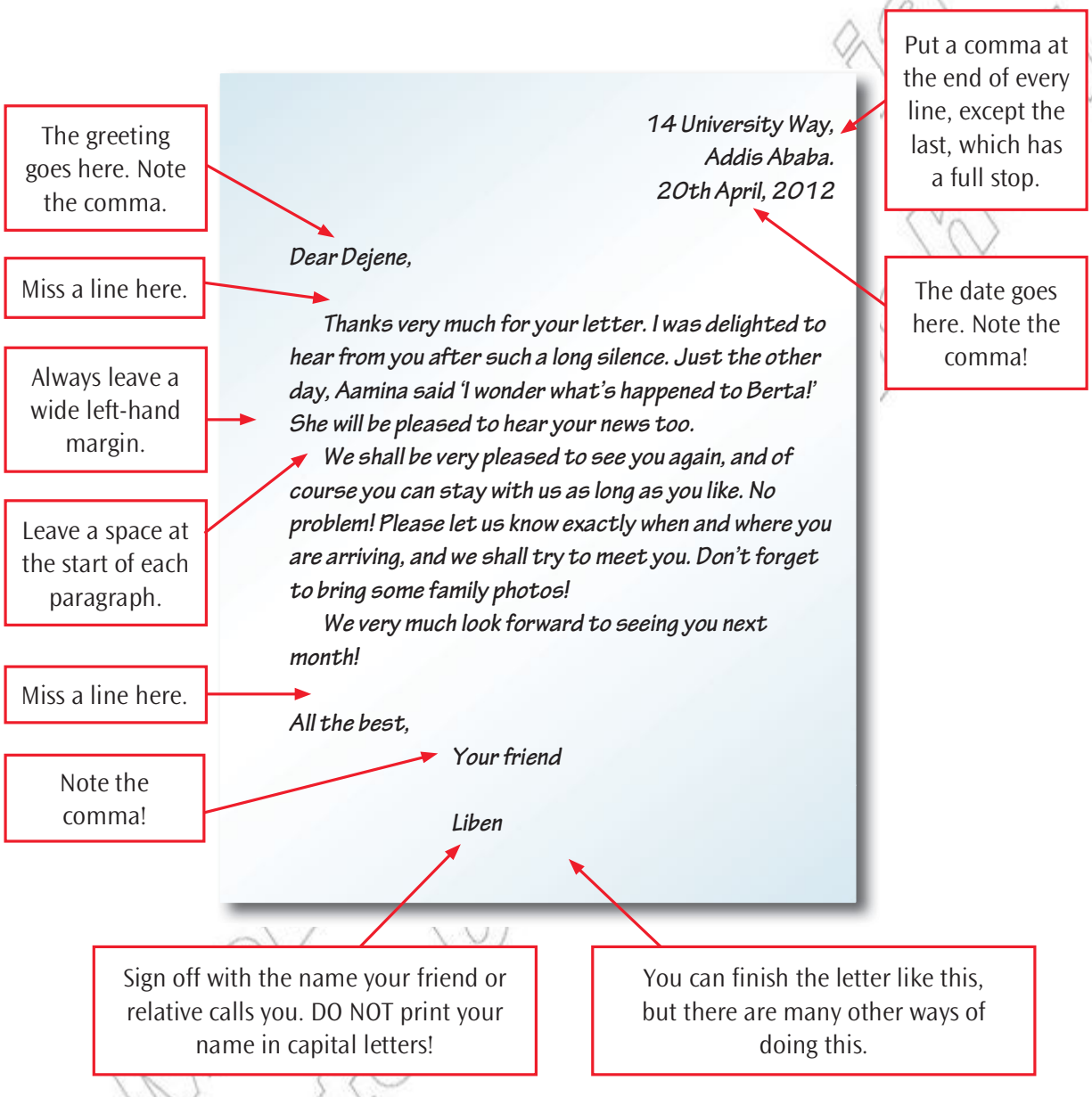
3 **Bekele says in his letter that his nephew should not be afraid to take part in things. Work in pairs to discuss what advice you would give to a student who is too frightened to answer in class in case he or she makes mistakes.**

4 **In your group, make a poster for display in the classroom, using the information in questions 1 and 2 above.**

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B1.8 Writing: Write a letter

1 **Informal letters to friends may be set out in almost any way you like, but it is best to follow the format below.**



2 **Write a short letter to a friend to describe your first day at school.**
Begin your letter with *Dear* (*name of your friend*).
Close the letter with *Best wishes from* (*your name*).

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B1.9 Language focus: Making sudden decisions

The *will* future is often used to describe a sudden spontaneous decision which was unplanned.
Examples:
What shall we do this afternoon?
I know, we'll go to the football match.

Match the sentences with their answers.

1 It's very hot and airless in this room.
2 I can't come out with you this evening.
3 It's going to rain tonight.
4 I've forgotten my pen.
5 My brother has a birthday next week.

a Then we'll stay in and watch television.
b Don't worry, I'll lend you one.
c I'll send him a card.
d I'll open the window.
e We'll take an umbrella when we go to the concert.



B1.10 Writing: Punctuation revision

Correct punctuation makes the meaning of a sentence clear. Rewrite these sentences with the correct punctuation.

1 libens mother says that hes not feeling well today
2 if he goes to the clinic the doctor may give him some medicine
3 do you think the medicine will make him better
4 i dont know, but i hope hes not got malaria
5 can we send him a letter to say were sorry about his illness
6 yes that would be an excellent idea and we can tell him about our new teacher

B1.11 Study skills: Dictionary work

When you arrange something in alphabetical order it means things are arranged in the order that the letters of the alphabet appear: A, B, C, D, E, etc. It is used for many things, for example:

- Names on your class list
- Words in a dictionary
- Names in a telephone book.

1 Write your name on a piece of paper, then find out where you would sit according to the alphabetical order of students' names. Then, at your teacher's request, call out your name to check you are sitting in the correct place.

2 Work with a partner, can you think of other things that are arranged in alphabetical order?

3 Write these groups of words in alphabetical order in your notebook. Remember, if there are two words beginning with the same letter, you must look at the second letter of each word to work out which one is first. If the second letter is also the same go to the third letter.

1 lion, hyena, rabbit, antelope, snake, monkey
2 baby, beach, big, bottle, bus, bear, boat, butter
3 magnificent, magnet, magic, magazine, maggot, magma

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B1.12 Fun with words: My uncle's cat

To play the game, students should think of adjectives to describe the cat. The adjectives may not necessarily be appropriate for a cat. This will make the game more interesting. Everyone in the class then stands up. Beginning with the letter A, each student in a row has to think of an adjective to describe the cat.

Example:

Student A: *My uncle's cat is an awful cat.*
Student B: *My uncle's cat is a beautiful cat.*
Student C: *My uncle's cat is a cunning cat.*

As the game continues, students who are unable to supply any new adjectives sit down. When everyone has had a turn, you return to those standing with the next letter. All those standing at the end of the game are joint winners.

Assessment

1 Listening

Your teacher will read you a passage. Listen and answer the following questions.

1. How old is Kasech?
2. What is her nationality and where does she live?
3. How many children are there in her family?
4. What are her favourite subjects?
5. What sport does she play?
6. What does she do at home?
7. Does she like cooking?
8. What are her future plans?

2 Speaking

Work in pairs and follow your teacher's instructions. Your teacher will ask you to talk about yourself, others and your daily life.

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Unit 2

Places to visit

Part A

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

- prepare a quiz about Ethiopia
- listen to a passage about Ethiopia and identify statements as *True* or *False*
- describe some photographs of places in Ethiopia
- learn some new words
- read a dialogue about some holiday suggestions
- listen and complete a passage about Debre Damo monastery
- write a description of where you live
- complete a class survey about holidays
- give directions to places on a map
- ask for directions politely
- find and write down some notices in English in the community.

A2.1 Introduction: What do you know about Ethiopia?

Work in groups to write down questions for a class quiz about Ethiopia. Your questionnaire should include places of interest for visitors to Ethiopia, such as important towns, churches, mosques, historical sites, national parks, natural features such as lakes, rivers and mountains, and wildlife.

You can then test other groups with your quiz!

A2.2 Listening: Addis Ababa

Listen to your teacher read a passage about Addis Ababa and write in your exercise book whether the following statements are *True* or *False*.

1 Addis Ababa was founded in 1986.
2 The town was founded by the wife of Emperor Menelik II.
3 The emperor's wife liked to bathe in the hot springs.
4 Menelik enlarged the house and made it into the Imperial Palace.
5 Taitu planted eucalyptus trees around her palace.
6 There are many new high-rise buildings in Addis Ababa.

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A2.3 Speaking: Describing places

Talk about these photographs.

Example:

Picture 1: This is a picture of Harar. The picture shows the old city wall.

1



Harar

2



Blue Nile Falls

3



Addis Ababa

4



Nechisar National Park

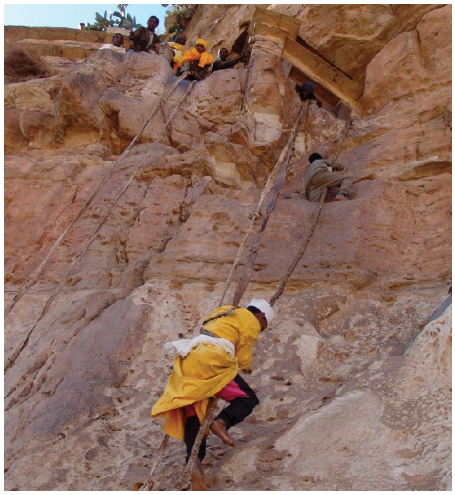
A2.4 Increase your word power: Vocabulary development

1 **Find out the meaning of the following words and write them in your vocabulary book.**

recommend	medieval	reigned	incredible
monastery	panels	manuscripts	accessible

2 **Give your partner a spelling test using these words.**

A2.5 Reading: Where can you go on holiday?



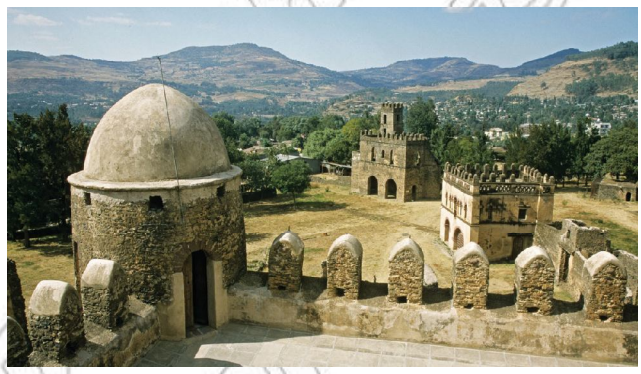
Debre Damo



Lalibela



Nejashi Mosque



Gondar

1 **Read the text below and answer the questions.**

Aret: *Hello, Nishan. We've got a friend from Kenya coming to stay with us and I wondered what we should recommend he does on his holiday. Have you any suggestions?*

Liben: *Yes, well, my uncle is a tour operator in Addis Ababa and arranges lots of holidays for tourists and visitors.*

Aret: *How very useful! Then you're just the right person to give me some advice!*

Liben: *I'll do my best. What sort of thing does your friend want to see?*

Aret: *I'm not really sure what he wants to do or see, but I know he is very interested in the history of Ethiopia.*

Liben: *Well, it's hard to know where to start, as we have so many interesting historical sites in our country. For example Gondar, which was the 17th century capital of Ethiopia, is noted for its medieval castles and churches. The Imperial compound contains a number of castles built between 1632 and 1855 by various Emperors who reigned during this period.*

Aret: *Really? That's very interesting! What else would you suggest?*

Liben: *Well, at Lalibela there are 11 incredible churches which were carved out of the solid rock in the 12th century. These churches are still in use, especially during the most famous church festivals of Ethiopian Christmas (Genna) and Ethiopan Epiphany (Timket). Travel writers describe them as the "eighth wonder of the world".*

Aret: *Yes, I certainly think he would like to visit Lalibela and its churches …*

Liben: *Another fascinating site is Debre Damo monastery, perched high on an isolated mountain in the northern part of Tigray. It was built in the 6th century with carved wooden panels, and painted ceilings and walls. It also has a priceless collection of manuscripts and is a well-known centre for the Ethiopian Orthodox Tewahedo Church.*

Aret: *I'd love to go there. Perhaps my friend would take me with him when he comes.*

Liben: *Yes, well equally fascinating is the Nejashi Mosque in Tigray, which is almost as old as Debre Damo. Named after the Ethiopian king Al-Nejashi, it was founded in the 7th century by order of the*

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Prophet as a place of refuge from persecution for eleven men and four wives, members of his family who fled from Mecca during the second Hijara.
Aret: *Wow – that is impressive! I will certainly recommend my friend to go there as well. It just shows how many interesting historical sites there are in our country!*

1 Which three places does Liben describe?
2 How does he know about these places?
3 What is Aret's friend's main interest?
4 What is Gondar noted for?
5 What do travel writers describe as "the eighth wonder of the world"?
6 Why can Aret not visit the Debre Damo monastery?
7 Which is the oldest site mentioned in the text?
8 What is the name of the oldest mosque in Ethiopia?
9 Why was the mosque founded?
10 What other historical sites …

A2.6 Listening: Debre Damo monastery

1 **Melesse's cousin enjoyed his visit to Ethiopia. He kept a diary of his tours. Complete his diary entry by filling in the spaces with words from the box below.**

goats waist cliff crops monastery rope paintings explore manuscripts top road tunnels mountain monks women views access carvings treasures climb

The most interesting part of my holiday was a visit to Debre Damo monastery. The ..... is some four hours' drive from Axum, plus a further two hours' stiff uphill ..... from the point where the ..... ends. The spectacular monastery of Debra Damo is situated on an isolated ..... top in one of the wildest parts of Tigray.

Damo is unique and unforgettable although, as with most Ethiopian monasteries, ... are not allowed to enter it. Even for those who can enter it, there is a daunting obstacle to the monastery: the only means of ..... is a climb of 25 m up a sheer ..... . Monks lower a safety ..... which visitors tie around their ..... . Then they use a second, thicker rope to climb. It may be, because of this arduous, dangerous ascent, that the art ..... of Debre Damo have remained intact through the monastery's 1,400 tumultuous years of history.

The treasures include an extensive collection of illuminated ..... – among them the oldest surviving fragments of texts anywhere in Ethiopia – and intricate ..... on the beams and ceiling of the ancient church around which the monastery is built. There are no murals as such, but a large number of ..... are preserved there, including several that depict the legend of the foundation of Debre Damo by Abuna Aragawi. He is a Saint who is believed to have been lifted onto the cliff-top by a giant serpent. Wrapped in its coils, the Saint reached the ..... safely, dropping his cross on a stone, which is today kissed by all who enter the monastery.

The rock on which Damo stands offers panoramic ..... over the surrounding countryside and complete seclusion and peace for the hundred or so ..... and deacons who live there. Though local people give food and supplies, the monastic community is virtually self-sufficient, growing selected ..... and rearing sheep and ..... for their milk and meat. The monastery also has its own reservoirs – spectacular caverns hewn deep beneath the surface of the cliff-top centuries ago. It is only possible to ..... the full extent of these ancient cisterns during droughts, when they run dry. Usually they are full and coated by a film of green lichen. If you visit them when empty, however, you will find a maze of ..... and chiselled hollows strikingly reminiscent of the rock-hewn churches of Lalibela.

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A2.7 Writing: Where I live

1 **Discuss in groups where you live and list some interesting facts about it. Classify your ideas under the following headings:**

Name	Location	Activities	Feelings
Berta	Addis Ababa	Clubs and football	Excited

2 **Read Melesse's cousin's diary entry about the monastery in A2.6 again, then using it as a model, write a description of your locality or another place to visit in Ethiopia.**

A2.8 Speaking: Survey

1 **Discuss in your groups which kinds of holiday would attract you most.**

2 **Copy the table below into your exercise book and add any other columns your group might suggest.**

3 **Interview the members of your group and find out their preferred holiday by ticking the box under a holiday type.**

Name	Historical	Trekking	Mountain climbing	Caving	Water sports

4 **Collate the results of the class surveys to find out which is the most popular holiday.**

A2.9 Language focus: Distances



1 **Find the places in the table on this map of Ethiopia.**

Destination	Distance	Time
Addis Ababa to Dire Dawa	515 km	9–10 hours
Humera to Gondar	205 km	3–4 hours
Asosa to Addis Ababa	865 km	14–17 hours
Werder to Gode	260 km	4–5 hours

2 **Ask and answer questions about the table.**

Example:

How far is it from Addis Ababa to Dire Dawa? It's 515 km from Addis Ababa to Dire Dawa.

How long does it take to drive from Humera to Gondar? It takes between 3 and 4 hours.

3 **Now pretend your friend was hard of hearing. Ask a question from the table, then your partner should ask the same question in reported speech.**

Example:

How far is it from Werder to Gode? *Lishan asked how far it is from Werder to Gode?*

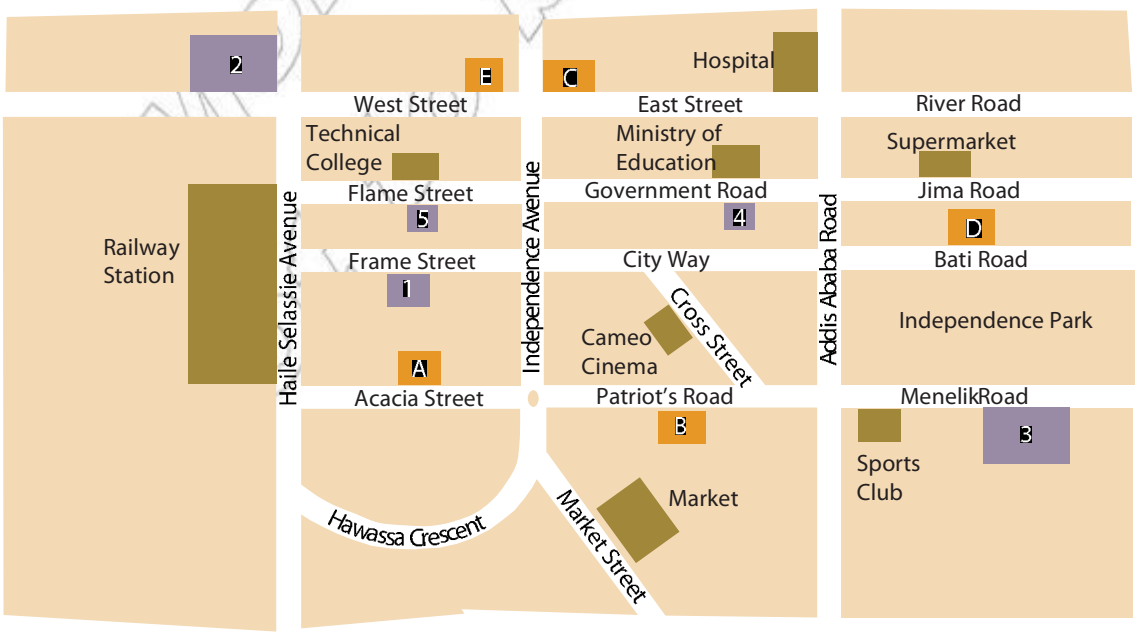
How long does it take to drive from Mekele to Humera?

Lishan asked how long it takes to drive from Mekele to Humera?

A2.10 Speaking: Giving directions

1 **Listen to the people at the railway station asking where these places are. Find each place on the post office map, then write down the number or letter representing the building in your exercise book.**

stadium
bus station
Half Moon Hotel
post office
bank



2 **Work with a partner. Ask and say where each of these places are. Use polite questions for asking and use the following expressions to give information.**

It's in … Street. *It's next to …*
It's on the corner of … and … *It's opposite …*

3 **Listen to the people at the railway station asking for directions to the places below. Follow the directions, then write down the number or letter representing the place in your exercise book.**

Ministry of Health
Independence Secondary School
Police station
Crocodile Café
Palm Tree Restaurant

4 **Work with a partner. Ask for and give the directions to the places on the map. Use some of these expressions.**

Go straight along … Road.
Turn left / right into … Road.
Go across …
Take the (second) turning on the right / left into … Road.
It's on the right / left.
It's opposite / next to …
It's on the corner of …

A2.11 Speaking: Asking politely

1 **Look at the two ways we can ask for help or information. Which of these questions are more polite?**

Where is the bus stop?
Could you tell me where the bus station is?

Does the bus to Werder leave from here?
Do you know if the bus to Werder leaves from here, please?

Asking questions politely

These polite questions are called *indirect questions*. They are important when we ask strangers for information. Notice how indirect questions are different from normal, direct questions:

They start with a short phrase, such as:
Can you tell me …? Could you tell me …? Do you know …?

The word order of the question is not like a normal question:
… where the station is?
… when the shop opens?
… how to get to the mosque?
… the way to the church?

We use *if* when there is no question word:
… if the bus leaves from here?
… if there is a bank near here?

We use a rising intonation with indirect questions as this makes them sound more polite.
It is polite to use a short phrase like *Yes, of course* or *I'm sorry I don't know the answer* when we answer the question.

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2 **Work with a partner to ask polite questions to ask for directions to the following places:**

the hospital	the secondary school	the stadium
the market	the post office	the bus station

A2.12 Writing: English in the community

How many notices can you find in English in your local community? Discuss in groups where you might find examples of English outside the school, and write down or bring some examples into class.

Part B

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

- express the future using *going to*, *may* or *might*
- talk about future plans
- read about two tours in Ethiopia
- use the verb forms *going to* and *has / have* in sentences
- use the present perfect tense
- use the correct pronunciation to ask and answer questions in the present perfect tense
- read a passage about the Simien Mountains
- write a letter of enquiry about a holiday in Ethiopia
- read a tourist office leaflet
- find out more information about Ethiopia
- pronounce words with the past simple endings *-d* and *-ed*
- play a game of Bingo.

B2.1 Language focus: Future possibility

1 **When we are planning something in the future, we can use *going to*, *may* or *might*.**

Going to, may, might

We use *going to* to show that we have a clear plan in mind. We intend to do something in the future for example:

I'm going to visit my sister next weekend. (I have a plan to visit my sister.)
He's going to buy some new shirts. (He intends to buy some new shirts.)

We use *may* when we want to show we are uncertain about something. We could be speaking about the future for example:

Nigisti may come with us to Nairobi.

We also use *may* to speak about the present (though it is more common to use *perhaps*) for example:

The thief may have confessed. / Perhaps the thief has confessed.

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Might means almost the same as *could* and *may* but we are not quite as certain as when we use *could* or *may* for example:

It could be an interesting programme. (possible)
It may be an interesting programme. (fairly possible)
It might be an interesting programme. (possible, but unlikely)

2 **Write six sentences in your exercise book using the words in this table.**

I			visit	Awassa	my	friend.
He			travel to	Makale	his	aunt.
She	is		write to	Tigray	her	grandparents.
You	are	going to	stay with	Aksum	our	cousins.
We	am		stay in	Bahir	your	penfriend.
They				Dar	their	

Example:
We are going to stay in Aksum with our cousins.

3 **Now rewrite the sentences using *may* or *might*.**
Example
We might stay in Aksum with our cousins.

B2.2 Speaking: Future plans

1 **Work out an itinerary of the places and people you would like to visit when you go on holiday, then work with a partner to ask and answer questions about your plans.**
Example:
Q: What are you going to do when you go on holiday?
A: Well, I am going to visit my grandmother in Hawassa first. Then I may … or perhaps I might …

B2.3 Reading: Planning a tour

1 **Liben's uncle works in a tourist office. He arranges different kinds of tours for visitors to Ethiopia. Read these tour suggestions and follow the suggested routes on a map.**

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Tour 1: *Bale Mountains and Awash National Park*



Day 1 Drive from Addis Ababa to the South East via Bishoftu and Adama. Continue driving through the Arsi farmlands until you reach Adaba or Dodola for lunch. After lunch, drive to Dinsho, the headquarters of the Bale Mountains National Park. Walk around in the park to see Mount Nyyala, Menelik's Bush Buck, a small local antelope, and several bird species. Overnight at Dinsho in the simple but clean lodge of the National Park, or drive to Goba (42 km) to stay in a hotel for two nights.

Day 2 Early morning drive to the Sanete Plateau until you reach Tullu Dimtu (the summit of Bale Mountains). You will have the chance to see the local Abyssinian Wolf, also commonly known as the Simien or Red Jackal. Afternoon: a further visit to Dinsho or stay in Goba.

Day 3 Drive from Goba to Sodore with a lunch box. After lunch, drive to Sodore recreational centre where you can enjoy swimming in the Olympic-size pool and bathing in the natural hot spring water. Late afternoon, walk in the compound for bird watching and relaxing. Overnight at a local hotel.

Day 4 Early morning departure to Awash. Lunch at Kereyou Lodge. Late afternoon, game drive in the Park with a visit to the majestic Awash River Falls. Overnight at Kereyou Lodge or a hotel in Awash.

Day 5 Early morning game drive. After breakfast, drive to Awash hot springs, continue to Addis Ababa and arrive before dusk.

Tour 2: *Trekking in the Simien Mountains*



Day 1 After breakfast, drive from Gondar to Sankaber-Jinbar on the road to the Simien Mountains, known as The Roof of Africa, and turn left to start the real trekking. Then trek to Geech. Overnight camping at Geech camp for two nights.

Day 2 Early morning, trek from Geech to Imet-gogo, one of the beautiful sites. In the afternoon trek around Geech to the sites called Seha'a and Kedadit. Overnight camping at Geech camp.

Day 3 Trek from Geech to Chenek. Overnight camping.

Day 4 Trek from Chenek to Ambiko. Overnight camping.

Day 5 Trek from Ambiko and climb Ras Dashen, the highest peak of the Simien Mountains (4,620 m). Then back to Ambiko for overnight camping.

Day 6 Trek from Ambiko to Chenek. Overnight camping.

Day 7 Trek from Chenek to Amba-Ras or Sankaber and then pick up by car to drive to Gondar. Overnight Gondar.

2 **Now complete these tasks in your exercise book.**

1. List all the place names in each tour.
2. How many of these places can you find in an atlas, or local maps of each area?
3. Draw a map for each tour and plot the route of each holiday on the map.
4. In pairs, decide which tour you would each like to go on, then describe the activities you were doing on each day, for example:
   Student 1: *On the first day of Tour 1 we drove through …*
   Student 2: *On the first day of Tour 2 we …*

5 Now ask your partner questions about the chosen tours.
Example:
How far is it from Dinsho to Goba? It is 42 km.

3 Read the passage and choose the correct word or phrase from the box to complete it.

holidays / vacation	travel / trip	journey / outing	camp / hotel
set off / set out	by car / on foot	trek / climb	summit / peak

During the ..... , we went on a day ..... to the Simien Mountains. Our ..... was arranged by a tour guide. We spent a night in an ..... at Ambiko, then we ..... in the morning ..... to ..... Ras Dashen, which is the highest ..... in the Simien Mountains.

B2.4 Language focus: *Going to* and *has / have*

1 Learn these sentences.

1

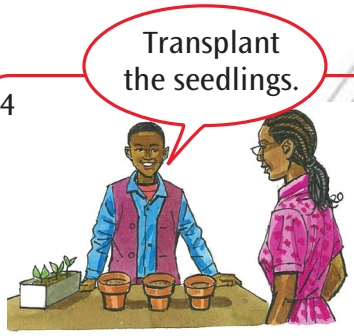

She is going to sow the seeds in the pot.

2

She is sowing the seeds in the pot.

3

She has sown the seeds in the pot.



4 He is going to transplant the seedlings into pots.

5

He is transplanting the seedlings into pots.

6

He has transplanted the seedlings.



7 He is .... the beans.

8

He is ..... the beans.

9

He ....

2 **Complete the following sentences with *going to* or *has / have***

1 Dejene is very happy he _____ just passed his exams.
2 We are _____ America for our holidays this year.
3 Our friends are _____ throw a party this evening.
4 My father _____ bought a television set so we can watch the international football games.
5 I am _____ visit my grandparents this evening.
6 Gebre _____ just been made the captain of our local football tem.

3 **Now work in pairs to make your own sentences using *going to* or *has / have*.**

B2.5 Language focus: The present perfect tense

Present perfect tense

The present perfect tense is formed by using *has* or *have* with the past participle (that is, *-ed* or *-d* added to the infinitive form). Irregular verbs have irregular past participles, sometimes the same as, sometimes different from, their past simple form:

	Infinitive	**Past simple**	**Present perfect**
Regular:	*work*	*I worked*	*I have worked*
Irregular:	*run*	*I ran*	*I have run*
	see	*I saw*	*I have seen*
	think	*I thought*	*I have thought*

We use the present perfect tense to describe an action which finished at some time in the past, but we don't know exactly when, for example:

We've often eaten doro wat. (but we are not told exactly when)
She has already arrived. (the action is finished, but no time information is given)

Remember in the present perfect tense, we use *has* for one person, and *have* for more than one and change the form of the verb.

Forming the present perfect

Remember, we use the past simple if we *know when* the past action finished. We use the present perfect when the action has finished but we *don't know when*. Negative forms of the present perfect use *not* between *has* or *have* and the past participle:

She has not worked all day.

To ask a question in the present perfect, we put *has* or *have* before the noun or pronoun:

Has she seen the new film?

Write the past tense forms of the following verbs:

lose make play ring think sweep write give sing visit
ask clean feed fall go tell wipe choose listen eat

1 **Note that:**

... *has / have gone to* ... refers to someone who has gone to a place but has not yet returned.

Examples:

He's gone to the bank. He should be back soon.

Where has Kekebo gone?

... *has / have been to* ... refers to a place which someone has visited sometime in his life. In other words, *has been to* refers to an experience.

Examples:

He's been to Addis Ababa many times.

I've been to Dire Dawa twice.

Choose whether *has been* or *has gone* is correct.

1 Where is Kekebo? Has he ..... to the bank?
2 I've ..... to Lalibela twice.
3 Have you ever ..... to a football match?
4 I can't find Tenkir. Where has he ..... to?
5 I don't believe they've ever ..... to America.
6 She's ..... to do some shopping. She'll be back soon.
7 Has she ..... away for long, or will she be back soon?
8 Just a moment, Abeba's ..... to get the report.

2 **Work with a partner to ask and answer questions about the places named in the box.**

Gondar	Addis Ababa	Harar	Debre Damo	Lalibela	Aksum

Example:

Have you ever been to Gondar? *Yes, I have.*
When did you go? *I went there last year.*
What did you do in Gondar? *I visited a castle.*

3 **Work in groups to make a '*Find someone who ...*' questionnaire. Write down the names of places you or your friends may have visited or know something about, then ask and answer questions about the results of the questionnaire, using the question words *have you*, *when*, *where* and *what* as in the example above.**

B2.6 Speaking: Pronunciation practice

1 **Work in pairs to ask and answer questions using the short form of the present perfect in the reply.**

Example:

Where is my ball? I'm sorry. I've lost it.

2 **Now do the same using the *going to* form of the verb.**

Example:

Have you done your homework? I'm going to do it tonight.

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B2.7 Reading: The Simien Mountains

1 **Look up the meanings of the following words in the dictionary and write them in your vocabulary book:**

rugged	remote	infrastructure
facilities	spectacular	massif



2 **Read the following tourist office leaflet.**

The Simien Mountains are the most rugged mountains on the African continent. Their natural beauty stirs the heart of every visitor to this remote and unique national park. The Simien Mountains Massif is one of the major highlands of Africa, rising to the highest point in Ethiopia, Ras Dejen (4,620 m), which is the fourth highest peak in the continent. Although in Africa, and not too far from the equator, snow and ice appear on the highest points and night temperatures often fall below zero. The Simien Mountains, north of Gondar, provide an excellent trekking area with a good infrastructure of equipment provision and guide facilities in place.

This park has spectacular views and a large variety of wildlife, including baboons, ibexes, Ethiopian wolves and birds of prey such as the rare lammergeyer, a huge vulture. The park is made up of a rocky massif, which slopes down to the grasslands – the massif is cut by streams and gorges. The national park has three general botanical regions. The lower slopes have been cultivated and grazed, while the alpine regions (up to 3,600 m) are forested. The higher lands are mountain grasslands with fescue grasses as well as heathers, splendid red hot pokers and giant lobelia. The park was created primarily to protect the Walia ibex, a type of wild goat, and over 1,000 are said to live in the park. Also in the park are families of the Gelada baboon and the rare Simien fox. The Simien fox, although named after the mountains, is rarely seen by the visitor. Over 50 species of birds have been reported in the Simien mountains.

Access to the park is from Debareq, 101 km from Gondar, where riding and pack animals may be hired.

Dinknesh Tours organise trekking, mountain climbing and horse riding tours to the Simien mountains.

Source: www.ethiopiatravel.com/simien_mountains.htm © Ethiopia travel for text

3 **Compare this text with the information provided in Tour 2: *Trekking in the Simien Mountains* on page 28. Explain why the two texts are so different.**

4 **Read the text and answer the questions.**

1 How high are the Simien Mountains?
2 Even though the mountains are in Africa, what can you find on the peaks?
3 Describe the park and its different regions (topography).
4 What kinds of animals can be seen in the mountains?
5 Why was the park created?
6 How can visitors access the park?

B2.8 Writing: Finding out about a holiday

Write a letter to a travel agent to ask about the kind of the holiday that you would like most. Ask about the type of accommodation, the local attractions, the cost of the holiday and the best time of the year to visit.

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B2.9 Reading: Welcome to Ethiopia

1 **Read the following travel article through quickly. Pick out the key words that tell you what the article is about, and write them in your exercise book.**

Welcome to Ethiopia!

Visit the East African tourist paradise, the home of seven world heritage sites!

"Ethiopia always has a special place in my imagination and the prospect of visiting Ethiopia attracted me more strongly than a trip to France, England and America combined!"
Nelson Mandela

We offer quality tours for individuals and groups at affordable prices! No matter whether you are 7 or 70 years old, we have something for you: from standard fixed departure trips to customised tours.







Join the Travel Excitement, take advantage of our specialties!

We operate a wide range of tours from famous historic routes to the classical and featured adventure tours to Omo valley right to the active volcanic areas at Danakil and Erta' Ale.

Services and tours we offer include:
Religious festival tours with fixed departure times;
Historic routes (Axum, Lalibela, Gonder, Bahirdar, Harar) by flight or road;
Rock hewn churches around Lalibela and Tigray;
Historic mosques Nejashi in Tigray and Dire Sheik Hussien in Bale;
Historic sites Aba Jifar Palace at Jimma;
Nature tours to the live volcano at ArtaeleAfar as well as bird-watching, camel riding;
Remote ethnological tours to Omo valley and Rift valley;
Professional photography documentary and feature filming arrangements;
Sporting activities such as trekking, fishing, river rafting, rock climbing, horse riding;
Nature tours such as bird watching, camel riding;
Short excursions city tour, short trips out of Addis Ababa.





Adapted from Glory Ethiopia Travel and Tours

Glory Home

Beyond a leisurely holiday, there are many reasons to come to Ethiopia for your unique travel experience. In just one trip, you can experience all the richness that the country has to offer.

Ethiopia is a country – more than 3,000 years old – of rich history, home of the oldest hominid ever discovered in the entire world, a home of more than 83 nationalities with their individual customs and cultures, a rich diversity of flora and fauna, the habitat of many mammals and birds including seven endemic mammals and 16 birds.

Ethiopia is the birthplace of coffee.

It is a nation with a fusion of religions and cultures, as well as a place where hospitality and harmony prevails.

It is the only African nation that was not colonised.

It is the owner of an ancient written language.

It is the host nation for the headquarters of the African Union and the Economic Commission for Africa (UNECA).

It is a relatively safe nation and a remarkable travel destination. There are not too many developing countries that can boast a safety record which matches that of Ethiopia. Ethiopians are well-known for their hospitality and warmth. It is a country where the traditional way of life still prevails, giving a sense of peace and order everywhere you go.

Considered as a modern Tower of Babel, Ethiopia's ethnic groups speak more than 80 distinct languages and 200 regional dialects!

Adapted from Glory Ethiopia Travel and Tours

2 **Read through the travel article again and write notes under the following headings:**

Introduction and welcome
Tours and activities
Flora and fauna
Why Ethiopia is unique
What Ethiopia offers the tourist

3 **Discuss in groups which reading passage in this Unit you have found the most informative and give your reasons for your choice. Share your conclusions with the rest of the class.**

B2.10 Study skills: Finding out information

Using the headings of the attractions in the leaflet in B2.9, find out more information about Ethiopia from the Internet or from your local library. Your teacher or librarian will show you how to access the information.

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B2.11 Speaking: Pronunciation of endings

1 **The regular past simple endings *–d* or *–ed* are pronounced in three different ways. Look at this table and pronounce the verbs in each group.**

Group 1 /t/	Group 2 /d/	Group 3 /id/
asked	learned	greeted
watched	used	needed

2 **Copy the table into your exercise book. Add these verbs to the right list according to the pronunciation of their past simple form. Be careful with the spelling!**

work want live stay pass end call wash hope start arrive

B2.12 Fun with words: Play Bingo!

1 **Choose nine past tense forms from your list and write one each in a box:**
Example:

fed	*swept*	*gone*
thought	*lost*	*told*
rang	*give*	*make*

2 **Your teacher will call out the infinitives of verbs one by one. If you have written the matching past tense on your card, you can cross it off. The student who crosses off all the verbs first is the winner.**

Assessment

1 **You are going to read a passage about the Blue Nile Falls. Your teacher will give you the text and some questions. Answer them in your exercise book.**

2 **Your teacher will ask you to write two descriptive paragraphs about a tourist visiting our country.**

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Unit 3

Hobbies and crafts

Part A

Objectives

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

- talk about your hobbies
- listen to teenagers talking about their hobbies
- match crafts with their pictures
- make sentences using *do* and *make*
- read about an Arts and Crafts Club
- talk about what you like doing in your free time
- conduct a class survey of hobbies
- use *all / none / most (of) / a few (of)* in sentences
- use collocations (words that are always used together)
- keep a diary about your hobbies.
- use adverbs of frequency

A3.1 Introduction: What do you do in your free time?

Work in small groups and discuss these questions.

1. How much free time do you have? Take into account the time you spend at school; doing homework; household and family duties; and sleeping.
2. What kind of things do you do in your free time? Make a list of different activities, such as listening to music; playing football; playing a musical instrument; sewing; chess.
3. Put the activities in your list into the following categories:
   - Sport (for example, football)
   - Hobbies (for example, chess)
   - Crafts (for example, pottery)
4. Which of these activities are individual activities and which are group activities?
5. What hobbies would you encourage fellow students to enjoy?
6. Are there any hobbies that you would discourage?
7. Is there any reason why boys and girls should not be actively interested in the same hobbies?

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A3.2 Listening: My favourite free-time activity

1 **In your group, look at the pictures of these teenagers. Discuss which hobby each of them has.**

a



b



c



d



2 **Listen to your teacher reading some short texts in which each of the teenagers describes their hobby. Decide if the statements about them are *True* or *False*. Write your answers in your exercise book like this: *A1 = False***

A Demissie

1 Demissie has no free time.
2 Mancala is a popular game in his village.
3 Demissie has a special board to play mancala.
4 You must not sow seeds in your opponent's store.
5 The winner loses all his seeds to his opponent.

B Zebida

1 Zebida reads comics, magazines and newspapers.
2 She likes all kinds of stories.
3 Her mother is pleased that reading is her hobby.
4 She only reads things once.
5 She doesn't spend much time on her hobby.

C Fanose

1 She also helps on the farm by doing the milking.
2 She only makes cakes now.
3 Cooking is an expensive hobby because she has to buy lots of things.
4 Her hobby is becoming a business.

D Ibrahim

1 Ibrahim has been in the computer club for a short time.
2 He is leader of the club.
3 At the club they spend their time on the Internet and playing computer games.
4 Mr Kiatu knows quite a lot about computers.
5 The computer club is free.

3 **Complete the following chart about the speakers' hobbies:**

	Demissie	Fanose	Ibrahim	Zebida
What?				
Where?				
When?				
Cost?				

4 **Work in groups of three to discuss the following questions.**

1 Are you interested in any of the hobbies in the chart?
2 Which of these hobbies do you think
   - is the most useful?
   - is the most fun?
   - is the most sociable?
   - is the most expensive?
   - takes up the most time?

5 **Do you think that these young people are lucky to have these hobbies?**

A3.3 Increase your word power: Vocabulary development

1 **Look at these definitions:**

craft[1] /krɑːft kræft/ *n* [C] **1** plural **crafts** a skilled activity in which you make something using your hands: *traditional country crafts such as pottery and weaving* **2** plural **craft** a boat

craft[2] *v* [T] to make something with your hands, using a special skill: *Each doll is crafted individually by specialists.*

hobby *n* plural **hobbies:** a favourite occupation or pastime done in one's leisure time: *My hobbies are stamp-collecting and cooking.*

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2 **Match the names of the crafts to the pictures.**

1

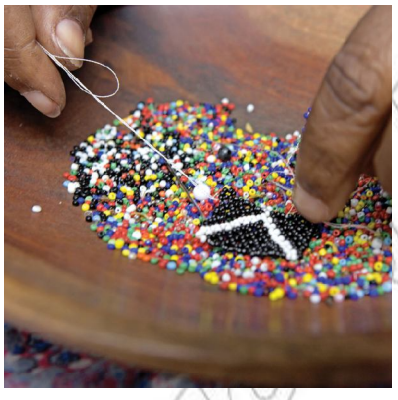

2

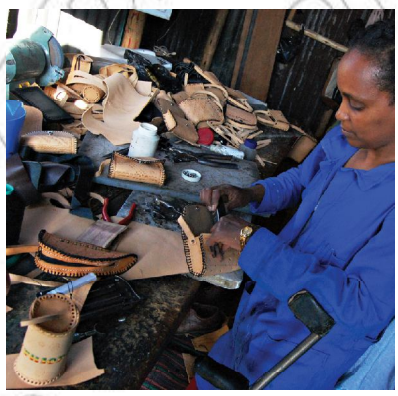

3


4


5


6


7


8


9


pottery
jewellery-making
basket making
glass-blowing
sculpture
metalwork
weaving
dyeing
leatherwork

3 **What do you call the people who do these crafts?**

Example:

Someone who likes weaving is called a weaver.

4 **What materials are needed for each craft? Work in pairs to ask and answer questions.**

Example:

banana fibres/make a basket

Student A: *What do you use banana fibres for?*

Student B: *You use banana fibres to make baskets.*

- kiln/fire pots and jugs
- papyrus/weave baskets
- wax/make batik patterns on cloth
- wood or stone/carve a statue
- clay/make model animals
- thread/sew coloured patterns on cloth
- sisal/make rope and mats
- loom/weave cloth and carpets
- beads/make jewellery
- leather/make bags and cushions
- silver/make coffee pots
- wool/make wall hangings.

A3.4 Language focus: *Do* and *make*

It is not always easy to choose between the words *do* and *make*.

- *Do* can be an auxiliary verb (*<u>Do</u> you like coffee?*) or a main verb (*I <u>did</u> my homework yesterday*). As an auxiliary verb, it has no meaning. It is necessary only for the grammatical structure. As a main verb it has a meaning, but the meaning is rather general. It often expresses a general activity, for example, to *do* harm or business with someone; to *do* someone a favour.
- *Make* is not an auxiliary verb. It is always a main verb (*I <u>made</u> a cake yesterday*). Its meaning is also rather general, but it often expresses the idea of construction or creation, for example, *I <u>made</u> a plan*. One can also *make* an offer, a decision, arrangements or an effort.

1 **Choose the correct answer for the sentences below:**

1 What do you _____ for a living? (do/make)
2 Have you _____ your homework already? (done/made)
3 My husband _____ the shopping every week. (does/makes)
4 Hamila _____ badly in her geography exam. (did/made)
5 The children _____ a mess in the kitchen. (did/made)
6 We are having guests for dinner, so please help me _____ the meal. (do/make)
7 I only _____ one mistake in my English test. (did/made)
8 I have to ask you to _____ me a favour. (do/make)
9 Has your friend _____ a decision yet? (done/made)
10 Please excuse me while I _____ a phone call. (do/make)

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2 **Work in pairs to make sentences with the words from the box, using *do* or *make*.**

a cake	business	a plan	an offer	a favour
arrangements	good	a decision	harm	an effort

Example:
I am going to make a cake this evening.

A3.5 Reading: The Arts and Crafts Club

Weizero Hinia, Head of the Arts and Crafts Department of Asosa Secondary School, decided to organise an Arts and Crafts Club at the school. She collected together many different materials for the club, such as papyrus, sisal, banana fibre, palm leaves, clay, wooden beads, coloured thread, oil paints and palettes. Then she bought a potter's wheel and a kiln to fire the pots made by the club.

Lots of students joined the club to try out different arts and crafts. On Parents' Day, the school held a craft fair. Members of the club showed the visitors their work, and explained how they had made the different objects.



tie and dye

Halima: I made coloured patterns in this material by a method called *tie and dye*. First I folded and twisted some plain white cloth; then I bound it tightly with elastic bands and soaked the material in red dye. The dye made coloured lines and ripples in the material. After dying the cloth, I took off the rubber bands and rinsed it out in cold water to let the loose dye run. To make patterns in a second colour, I let the cloth dry and then I twisted the material around some small pebbles and soaked it in blue dye.



batik

Abeba: I made the patterns in this tablecloth by a method called *batik*. First, I drew a design on a white cloth. Then I melted some wax and I painted some patterns on the cloth with the melted wax. Next, I dyed the cloth purple and then I let it dry. When I scraped off the wax, only the areas that had not been covered by the wax were dyed purple. The parts that had been covered with the wax stayed white, so my design showed up clearly.



Fanose: I learned to sew traditional embroidery with a sewing machine at the club. First I drew a pattern on the cloth, then I stitched over the design with the needle, using threads of different colours to contrast with the material.

Liben: Weizero Hinia taught me how to weave these mats by winding raffia around some rope. As I did so, I coiled the rope round and round to make flat circular mats, at the same time weaving a pattern with some more raffia to tie the circles together. I also learned how to make these baskets at the club. First, I split some banana leaves into long strips, then I plaited the strips together. I coiled the long plaits round and round and stitched the coils together at intervals to build up the sides of my baskets.



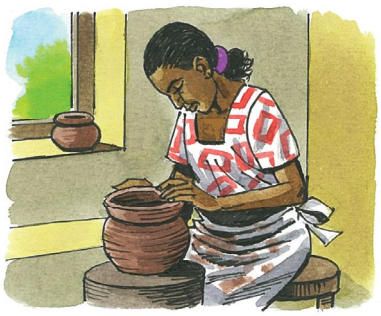
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Girmay: I make baskets in a completely different way, by weaving strips of cane. First I make a framework for the basket out of stronger bits of cane; then I weave thinner canes in and out between the stiff cane ribs of the basket.



Jemal: I like working with clay. I learned how to mould clay pots and model animals at the club. To make a pot like this one, I rolled lumps of damp clay on a board into long round strips. Then I made a round, flat base for the pot before I coiled the long clay strips round and round, gradually building up the sides of the pot, rather like Nishan's baskets. I made these other pots and clay animals by shaping the damp clay with my fingers and thumbs. When the pots were finished, I cut some patterns in the clay; then I gave all my pieces to Weizero Hinia to fire in the kiln.



Neima: I made my pots in a completely different way. First, I put a ball of wet clay on a potter's wheel, then I made the wheel spin round and round. As it did so, I worked the clay into a mound; then I hollowed out the mound into a cup shape. I gradually drew up the sides with my fingers until the pot was smooth, and the size and shape I wanted. Then Weizero Hinia fired my pot in the kiln. When it came out of the kiln, I decorated it with different patterns and colours, then I painted it with a glaze. Finally, I put the pot into the kiln again so that the heat would harden the glaze.

Many other pupils at the craft fair showed examples of their paintings, wood carvings, sculptures, knitting and rug-making and explained their different techniques. The parents greatly admired all the arts and crafts on display and paid a small fee for each piece of work they wanted to take home. In this way, the club became self-supporting and managed to get enough money to buy more craft materials and equipment.

Weizero Hinia also took members of the Arts and Craft Club on visits outside the school to help improve their skills by watching professional craftsmen and women at work. She is proud of the fact that even if some of her students may not continue their academic studies in the future, they will still be able to earn their living from their crafts.

1 **Answer these questions.**

1 Why did Weizero Hinia collect many different materials?
2 What did the school do on Parents' Day?
3 How did Halima make coloured ripples and patterns in the cloth?
4 Why did Halima rinse out the cloth in cold water?
5 Why did she twist the cloth around some pebbles?
6 What is *batik*?
7 How did Fanose make embroidery patterns on cloth?
8 How did Liben make his mats?
9 Did Girmay make baskets in the same way as Liben?
10 How did Jemal make clay pots?
11 What equipment did Neima use to make her pots?
12 Why did Weizero Hinia put the pots in a kiln?
13 How did Neima decorate her pots?
14 How did the club make money to buy more materials?
15 What helped the club members improve their skills?

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A3.6 Language focus: Adverbs of frequency

Thinking about adverbs

- Adverbs tell us more about the verb. They show us *when, where, how,* or *how often* something happens or is done.
- The words *never*, *often, usually* and *always* only give us an idea about how often something happens. They are called *adverbs of frequency* and take the present simple tense.

  Examples:

  How often does the man visit his children? Never.

  Or He never visits his children.
- Note that adverbs of frequency usually come before the verb:

She seldom goes to the theatre, but she sometimes sees a film.

1 **Read these sentences.**

1 The man *never* visits his children.
2 They were *always* quarrelling with their sister.
3 Nuru *sometimes* plays the piano.
4 He *often* goes home to see his relatives.
5 I *usually* spend a lot of time with my children.
6 She *hardly ever* returns home without selling all her goods.
7 They *rarely* go to Addis Ababa because they do not have a car.

2 **In pairs, ask and answer questions about the sentences above beginning with *How often …?***

Example:

Question: How often does Nuru play the piano?

Answer: Sometimes

A3.7 Speaking: What I like doing in my free time

1 **You are going to talk about your favourite free-time activity.**
Before you start, spend a few minutes thinking about it and consider the following questions:

- How much time do you spend on it?
- Do you need special clothing or equipment?
- How long have you been doing it?
- How good are you?
- What do you gain from doing it?
- Why do you enjoy it?

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2 **Make a diary of your activities for one week and write about:**

- when you get up
- what time you go to school
- what time you finish school
- when you do your homework
- when you have some free time
- what you do in your free time, and your hobbies.

Example:

I always swim in the pool in my free time. I usually knit in the evening.

3 **When you are ready, work in small groups to talk about your activity with the rest of the group. When each person has finished talking, work in pairs to ask questions about each other's diaries and hobbies, using the present simple tense.**

Example:

Student A: *What is your main hobby?*
Student B: *Listening to music.*
Student A: *When do you do that?*
Student B: *I usually do it in the evening.*

A3.8 Speaking: Class survey

1 **Using the information from the activity above, work in groups to conduct a class survey of hobbies. Create a chart to record the information you have collected under the following headings:**

Craft	Sport	Individual activity	Group activity

2 **Work in pairs or groups to analyse the survey and make statements about it, using the determiners *all / none / most (of) / a few (of)*.**

Example:

All of the students enjoy reading.
None of them like swimming
Most of them enjoy walking.
A few of them like gardening.

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A3.9 Writing: Match the sentences to the pictures

Match the sentences on page 46 to the pictures using *all* / *none* / *most (of)* / *a few (of)*.

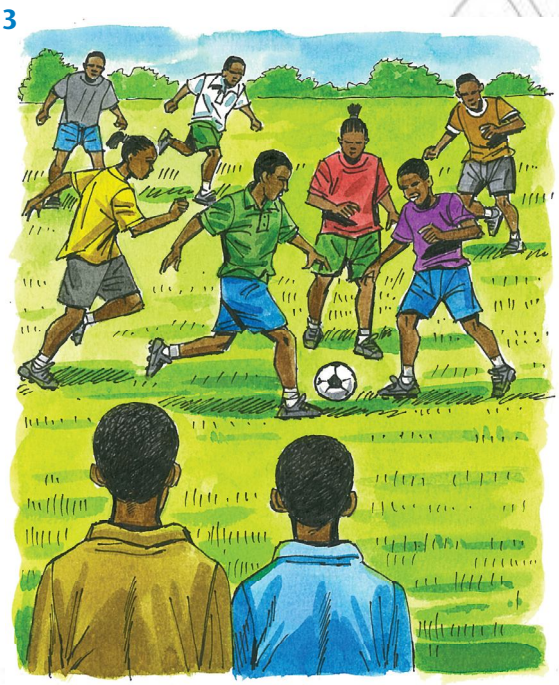
1



2

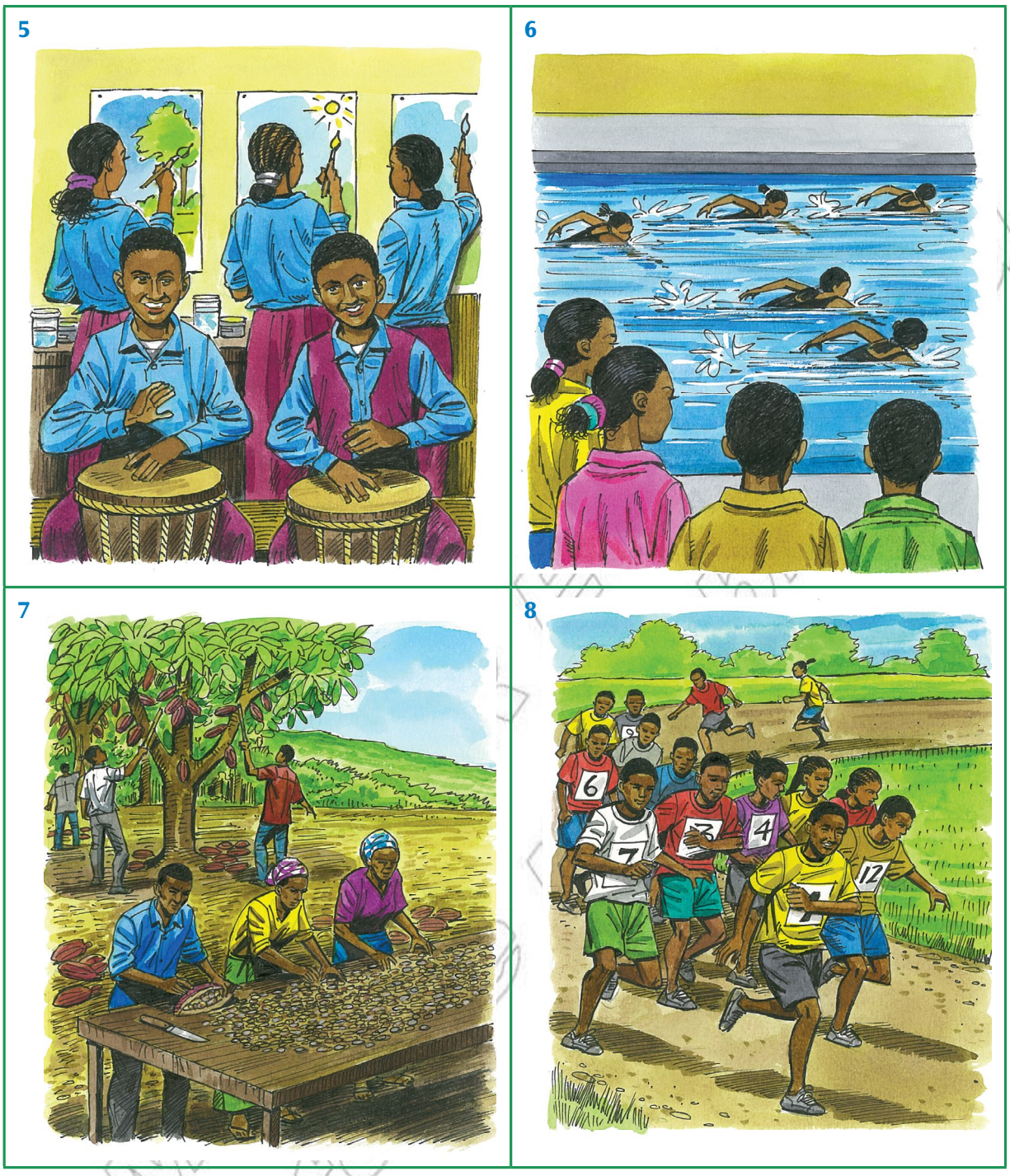


3



4





a Both the men are weaving baskets. Neither of them are making mats.
b Most of the girls are knitting. One girl is sewing.
c Most of the men are harvesting the cocoa pods. All of the women are sorting the beans.
d All of the children are running in a race. None of them are watching the race.
e Most of the boys are playing football. A few of them are watching the game.
f All of the girls are painting pictures. None of them are playing drums.
g Most of the girls are swimming. A few of them are watching.
h All the boys are digging. None of them are reading a book.

Example:

Picture 1 = All the boys are digging. None of them are reading books.

A3.10 Speaking: Pronunciation practice

Read these phrases out loud. Notice where the stress falls and what happens to the word *of*. Repeat and practise saying the word *of*.

- A piece of paper.
- A bag of apples.
- A pile of newspapers.
- A length of string.

A3.11 Increase your word power: Collocations

A collocation is a set of words that often go together. Examples might include:
pen and paper *chicken and rice* *pencil and rubber*
fish and chips *bits and pieces* *odds and ends*
Here are some collocations from this unit that that you will find useful to learn: *play tennis; do athletics; go for a swim; collect coins.*

1 **Do you know any other collocations for words related to hobbies? If so, write them down or tell a partner.**

2 **Read the list of words below. Write or say sentences that include the correct verb or noun collocation.**

Example:
weave cloth/baskets; paint pictures

- weave
- pots
- read
- football
- dye
- pictures
- carve

A3.12 Writing: Keeping a diary

1 **A diary is a record of your daily activities. This is Moges's diary for last week. Read it and answer the questions below.**

Monday 14th August	*Went to visit my cousin Halima.* *Fetched water from the well.*
Tuesday 15th August	*Went to the market with Mother.* *Played football in the afternoon.*
Wednesday 16th August	*Played with my friend Ibrahim in the morning.* *Helped Mother change the wheel of the car.*

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Thursday 17th August	*Helped my cousin Abel mend the puncture on his bicycle.* *Went to the football match with him in the afternoon.*
Friday 18th August	*Helped weed the garden.* *Went to pray in the mosque with Father.*
Saturday 19th August	*Fell out of a tree and broke my arm.* *Father took me to the clinic.*
Sunday 20th August	*Stayed at home and played with my sister.* *Visited my grandparents in the afternoon.*

1 On which day did Moges play football?
2 When does Moges go to the mosque?
3 What was the date when Moges went to the football match?
4 Where did Moges go last Monday?
5 Did Moges help his father on 20th August?

2 **Look at Moges's diary again and create your own diary for last week. Write the day of the week and the date on the left side of the page. Write what you did each day on the right side.**

3 **Work in pairs to ask and answer questions about each other's diaries.**
Example:
Student A: What did you do last Monday, Gebre?
Student B: In the morning I went to school. In the afternoon I ...

4 **Write one or two paragraphs about what your partner did during the week.**

Part B

Objectives

By the end of this part of the unit you will be able to:
- agree and disagree with others
- play a card game related to hobbies
- read an extract from a book
- read an informal letter
- write a short informal letter
- read about how to be a successful student
- discuss how to increase your word power and how to remember things.

B3.1 Speaking: Agreeing and disagreeing

1 **You are going to have a class discussion on this subject: *Listening to the radio is a waste of time.***
1 Work in a group with people who have the same opinion as you. In your group do the following:
- Think of points to support your opinion. For example: *Listening to the radio is important because without it we would not learn about world events.*
- Think about possible arguments against your viewpoint and what you can say against them. For example, **Argument 1:** *You can waste a lot of time listening to pop music.*
Argument 2: *Yes, but it gives me pleasure to hear local Ethiopian artists on the radio.*

2 **When everyone is ready, you can begin the class discussion.**

- Make sure everyone has the chance to speak.
- Listen carefully to what other people say and question or support what they have said.
- Keep the discussion going – don't wait in silence for other people to speak.
- Use some of these expressions:
  In my opinion …
  I think …
  I'd like to say that …
  What do you think?
  I'm sorry I don't agree.
  I agree / disagree.
  I agree with you but …
  I don't see it like that.
  You're absolutely right.
  That is / isn't true.
  Yes, but don't you think …?
  I'm sorry but you're wrong.

B3.2 Fun with words: Play a game

Work in groups to list each of the hobbies mentioned or collected in Part A in the order of their importance, popularity, cost and so on. Create a pack of statement cards for each hobby (for example, *photography is an expensive hobby*).

How to play:

- Each person in the group picks up a card and reads out the statement. Players take turns to say if they *agree* or *disagree* and the reasons for their opinion.
- Try to continue each discussion for at least five minutes. Use the expressions that you have learned for agreeing, disagreeing, asking for opinions, interrupting and so on.

B3.3 Reading: The karate lesson

This extract comes from a book called Nosipho and the King of Bones by Ginny Swart. Set in Cape Town, South Africa, the story is about Nosipho, a secondary school student who lives with her mother and her young brother, Mondli. Nosipho's classmate, Phindile, has come to the house and is giving Mondli his first lesson in karate.

Nosipho sat on the back step and watched as Phindile instructed her brother.

"Now in karate, a man needs no weapons except his own body," he began.

"Ya! Kick him! I want to learn how to kick people!" shouted Mondli.

"Oh no, my friend, that is not the way of a *karataka*," smiled Phindile.

"A what?"

"That's what a student of karate is called," he explained. "A *karataka* is a man of peace. But he is so well trained and has so much power in his body that whenever he needs it, he can explode with strength and can overcome anybody, even someone three times his own size."

"Explode with strength! I want to be a … what you said," breathed Mondli, his eyes shining.

"Well, I can show you how to begin. But after that you should have proper instruction from the Dan at the Youth Club," said Phindile. "All *karatakas* must learn thirty different fighting exercises. They are called *kata*. Like this!"

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He crossed his arms in front of his chest, swung round on his left leg and kicked his right leg as high as his head, giving a loud shout as he did so. "Haiaa!"

Without stopping, he brought his right hand up to his chest with the palm flat and held his arm up in a threatening pose.

"Haiaa! This is called The Cat," he said. "This shouting is called *kaia*," he explained. "The noise is not made by your throat but comes from your stomach. It helps you push the strength out from your body. Of course, it frightens your opponent too."

Mondli held his body stiff and copied Phindile. Soon he was leaping and shouting "Haiaa!" all over the yard.

"And so who is this?" Temba came up behind her from the kitchen. "Where did you find this big monkey? And what are these tricks he is doing?"

Nosipho shrank away from her cousin. "His name is Phindile and he's in my class," she answered unwillingly. "He's teaching Mondli how to do karate."

"Karate, eh?"

She could see that he was impressed. He went back to the kitchen, but she knew that he was still standing there, watching from the window.

After a time, Phindile stopped and said, "OK, my man, that's enough for now. You must practise and I'll teach you some more next time. If you keep on long enough, one day you'll be able to chop a brick in half with the side of your hand."

Temba stepped out and greeted him casually. "That's not bad, bra. Where did you learn those tricks?"

"Karate is not tricks. It's self defence. I'm learning it at the Youth Club."

"It could be useful though in a fight. You could kill a man like that."

Nosipho could almost see Temba's brain working as he smiled thoughtfully at Phindile.

"Hey, no, karate is not for killing! It's a way to defend yourself if you run into a bad situation."

"Hmm," said Temba. "I think I must learn this stuff too. How about a few lessons, bra?"

"Sorry," said Phindile briefly. "I don't have the time. I have work to do. But you can learn it at the Youth Club at the Community Centre."

Nosipho walked with Phindile to the gate.

"Is Temba your brother?" he asked.

"Oh no, he's my cousin. He's supposed to go and live with his father, but we haven't heard a word from him. And he doesn't send any money for Temba's food. It's hard for my mother, but he won't listen to her."

"Take care with him," warned Phindile darkly. "I've seen him with his friends. They are not good news. And don't let Mondli hang around with Temba, he will pick up bad habits."

"He already has," she sighed. "He thinks it's smart to do no work and act tough."

"I'll take him down to the Youth Club with me and get him interested," said Phindile. "Ask your mother if I can do that. There's a lot going on there to keep him busy and off the street."

"I've lived here all my life and I never knew there was a Youth Club," she said. "My mother would be very pleased if you could get Mondli away from those boys he goes around with."

Nosipho and the king of Bones by Ginny Swart

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1 **Answer the questions below and write the answers in your exercise book.**

1 Why did Mondli want to learn karate?
2 How did Phindile react to Mondli's reasons for wanting to learn karate?
3 Why did Phindile say that Mondli should go to karate lessons at the Youth Club?
4 Why is shouting important when you do karate?
5 How did Nosipho know that Temba was interested in what Phindile was doing?
6 What is karate for?
7 Why is having Temba in the house difficult for Nosipho's mother?
8 Why did Phindile warn Nosipho about Temba?
9 What influence has Temba had on Mondli already?
10 Why does Phindile think the Youth Club will help Mondli?

2 **Write a few sentences explaining what karate is, using the information in the text.**

3 **Discuss the following questions with a partner.**

1 What do you think Phindile has himself learned from karate?
2 Do you think karate is a good hobby for Mondli? Why?
3 What do you think could happen to Mondli if he doesn't start going to the Youth Club?
4 What can we learn from the text about the importance of hobbies?

4 **Make two lists: a) of Phindile's opinions b) of Temba's opinions and discuss them with a partner. Say whether you agree or disagree with Phindile's or Temba's opinions.**

5 **Now say if you agree or disagree with the following statements and the reasons why.**

1 Karate is useful in self defence.
2 Karate would be useful in a fight.
3 *Karatakas* must be well trained.
4 Temba is smart.
5 Temba is a bad influence on Mondli.

Example:

I agree that karate would be useful to defend oneself, but it should not be used to provoke a fight.

6 **The following words have been taken from the text. Choose the correct definitions for each one.**

weapon
a a tool used in gardening
b an instrument to fight with
c something used in dyeing

threatening
a calm and friendly
b not very friendly
c meaning to cause harm

impressed
a dented
b carved
c strongly influenced

explode
a to burst with a loud report
b to make something dark
c to kill someone

stomach
a the upper part of the body
b the place where food is digested
c where food is absorbed into the bloodstream

casually
a done with care
b done carefully
c done in a careless way

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B3.4 Reading: An informal letter

1 **Nosipho wrote a letter to a friend in Ethiopia about Phindile and how he had dealt with Temba. Read the letter and work with a partner to investigate the meanings of any words you do not understand.**

11 Garden Road,
Cape Town.
4th May, 2012

Dearest Neima,

I've just met the most gorgeous man called Phindile. He's so kind and brave and stood up to my cousin Temba whom he knew was up to no good. He suggested that Mondli should join the local Youth Club instead of hanging around the streets with Temba and his friends. I think it is a brilliant idea and will certainly encourage him, so Mondli can participate in the various activities, which the leaders of the club organise for young people.

Are you a member of a youth club in Addis Ababa? Do write and tell me about any activities you are interested in.

With much love ,

Nosipho

2 **What do you know about informal letters? Choose the correct answers to the questions.**

1 Who is an informal letter written to?
   - **a** someone you know well
   - **b** someone you don't know well

2 Where does the sender's address go?
   - **a** in the top right hand corner
   - **b** in the top left hand corner
   - **c** at the bottom of the letter

3 Where does the date go?
   - **a** above the sender's address
   - **b** at the bottom of the letter
   - **c** under the sender's address

4 Which of these can be used as the greeting?
   - **a** Dear Auntie Helen
   - **b** Hi!
   - **c** Dear Sir or Madam

5 Which of these can be used to close the letter?
   - **a** Best wishes
   - **b** Lots of love
   - **c** Yours sincerely

6 How can you sign your name?
   - **a** with your signature
   - **b** with your first name

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3 **Look at this letter from Abel. Decide where each of these things should go and mark them on the letter. One has been marked for you.**

a Abel's name
b the date
c the close
d the greeting
e Abel's address

Example: *1 = d*

2
3

1d

I hope all is well with you. Thanks very much for inviting me to stay with you for the holidays. It will be great to see you and the rest of your family.

I'll be coming by bus a week on Saturday, and it will be quite a long journey. Could you please tell me the directions from the bus station to your house? This is the first time I have been there by myself and I can't remember the way. Let me know if there is anything special you'd like me to bring you from this part of the country.

4
5

4 **Write a reply to Abel's letter giving the directions to your house.**

- Use your imagination and the information in the letter to answer Abel's questions in the letter.
- Add any other information that you think your friend would be interested in.
- Lay out the letter correctly.
- Write in a conversational style. You can use contractions if you wish.

B3.5 Study skills: The importance of reading

1 **Discuss with your group the importance of reading widely. Make a list of what each person in your group reads and why they read it. For example they may read for enjoyment, information, note-taking or as a writing model.**

2 **Discuss various reading strategies and different ways to remember a text, such as by highlighting or underlining key words and phrases; recording key facts in an exercise book or notebook; keeping a topic list and building up an encyclopaedia of facts about related topics.**

3 **Copy the following grid into your notebook and complete it with your own personal details about your reading activities.**

Type of reading material	Unknown vocabulary	Time spent reading

4 **Work in pairs and compare your grids. Discuss what you found interesting in your reading, then set yourself a personal target for reading more widely.**

B3.6 Fun with words: Song of the potter

1 **Read the following poem in groups of five, each student reading one verse.**

I watched a skilful potter
Making pots of clay
For many different uses,
Which people buy and say
"Thank you, potter!"

He chooses pots or plates to make
Then gets some lumps of clay.
I wonder what new shape he'll make
Of his new pot today.
"Do tell me, potter!"

The clay is spinning on his wheel
Ever faster round.
His busy fingers mould and shape
The new pot from the mound
Of wet, damp clay.

Now see his pot is finished,
And he takes it from the wheel.
He puts it in his kiln to bake
And make the glaze to seal.
"Well done, potter!"

At last the pot is ready
With its pattern of a tree
Cut on the side beneath the glaze,
Then … he gives the pot to me!
"Thank you potter!"

Donna Bailey



2 **In your group, think of another craftsperson and write a poem about his or her activity. Read your poem aloud to the class.**

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B3.7 Writing: What did you do last week?

Write a description in one or two paragraphs about the hobbies or activities you did last week. Plan what you want to say and make notes before you begin to write your paragraphs.

B3.8 Study skills: A successful student

What study skills do you need to be a successful student? You need to learn how to be a good reader and how to improve your writing skills. You also need to improve your speaking and listening skills. A good student should learn to listen carefully, to understand and remember ideas and be able to write them down in a logical order.

Listening does not mean that you have to remember every word that is spoken. You must learn to pick out the main ideas from what you hear and then make short notes about them, which will help you remember the information. People will know that you have understood what you have heard if you can answer their questions, or can clearly and briefly explain the main points of a discussion or argument.

You must train your memory so that you can remember what you have read or heard and be able to reproduce the information briefly and accurately, for example during your examinations. We often forget things because we have not paid enough attention in class. Perhaps you have been thinking of something else, or perhaps you are feeling unwell or unhappy. It is difficult to remember things if you do not concentrate.

You can also train your memory by learning short passages or poems by heart. Some people find that it helps to remember something by connecting it to something simple. For example, if you have to remember a list like this: cabbages, apples, tomatoes and sugar, you can write it as CATS and this simple word will jog your memory about the list. Other people make pictures in their heads to help them remember ideas.



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B3.9 Increase your word power: Remembering words

1 **How do you remember words? Work in a group and write down ways of classifying words, such as grouping them by verb (*play, go, do*) or by word sets (*hobby, craft, sport*).**

2 **Discuss other ways in which words about sports may be classified, such as by equipment, location, players and so on. What other groupings can you think of? (For example, things I do / don't do.)**

3 **Record your discussions and conclusions in your vocabulary notebook to help you remember and develop your vocabulary.**

Assessment

1 **Speaking**
Look at the completed class survey of hobbies in A3.8 and answer the questions given by your teacher.

2 **Writing**
Choose one of the activities described in the unit and write an informal letter to a new pen friend describing your main hobby.

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Revision 1 (Units 1–3)

Listening

1 **Listen to your teacher reading a short passage and write it down.**

2 **Work in pairs to give your partner some simple instructions, for example *stand up, sit down*.**

3 **Your teacher will read you a text about Addis Ababa. Listen and choose the correct answer to the following statements. Write them in your exercise book like this:**
1 = c.

1 Addis Ababa is in the _____ of the mountains
   - **a** summit
   - **b** slopes
   - **c** foothills

2 The city is an important _____ centre.
   - **a** financial
   - **b** administrative
   - **c** social

3 There are free _____ into the city from the airport.
   - **a** taxis
   - **b** private cars
   - **c** shuttle buses

4 There are _____ main bus stations in Addis.
   - **a** one
   - **b** two
   - **c** three

5 The Merkato is a huge _____.
   - **a** market
   - **b** shopping centre
   - **c** shopping street

6 You can buy many different goods in Merkato, including _____.
   - **a** chickens
   - **b** computers
   - **c** cars

Vocabulary and spelling

1 **Answer these questions with words from Units 1-3. Write them in your exercise book.**

1 What nationality is a person who comes from Italy?
2 What is a person who visits another country on holiday called?
3 What is the name of someone who repairs cars?
4 What is the highest part of a mountain called?
5 What is a place where monks live called?
6 What kind of pictures of people and places do you take with a camera?

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7 What is it called when you take a holiday on foot in the mountains?
8 What are leisure time activities called?
9 What can you make by stringing coloured beads together?
10 What is the name of the place where clay pots are fired?

Speaking

1 **What are your hobbies? What do you like doing in the evening and at the weekend? Look at the pictures below and discuss with your partner what they show.**



Language use

1 **Choose a question word from the box to complete these questions and then give short answers to each question.**

Who ?	What?	Why?	Which?	Where?	How?

1 _____ of these materials do I need to make a mat: sisal or clay?
2 _____ do you use banana fibres for?
3 _____ can you buy some wood carvings?
4 _____ makes carvings in stone?
5 _____ many times must you fire a glazed pot?
6 _____ does an artist need a palette?
7 _____ colours of thread are there in the carpet?
8 _____ does a potter fire his pots?
9 _____ do you prefer, paintings or pottery?
10 _____ does papyrus come from?

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2 **Make correct sentences from the table below.**

We	must should ought to need (to) have to	(not)	graze too many cattle on the same land. rotate crops to protect the soil. cut down too many trees. throw rubbish into the street. burn rubbish and garbage. drink dirty water. be polite when we meet older people. help disabled children. revise for our examinations.

3 **Choose the correct option to complete the sentences. Write them in your exercise book like this: *1 = c*.**

1 Where _____ the students?
   - **a** am
   - **b** is
   - **c** are

2 Girmay and his sister _____ in the sitting room an hour ago.
   - **a** are
   - **b** were
   - **c** be

3 How _____ your mother?
   - **a** am
   - **b** is
   - **c** are

4 What time _____ Liben get up at the weekend?
   - **a** do
   - **b** does
   - **c** did

5 My uncle and aunt _____ in the south.
   - **a** live
   - **b** lives
   - **c** are living

6 The children _____ fish.
   - **a** doesn't like
   - **b** don't like
   - **c** does like

7 What _____ Sofia and her brother doing now?
   - **a** is
   - **b** are
   - **c** do

8 We _____ school uniform today.
   - **a** doesn't like
   - **b** don't like
   - **c** does like

9 Who is the head teacher _____ to?
   - **a** talking
   - **b** talk
   - **c** talked

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10 I _____ this book.
- **a** am enjoying
- **b** enjoy
- **c** enjoying

11 I _____ Zebida yesterday in the library.
- **a** see
- **b** am seeing
- **c** saw

12 _____ you go out last night?
- **a** Did
- **b** Do
- **c** Are

13 Dejene _____ do his homework last night.
- **a** does
- **b** doesn't
- **c** didn't

14 That is a beautiful dog. _____ fur is beautiful.
- **a** Its
- **b** It
- **c** It's

15 That isn't your banana. It's _____!
- **a** me
- **b** mine
- **c** my

16 The students are working quietly on _____ projects.
- **a** your
- **b** our
- **c** their

17 It is _____ today than it was yesterday.
- **a** more cold
- **b** colder
- **c** coldest

18 Ras Dejen is the _____ peak in the Simien Mountains.
- **a** highest
- **b** more highest
- **c** most highest

19 My handwriting is _____ than yours.
- **a** bad
- **b** badly
- **c** worse

20 This class is _____ in the school!
- **a** most noisy
- **b** noisier
- **c** the noisiest

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Reading

1 **Read the following text.**

The Simien fox is a kind of wolf that is found at altitudes above 3,000 metres in the Bale Mountains in southern Ethiopia, although there are also smaller populations in the Simien Mountains in the north of the country. It is the most endangered animal of Ethiopia, with only about seven packs remaining, totalling roughly 550 adults. Although the Simien fox is mainly a solitary hunter of rodents, it lives in packs that share and defend an exclusive territory. Social gatherings among different packs are more common during the breeding season, and take place very close to the den. The Simien fox has long legs and a narrow pointed muzzle. It weighs between 11–19 kilograms and has small, widely spaced teeth. Its coat is ochre to rusty red on the face, ears and upper portions of the body, and white to pale ginger on the underparts. The end of the tail is a thick brush of black hairs on the tip. The animal has small white spots on the cheeks, and white rims below the eyes. The contrast of red and white markings increases with its age and social rank. Females tend to have paler coats.

2 **Consider whether the following statements are *True* or *False* and write the answers in your exercise book.**

1 The Simien fox is native to Ethiopia.
2 It lives on the lowest slopes of the mountains.
3 You can see many packs in the mountains.
4 The animal eats rats and mice.
5 It lives in packs during the breeding season.
6 It has small white teeth and a narrow pointed muzzle.
7 It is a rusty red colour all over.
8 Its colour tells us its age and place in the pack.

Writing

1 **Write a letter to a pen friend. Include information about your age, where you live, your family, your school, your interests and what you do in your free time. Begin your letter with *Dear* … and end your letter with *Best wishes, from* …**

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Unit 4

Food for health

Part A

Objectives

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

- talk about the foods you like
- classify food into food types
- complete a food quiz
- discuss the meanings of some food proverbs
- listen to a talk about nutrition
- read about a healthy diet
- talk about healthy and unhealthy foods
- write a leaflet about nutrition
- read about the need for a balanced diet
- classify foods in a food pyramid
- match food products and their labels
- complete a food wordsearch.

A4.1 Introduction: What kind of food do you like?

1 **Work with a partner, taking turns to ask and answer each of these questions.**

1. What do you eat in the morning?
2. What do you eat at midday?
3. What do you eat in the evening?
4. What do you drink during the day?
5. What kinds of snacks do you eat between meals?

2 **Look at this dialogue.**

Person A: *I eat injera.*
Person B: *What's it made of?*
Person A: *It is made from teff flour.*

3 **With a partner, talk about traditional dishes that you eat and describe the ingredients.**

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A4.2 Increase your word power: Foods

1 **Copy this table into your exercise book. Categorise the foods in the box into the correct columns.**

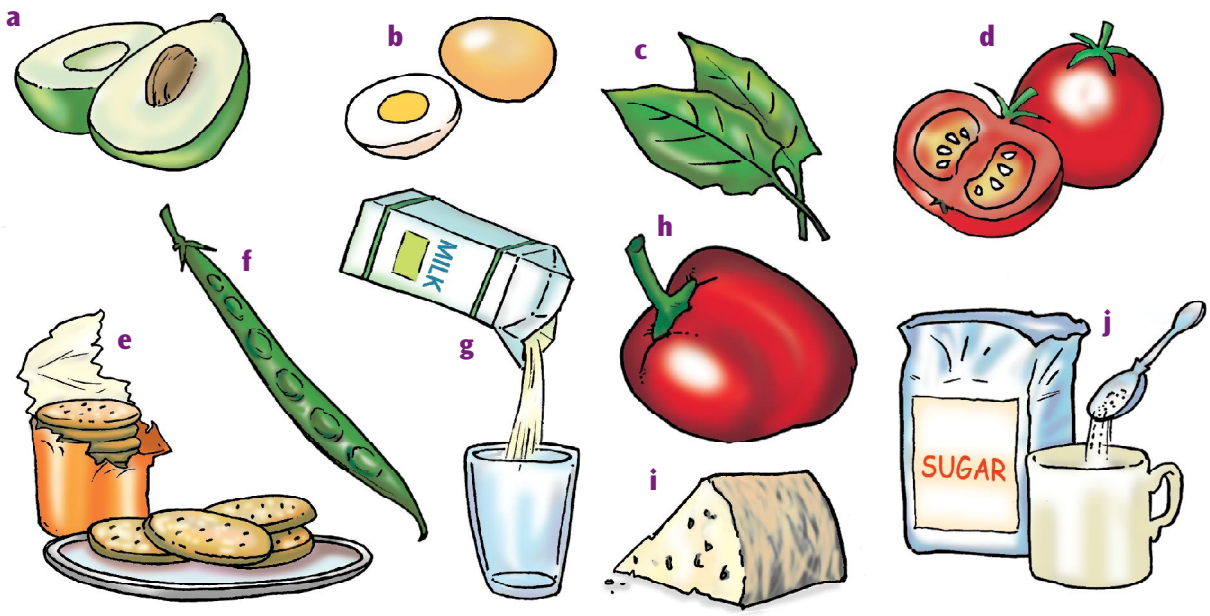
cassava	mango	chicken	millet	spinach
banana	salmon	eggs	rice	green beans
milk	chocolate	peppers	cheese	sweet potato
groundnuts	eggplant	lentils	tuna	lamb cake

cereals	dairy	meat	fish	vegetables	fruit	sweets
				spinach		

2 **Work in a small group. Think of some more foods to add to each category.**

A4.3 Listening: Quiz

Listen as your teacher reads descriptions of various foods. Match the pictures with the labels as you identify each food description.



sugar	egg	bean	mango	tomato
cheese	milk	spinach	pepper	biscuits

Example:
Description: *This fruit is round and green. It is green on the outside and yellow inside. It grows on a tree. People peel and eat it.*
Answer: *It is a … mango.*

A4.4 Speaking: Proverbs

Proverbs are short, catchy sayings which give advice or reveal widely-believed truths. Some proverbs cross cultural boundaries and similar versions can be found in many languages. Have you heard the expression 'An apple a day keeps the doctor away'? In your groups discuss its meaning and share your conclusions with the rest of the class.

1 **In groups, discuss the meanings of the following proverbs:**

1 He who eats when he is full, digs his grave with his teeth. (Moroccan)
2 Talk doesn't cook rice. (Chinese)
3 If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people. (Chinese)
4 You are what you eat. (American)
5 Hunger is the best sauce. (American)
6 Don't cry over spilt milk. (English)
7 The proof of the pudding is in the eating. (Spanish)
8 Butter wouldn't melt in his mouth. (Anonymous)

2 **What other proverbs do you know? Share your suggestions with the rest of the class.**

A4.5 Listening: A talk about nutrition

1 **What do you understand about the word *nutrition*? What is its opposite?**

2 **Imagine that a visitor, Dr Seif, came to your school to give a talk about nutrition. Your teacher will read out the opening remarks of his talk. Listen carefully, and answer the following questions as briefly as possible.**

1 What does protein provide?
2 What do carbohydrates provide?
3 What do vitamins supply?

Your teacher will read you some more of Dr Seif's talk. Listen then answer the questions.

4 Why do young people need protein?
5 What helps sick people recover quickly?
6 What do we lack in our diet?
7 Can you state two sources of vitamins?
8 What does milk contain?

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3 **Listen to the talk again and circle the foods in the list below, if you hear them mentioned during the talk.**

milk	ice cream	jam	meat	groundnuts	tomatoes
coffee	fish	cheese	beans	nuts	cabbage
yam	cassava	millet	bread	rice	potatoes
sugar	honey	oranges	guavas	bananas	apples
mangoes	spinach	carrots	pumpkins	pineapples	

A4.6 Reading: A nutrition leaflet

1 **Read the following leaflet about a healthy diet. Discuss the title with a partner and predict what words or ideas might appear in the text. Use phrases like:**

- It talks about …
- It might be about …
- I think it's about …

2 **Read the text silently.**

A HEALTHY DIET

Introduction

All foods contain nutrients. Most foods contain several different nutrients, but most are rich in one or two nutrients. It is important to eat a balanced diet that contains all the nutrients below.

Carbohydrates

Most people in Africa eat a lot of cereals, that contain a lot of carbohydrates. Carbohydrates give us energy. They are found in foods like maize, rice, bread, potatoes, pasta and injera. Carbohydrates can also be found in other foods. For example, the Masai people of Kenya traditionally get their carbohydrates from milk. In many carbohydrate-rich foods like maize, rice and plantain there is also fibre. This helps us digest our food.

Protein

Another important nutrient is protein, which is mainly found in food like beans, meat, fish, eggs, nuts and milk. It is important to eat protein-rich foods every day with our main meals. Protein makes the body grow and repair itself.

Fats

Fats are found in foods such as oil and butter. They also give us energy (like carbohydrates). When fats are stored in the body they give us body fat, which helps to keep us warm.

Vitamins and minerals

Vitamins and minerals help us fight disease and help different parts of the body work. They are found in vegetables, fruits and also in some other foods.

Most foods contain several important nutrients, but some foods are more nutritious than others. For example, foods made mainly of sugar, such as sweets and biscuits, give you energy but have no other value; they are also bad for your teeth. They are often called 'empty' foods. So try to eat a variety of nutritious foods rather than 'empty' foods. Remember to drink plenty of clean water everyday; our bodies cannot work without it.

3 **Look at the table below. Match the nutrients in the first column with their function in the second column, and with the example foods in the third column.**
Write them in your exercise book like this:
***2** carbohydrate = **i** This gives you energy = **c** milk **d** maize **h** rice*

Nutrient	Function	Foods
1 protein **2** carbohydrate **3** fibre **4** fat **5** vitamins and minerals	**i** This gives you energy. **ii** There are many of these. They help you fight diseases and keep different parts of the body healthy. **iii** This is stored in the body. It gives you energy and keeps you warm. **iv** This helps your body grow and repair itself. **v** This helps your body to digest food.	**a** vegetables **b** beans **c** milk **d** maize **e** fruit **f** fish **g** butter **h** rice **i** meat **j** oil **k** groundnuts



4 **Work with a partner. Decide if these statements are *True* or *Talse*. Write the answers in your exercise book.**
1 Most food contains only one nutrient.
2 Protein is not very important.
3 It is good to eat a lot of fat.
4 You should eat different coloured vegetables and fruit.
5 You should drink a little water every day.
6 Food that contains only sugar is not nutritious.

5 **Work with a partner to ask and answer questions about the different food groups in the passage, using the question words *Where? Which? Why? What?* and *How?***
Example:
Question: How does the body use carbohydrates?
Answer: *They are used for energy.*
Question: Which foods contain carbohydrates? …

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A4.7 Speaking: Healthy and unhealthy foods

1 **Classify these foods and drinks under the headings *Healthy* and *Unhealthy*.**

sugar	meat	milk	spinach	cakes	fish
chocolates	groundnuts	eggs	fizzy drinks	water	juice
sweets	vegetables	fruit	cheese		

2 **Work in pairs to agree or disagree with the following statements, then discuss the reasons for your decisions.**

1 Sugar gives you energy, so you should eat lots of sweets.
2 Calcium is necessary for strong bones and teeth.
3 Milk goes sour very quickly, so it can't be good for you.
4 Groundnuts contain lots of proteins, which help your muscles develop.
5 Vitamins are only found in vegetables with dark green leaves.

A4.8 Writing: A nutrition leaflet

Write a leaflet about nutrition for younger children. Use the reading text as a model. Remember to include a leaflet heading, subheadings and artwork if you wish.

A4.9 Reading: The need for a balanced diet

Read this extract from a newspaper article about the different foods that our bodies need. Fill in the gaps with words from the box.

particular	expectant	obtained	include	regular
healthy	energy	addition	sources	extra

The human body is a living thing, and like a plant, it needs a **(1)** _____ supply of the right kind of food. A person who does not eat enough, or who eats the wrong kind of food, will become sick and weak.

The human body requires food for three main purposes. Firstly, it needs body-building foods that include proteins (these are needed for growth and repair). Proteins are **(2)** _____ from two main **(3)** _____ – animals and vegetables. Animal proteins can be found in meat, fish, eggs, insects and milk. Vegetable proteins include groundnuts, peas and beans. **(4)** _____ and nursing mothers need **(5)** _____ protein to help their child to grow; nursing mothers need it to produce enough milk when breastfeeding.

Secondly, the human body requires carbohydrate foods; these are needed for energy and warmth. They include foods such as maize, rice, millet, cassava, bread and bananas. Fats and oils also give us **(6)** _____ but we only need a little of them.

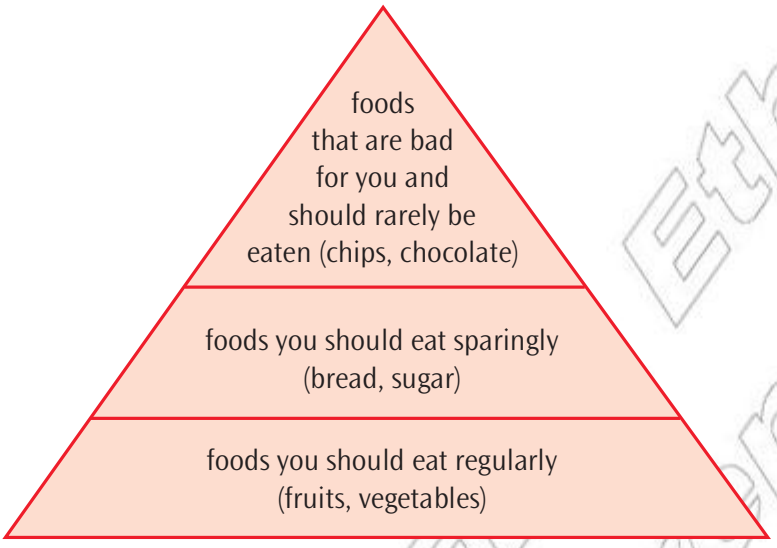
Thirdly, the body needs vitamin-rich foods for overall health and protection. Vitamins help the human body to fight disease. They **(7)** _____ fruits and vegetables, such as tomatoes, pawpaw, orange, pumpkin. Dark green leaves are especially good.

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In **(8)** _____ to these main types of food, our bodies also need small amounts of minerals, in **(9)** _____ calcium and iron. Calcium is needed for the good formation of bones, teeth and nails; it is found in milk and fish. Iron is needed to keep our blood **(10)** _____ Good sources of iron include green vegetables, liver, kidney and eggs.

A4.10 Study skills: A food pyramid

Using the information in this unit, make a food pyramid by putting foods in the correct rows. Remember to label each row. Show your pyramid to the rest of the class and discuss. For example:



A4.11 Language focus: Giving advice

Match the beginnings and endings of the following sentences:

1	You should always peel a banana	**a**	before a meal.
2	You ought to wash your hands	**b**	to sweeten the tea?
3	Why don't you peel the potatoes	**c**	before you start cooking.
4	You shouldn't eat red chillies raw	**d**	after it is cooked.
5	You should rinse the rice in cold water	**e**	before you eat it.
6	Why don't you add some sugar	**f**	unless you wear gloves.
7	You ought to read the recipe	**g**	before you boil them?
8	You shouldn't touch the handle of a hot pan	**h**	or you will burn your mouth.

Example:

1) You should always peel a banana e) before you eat it.

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A4.12 Study skills: Food labels

1 **Match the pictures of the food products with their labels.**

Bread per slice:

calories	115
fat	1.5g
salt	0.49g
sugar	1.7g
protein	5.4g
carbohydrates	20.2g
fibre	2.8g

a



Fish (tuna) per can:

calories: ½ can	142
fat	6.8g
salt	0.6g
sugar	0
protein	20.3g
carbohydrates	20.2g
fibre	0

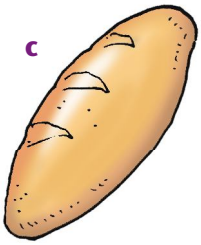
b



Jam:

calories	220
fat	0.2g
salt	0
sugar	54.1g
protein	0.4g
carbohydrates	54.1g
fibre	0.8g

c



Tomatoes per tin:

calories	348
fat	0
salt	0
sugar	16g
protein	4.4g
carbohydrates	16g
fibre	3.6g

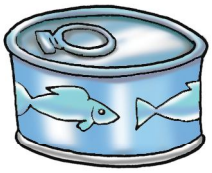
d



Sweetcorn per tin:

calories	390
fat	1.5g
salt	0
sugar	3.9g
protein	3.4g
carbohydrates	16g
fibre	1.2g

e



Biscuits per packet:

calories	2160
fat	29g
salt	0.26g
sugar	16.5g
protein	5.7g
carbohydrates	58.3g
fibre	1.6g

f



2 **Ask your parents or guardians for labels from tinned food, bottled food or food packets and bring your samples into class. Working in groups, discuss the different samples and identify the following words on the labels:**

Use-by (date)	Made of (ingredients)	Made in (country of origin)
Made by (manufacturer)	Nutrient value (calories)	Ingredients

3 **Draw a table like the one below in your exercise book with the headings *Food product* / *Use by date* / *Made by* / *Made in* / *Calories*. Use your food labels and packets to complete the table.**

Example: Food product	*Use by date*	*Made in*	*Made by*	*Ingredients*	*Calories*

Now choose a product and write a description, using phrases such as *made of, made by, made in*.

4 **Stick your food labels on a large piece of paper to create a poster. Write explanatory notes for the different parts of each label.**

A4.13 Fun with words: Wordsearch

1 **Find ten food words in the following grid. Write them in your exercise book.**

v	t	o	m	a	t	o	c	p
e	h	u	v	e	e	m	h	e
g	p	b	r	e	a	d	o	a
e	p	d	s	g	m	q	c	r
t	b	m	u	g	v	t	o	x
a	e	a	w	y	m	i	l	k
b	a	n	a	n	a	o	a	d
l	n	g	w	p	o	a	t	s
e	x	o	r	a	n	g	e	p

2 **Now make sentences with these words to say when or how they are eaten.**
Example:
A banana is peeled before it is eaten.

Part B

Objectives

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

- complete a class survey about favourite foods
- use *wh* questions
- use the comparative and superlative to make comparisons
- revise the use of adjectives and prepositions
- take dictation about food items
- join sentences using *which* and *that*
- read an extract about oranges from a book
- talk about things that have happened using past participles
- pronunciation practice
- use the first conditional tense
- improve your spelling
- increase your word power using homonyms
- punctuate a paragraph
- record parts of speech for vocabulary items.

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B4.1 Speaking: A class survey

1 **Write this questionnaire in your exercise book and complete it so that you have six questions with four possible answers to each. Ask the questions to different members of your class. Put ticks next to each answer. See if you can analyse which are the class' favourite and least favourite things.**

1 What is your favourite meal of the day?
- **a** breakfast
- **b** lunch
- **c** dinner
- **d** supper

2 What is your favourite dish?
- **a** doro wat
- **b** _____
- **c** _____
- **d** _____

3 What is your favourite drink?
- **a** water
- **b** _____
- **c** _____
- **d** _____

4 What is your favourite fruit?
- **a** mango
- **b** _____
- **c** _____
- **d** _____

5 What is your favourite sweet?
- **a** ice cream
- **b** _____
- **c** _____
- **d** _____

6 What is your favourite snack?
- **a** peanuts
- **b** _____
- **c** _____
- **d** _____

2 **Use the question words *what, when, where* and *why* to ask a partner questions about food and drink. Write down their answers.**

Example:

Student A: *What is your favourite meal of the day, is it breakfast, lunch, dinner or supper?*
Student B: *Well, actually, I don't like breakfast very much, but my mother makes me eat it. I'm always really hungry at lunch time, so I suppose that's my favourite.*
Student A: *Why don't you like breakfast?*
Student B: *I just don't feel very hungry first thing in the morning.*

3 **Use the list below to discuss the value of different foods with your partner. Try to use comparative and superlative adjectives in your sentences.**

Examples:

Student A: *Don't you think milk is healthier than fizzy drinks?*
Student B: *Yes, I suppose so, but fizzy drinks give me more energy.*
Student A: *What in your opinion is the best way to stay healthy?*
Student B: *Eating fruit every day is the best way to stay healthy.*

- milk – fizzy drinks
- fruit – sweets
- butter – meat
- vegetables – cheese
- meat – ice-cream

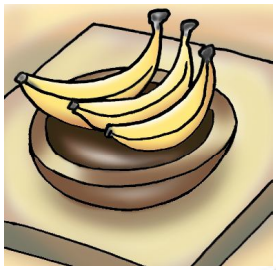
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B4.2 Language focus: Revising adjectives and prepositions

- An *adjective* tells us more about a noun. We use adjectives to describe people or things or give extra information about them, for example:
  The tall thin man in the dark coat was eating a juicy red apple.
- A *preposition* is one or more small words used before a noun or pronoun. It shows the relationship between the noun/pronoun. Parts of the sentence can consist of a single word: *in, on, under, near* or a group of words: *in spite of, with respect to, except for, on behalf of, next to.*

1 **Find the adjectives and prepositions in the following sentences and write them in the correct columns in the table below. One has been done for you.**

a Put the ripe yellow bananas in the new bowl on the table.



b Chop the small red peppers and put them into the stew on the stove.



c The new potatoes are in the orange bag on a shelf near the window.



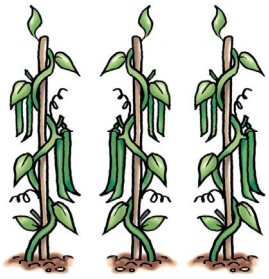
d Mother took the hard green oranges from the basket outside the door.



e On the outside, a coconut is brown and fibrous, but inside it is white and sweet.



f The beans on the plants, growing in rows on the sticks, are long and tall.



Adjectives	Prepositions
1 ripe, yellow, new	in, on
2	
3	
4	
5	
6	

2 **Complete the following story with the prepositions from the box.**

through	beyond	to	near	on	from
into	behind	under	with	at	

The house blazed **(1)** _____ the light, and there were no curtains **(2)** _____ the windows. Stepping **(3)** _____ the room, Berhanu saw the lamp **(4)** _____ the table. He went and switched it off, but the electric light was still on, and the switch was **(5)** _____ the cupboard, far **(6)** _____ his reach. The bed **(7)** _____ him was neat but had no pillow. 'The pillow may be **(8)** _____ the bed', he thought, so he bent down to look. But somehow he slipped and crashed **(9)** _____ the ground. The intruder, who had meanwhile been watching **(10)** _____ the window, took the opportunity to tiptoe away **(11)** _____ the house.

B4.3 Writing: Dictation

1 **Listen to your teacher and write down the sentences in your exercise book.**

2 **Now join your sentences using *which* or *that*.**

Example:

Beans contain many seeds that are full of protein.

Bananas, which are long and yellow, are eaten by monkeys.

B4.4 Reading: Oranges

1 **Read the following text quickly and tell your partner the key points.**



In my father's village, there are many fruit trees. They grow in front of the houses although there is no proper orchard. Among the fruits that are produced each season are mangoes, paw-paws and oranges. Of these, I like the oranges best. The orange plant is easy to cultivate; it is regular in bearing fruit and not too difficult to harvest. Oranges are liked by most people, old and young.

When I see children sucking oranges with obvious delight, I remember how I loved them when I was their age. I liked all sorts of oranges whether small or big, green or orange.

I used to help my mother pick them from the trees on our farm. Some were on the low branches of the trees so that I could pick them easily. Some were higher up, so that I could pick them only by jumping up to reach them. We gathered them into baskets and took them to the market for sale.

I used to like the shiny green leaves of the orange trees after the rain, the old leaves were dark green and the new leaves were light green. The leaves shaded us from the hot sun so that under the trees the air was cool and sweet with the scent of oranges.

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When I was picking oranges I was so happy and my mother always liked me to help her. But my brother, who did not like oranges, used to hate the work and always did it badly. In fact, he used to do it so badly that Mother seldom asked him to help her. When I was tired, Mother used to bring out her little sharp knife. She took an orange from the basket we had put them in, and began to peel it. She used to start at the top of the orange, where it had hung by its stalk from the tree, and peeled it in circles. As soon as she reached the bottom and there was no skin left, she quickly made a hole in the top with the tip of her knife and gave it to me to suck. But I soon learned how to peel the oranges myself while I sat by the side of the road, beside my tray, which I had piled high with the fruit. I did this job on behalf of my mother and so did not suck the oranges. I was peeling them to sell to other people. We made a huge fortune from the sale of oranges at the end of each season.

Sometimes I used to pick up the peel that Mother had cut off and play with it. She used to peel an orange so well that the peel was very thin; I remember that I could almost see the sun shining through it. When I held it up to the sunlight, I could see the little spots all over it, and when I dug my nail into one of these, oil used to come out. Even though I did not like the taste of the oil, I did like sticking my nail into the skin. I still do!

There was no time for playing when I was selling oranges. I had to arrange them on a table in a conical shape, with the most appetising and juicy ones at the very top, and I had to clean my peeling knife to shine and glitter like glass in the sun. For some people, I peeled the oranges in the same way that my mother had peeled them for me. But for others, I held the orange in one hand and used the knife in the other hand to just continue scraping the outer skin of the orange by turning it round and round until at the end of the process the orange looked greenish yellow.

After peeling or scraping like this, I made a hole with the tip of my knife at the head of the orange or sliced a bit off the top with the knife. Or I cut the orange into four pieces. The way I treated the orange depended on the wish of the customer.

I still like oranges. Recently I have learned that oranges are full of Vitamin C, which helps our bodies fight infection. I eat a lot of oranges and seldom have a cold or a fever. My brother, who never eats them, has far more colds and fevers than I do. "An orange a day keeps the doctor away," I often tell him, but he won't listen to me.

2 **Read the text again and answer these questions in your exercise book.**

1. What fruits are grown in the writer's village?
2. Why do many people like growing oranges?
3. What was the air like under the trees?
4. Why did the writer's brother seldom help to pick oranges?
5. Who ate the oranges that the writer peeled?
6. When was there no time for playing?
7. The writer peeled the oranges as her mother did, but what other method did she use?
8. What does Vitamin C do for our bodies?
9. What advice did the writer give us?
10. Complete the sentence: *The more oranges one eats, the fewer … one gets.*

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B4.5 Language focus: The present simple and the present passive tenses

Look at these two sentences:
Mother mixes teff flour and water to make injera.
Injera is made from a mixture of teff flour and water.

Sentence 1 tells us *who* does the action. The verb is in the present simple active form.
Sentence 2 does not tell us who does the action, but *what happened*. It is in the passive.
We use passive verbs when who does the action is not important. We want to focus on what happened, not who did it.

1 **Rewrite these sentences in the passive form.**

1 Mother allows the mixture to ferment for several days. *The mixture …*
2 Then she bakes the injera on a clay plate over a fire. *Then the injera …*
3 She pours the mixture onto the baking surface.
4 She does not roll it out.
5 We tear off small pieces of injera to hold the stew or salad for eating.
6 The injera soaks up the juices and flavours.
7 Most Ethiopians eats injera daily.

2 **Work with a partner to describe how to make Ethiopian coffee. One person gives an active sentence, and the other turns it into a passive sentence.**

3 **Complete the following sentences using the verbs in brackets in the passive:**

1 We can't use the computer because _____ (break).
2 My brother _____ (give) a malaria injection.
3 The exam papers _____ (mark) before they _____ (return) to the students.
4 I can't wear my new dress because it _____ (tear).
5 The brakes on his car _____ (check) regularly.

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B4.6 Increase your word power: Goods in the market

1 **Name the goods in the pictures and put them in the correct list. Write the lists in your exercise book.**



fruit	vegetables	meat	food	metalwork	clothing
bananas					

2 **Add two more items to each list.**

3 **Suggest some words from this unit, at random, for your teacher to write on the board. Work in groups to discuss what part of speech each word is and complete the following table:**

Nouns	Verbs	Pronouns	Adjectives	Adverbs

B4.7 Speaking: Pronunciation – *ei* and *ie*

1 **Listen to your teacher and write down the words you hear. Put them into these two groups:**
Group A: *ei* Group B: *ie*

2 **Repeat the words in the two groups after your teacher and then practise them with your partner. Can you think of other examples of words with *ei* and *ie*?**

3 **Work with your partner. Read this short paragraph and add the *ei* and *ie* words to the groups you made in Exercise 1.**
Our chief says that he believes, that if you receive a piece of meat and add it as an ingredient to a stew, it will add both protein and variety to your daily diet.

B4.8 Language focus: *If* sentences

- We use *if* sentences to talk about something that depends on something else.
- We use *if* sentences and *will* to talk about future possibilities, for example:
  If I eat healthy food now, I will be healthier when I am older.
- We use *if* sentences in the present to talk about habits or general truths, for example:
  If I wake up early, I eat breakfast before going to school.

Note:

- The two parts of *if* sentences can go either first or second in the sentence, for example:
  If you eat too many cakes, you will get fat.
  You will get fat if you eat too many cakes.
- The same sequence of tenses can be used for sentences introduced by *provided, as long as, unless* and *will.*

2 **Make sentences from the following table:**

Unless	it rains tomorrow, my parents will be pleased.
As long as	you take enough exercise, you will stay healthy.
Provided that	you need my help, I will be there for you.
If	you study hard, you will fail the test.

3 **Work in groups to discuss and make sentences about the dangers of eating a poor diet; use the phrases in the left-hand box above in your sentences.**
Example:
If you eat too many sweets, your teeth will rot.

B4.9 Study skills: Improve your spelling

1 **Learn this spelling rule:**
i before e except after c when the sound is ee

2 **Work in pairs and list as many words as you can that follow this rule, for example, *believe, receive.***

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B4.10 Increase your word power: Homonyms

Homonyms, or lexical sets, are pairs of words that look and sound the same, but have different meanings, for example:

The writing on the board was so faint we couldn't read it.
Help! Halima has fainted! It must be the heat.

1 **Identify the homonym that completes each pair of sentences. Write them in your exercise book.**

1 **a** We _____ the other team by 4-1.
b I could feel my heart _____ as I went into the headmaster's office.
2 **a** I want to _____ to be a pilot when I leave school.
b Run! The _____ is already at the station.
3 **a** My baby sister loves her toy _____.
b I can't _____ it when my brother practises the guitar in the evenings.

2 **Now identify the homonym that goes with both definitions. Write the words in your exercise book.**

1 _____
a Something you stick on a letter before you post it.
b If you do this with your foot, it means you are angry.
2 _____
a To heat a liquid until it is very hot, about 100 degrees.
b A painful, swollen, infected place on the skin.
3 _____
a A large piece of stone.
b To move from one side to the other, like a boat on water.

3 **Write down all the vocabulary related to food and drink from this unit and sort them into homonyms.**

Example:
pair, pear

B4.11 Language focus: What is a past participle?

A past participle indicates a past or completed action or time. It is formed by adding *–d* or *ed* to the base of regular verbs. However, it is also formed in various other ways for irregular verbs.

- It can be used to form a verb phrase as part of the present perfect tense.
  Example: *I have **learnt** English.*
- It can be used to form the passive voice.
  Example: *Her hair was well **brushed**.*
- It can also be used as an adjective:
  Example: *He had a **broken** arm.* (***broken*** is used here as an adjective)

1 **Work in pairs to give past participles of the following verbs:**
cook, bake, drink, stir, think, write, choose, give, buy

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2 **Now ask and answer questions with your partner, using these verbs.**

Example:

Student A: What have you cooked for supper?

Student B: I have cooked some stew and rice.

B4.12 Writing 2: Punctuation

Rewrite this passage with the correct punctuation:

where are you going asked fanose

i am going to the market to buy lots of food and drink my cousin aret is coming to visit me from addis ababa and she enjoys eating lots of healthy foods she leads a very healthy lifestyle replied almaz

what are you going to buy asked fanose

i am going to buy lots of fresh fruit and vegetables and rice she also likes fish so i will buy some tuna and salmon for dessert i will buy a cake as treat for her as she doesn't eat sweet foods very often said almaz

how long is your cousin staying asked fanose

she will be staying for two nights i am looking forward to seeing her why don't you join us for dinner tonight said almaz

i would love to replied fanose what time shall i come

eight o clock, see you later

see you later i will bring some fresh fruit juice for us to enjoy said fanose

B4.13 Language focus: Comparative and superlative adjectives

1 **Look at these food adjectives: *bitter, sour, greasy, juicy, salty, tasty***

Check their meanings in a dictionary, then make a sentence for each one.

Example:

Lemons taste very bitter.

2 **Using *more* and *most*.**

All the adjectives above are adjectives of **taste**. When we compare these adjectives, it is more usual to add *more* and *most* before the comparative and superlative forms: bitter, *more* bitter, *most* bitter, although adding *-er* and *-est* is equally correct: bitter, *bitterer, bitterest*.

Example:

Lemons always taste sour.

Lemons taste more sour than oranges. or Lemons are sourer than oranges.

Lemons have the most sour taste of all citrus fruit. or Lemons have the sourest taste of all citrus fruits.

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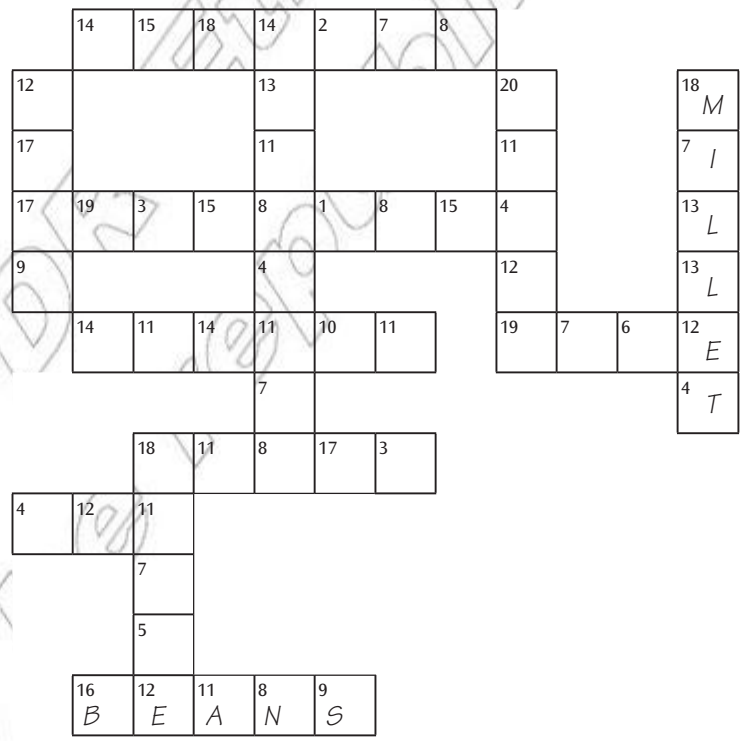
Copy the chart below into your books and work in pairs to write the comparative and superlative forms of these adjectives. The first one has been done for you.

	Comparative	Superlative
bitter sour greasy juicy salty tasty	**a** more bitter **b** bitterer	**a** most bitter **b** bitterest

3 **Now make sentences using the comparative and superlative forms of these adjectives of taste.**

B4.14 Fun with words: Word puzzle

In this puzzle, each number represents a letter, for example: 11= A. 4 = T. Copy it into your exercise book and find the food words by identifying the letter that is represented by each number. Two of the words are given to start you off.



Assessment

1 **Listening**

Listen to your teacher and tick the following food items when you hear them mentioned:

bread	vegetables	kale	cabbage	spinach	carrots
potatoes	beef	chicken	stew	red pepper	mangoes
oranges	bananas	coconuts	tea	coffee	honey

2 **Writing**

Your teacher will give you some sentences. Punctuate them correctly and write the correct answer in your exercise book.

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Unit 5

HIV and AIDS

Part A

Objectives

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

- check your knowledge of HIV
- listen to facts about HIV
- take part in a discussion about AIDS
- read about an AIDS victim
- read a poem about death
- express sympathy with someone
- write sentences about Ethiopian statistics for HIV / AIDS
- use the zero conditional tense
- give advice to younger children about AIDS
- use the modal verbs *must, need, have to, don't have to*
- make a poster about AIDS.

A5.1 Introduction: What do you know about HIV?

Work in a small group and decide which answers are correct.

1 What is HIV?
- **a** A virus.
- **b** An infection.

2 How is HIV transmitted?
- **a** By touching someone with HIV.
- **b** Through contact with certain body fluids of a person with HIV.

3 What can you do to prevent HIV infection?
- **a** Don't have sex with people who are HIV positive.
- **b** Don't use a plate used by someone who is HIV positive.

4 Can you make plans for your life if you are HIV?
- **a** No, because you are ill and will be too weak to do anything.
- **b** Yes, because you may stay healthy for a long time.

5 How can you help someone you know with HIV?
- **a** Give them some condoms.
- **b** Encourage them to lead a healthy lifestyle by eating good food with them or doing sports with them.

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A5.2 Listening: Facts about HIV

Listen to your teacher reading some facts about HIV and check your answers from the exercise in A5.1.

GET A TEST BEFORE SEX

Sharing razors and syringes can spread HIV virus

ANTI-RETROVIRAL DRUGS SLOW DOWN AIDS DEVELOPMENT

USING CONDOMS CAN HELP PREVENT THE SPREAD OF HIV VIRUS

FRIENDSHIP AND SUPPORT HELP HIV / AIDS SUFFERERS

A5.3 Speaking: Discussion about AIDS

1 **In the listening text we heard one of the myths about HIV / AIDS: that having sex with a virgin can prevent you from getting the HIV virus. There are many other myths about HIV. Work in a small group and discuss each of these statements. Decide if you agree or disagree with each statement and give the reason for your opinion.**

1 You can wash the virus away by washing with disinfectant soon after having sex.
2 Abstaining from sex is the only safe way to avoid the virus.
3 Condoms are 100% safe.
4 Drinking alcohol makes it harder for you to say 'no' to sex.
5 If someone asks you to have sex with them, it means that they love you.
6 You can have a boyfriend or a girlfriend without having sex with them.

2 **In your groups think of the ways in which HIV / AIDS can be transmitted.**

Example:

AIDS can be transmitted through infected needles.

3 **It is not easy to say *no* when someone you like asks you to have sex. In your group, think of ways of saying 'no' to each of these statements:**

1 If you love me you will have sex with me.
2 I haven't had sex with anyone else.
3 If you say no, I will leave you.
4 Having sex makes girls more beautiful.
5 I will never have sex with anyone else.
6 Saying 'no' means that you are still just a child.
7 It is normal and natural to have sex.

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4 **Work in pairs to ask and answer questions about AIDS. Use both the *present simple* and the *past simple* tenses.**

Examples:

Question: *What causes HIV and AIDS?*
Answer: *A virus causes it.*
Question: *What caused many deaths in Africa last year?*
Answer: *HIV and AIDS caused many deaths in Africa last year.*

A5.4 Reading: Living with AIDS

1 **Read the following passage.**



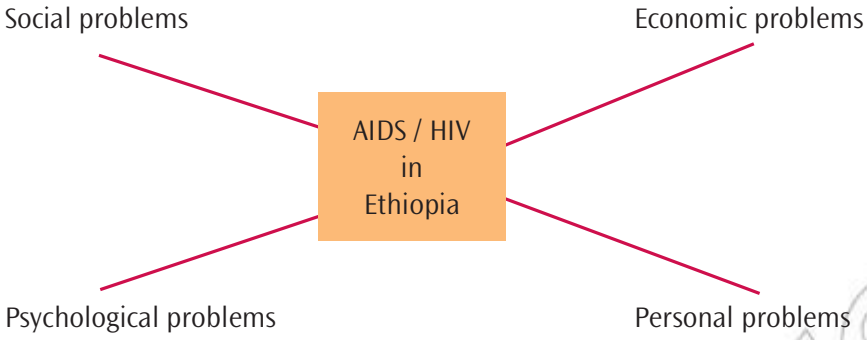
We did not know that Father had become infected with the HIV virus because he showed no symptoms of illness. For about six years the virus continued to develop and destroy cells in his body, so that his immune system became weaker and he began to suffer from a number of different infections.

He had been ill for some time when he was finally diagnosed with having AIDS. My mother, my older brother and I nursed him and took care of him as his condition got worse. We knew Father needed our love and support in his illness, and we tried to make his last months as good as they could be. Most of our neighbours remained friendly and came to visit us, although some were very shocked and stayed away.

We took turns to care for my father. We gave him good food to eat, and kept him as healthy as possible. Mother always arranged for Father to be treated very quickly if he caught any infections, and she showed us all how to practise sensible hygiene. We knew that there was no risk in caring for my father as long as we were careful to wash our hands before and after being with him, and before handling food. We knew that we could not catch HIV from ordinary contact with him, such as hugging, shaking hands or touching him, or from sharing towels, utensils or telephones. We made sure that we covered any open wounds on our hands, and that we kept Father's room and surroundings fresh and clean.

2 **Using the information in the passage above, discuss how to treat or help people living with HIV and AIDS.**

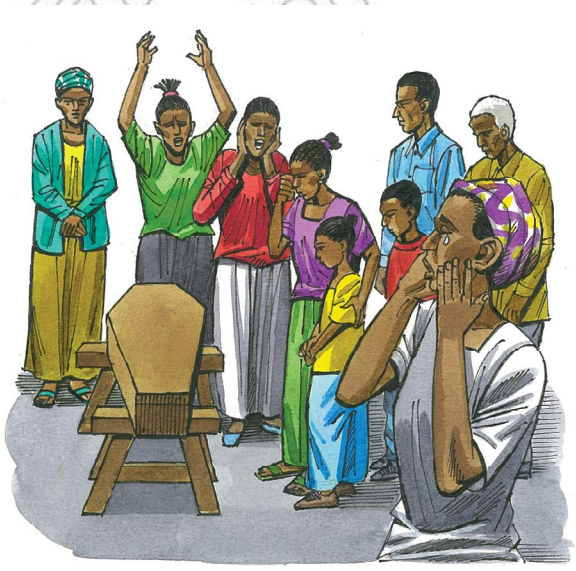
3 **Discuss the social, economic, psychological and personal problems that AIDS causes, then in your group complete the following spidergram about AIDS in Ethiopia:**



A5.5 Reading: A poem

Isatou died
When she was only five
And full of pride
Just before she knew
How small a loss
It brought to such a few.
Her mother wept,
Half grateful to be so bereft.
The neighbours wailed
As they were paid to do,
And thought what a spread
Might her wedding have been too.

Lenri Peters



Answer these questions about the poem.

1. How old was Isatou when she died?
2. What did her mother do?
3. What did the neighbours do? Why?
4. What were the neighbours thinking about?
5. Was the mother right to be so 'grateful'? Give reasons for your answer.

A5.6 Speaking: Expressing sympathy

1 **Work in a group and discuss how you would sympathise with someone who has just learned about the death of a near relative. Make a list of the expressions of sympathy you might use.**

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2 **Put these expressions of sympathy in order of the seriousness of a situation. Can you add any other phrases that were suggested in your discussion?**

- What a nuisance!
- I'm really sorry to hear that.
- How awful!
- What a pity.
- Poor you!
- Oh no!
- How terrible!
- That's sad.
- What a shame.

3 **Read the passage *Living with AIDS* again. Imagine a conversation between the young girl and a friend who is expressing sympathy about her father's illness. In your groups write a conversation between the two girls about the situation. Extend the conversation to use as many of the expressions of sympathy as you can.**

Example:

A: I've just heard that my father has been diagnosed as HIV positive.
B: How awful.

A5.7 Writing: Statistics for HIV / AIDS in Ethiopia

1 **Look at these statistics from *Population Reference Bureau & UNAIDS* for HIV / AIDS in Ethiopia in 2007–8**

Population 2008 (estimate)	**80,713,000**	
People living with HIV / AIDS, 2007	**980,000**	**1.2%**
Women (aged 15+) with HIV / AIDS, 2007	**530,000**	**0.6%**
Children with HIV / AIDS, 2007	**92,000**	**0.1%**
Adult HIV prevalence, 2007	**1,614,260**	**2%**
AIDS deaths, 2007	**67,000**	**0.1%**

2 **Use the following words and phrases to complete the sentences about the table:**

most	majority	half	small
number	large	number	minority

1 The _____ of people with AIDS were adults.
2 A _____ of people with AIDS were children.
3 _____ of the people with AIDS were adults over 15.
4 _____ of people with AIDS in 2007 died from the disease.
5 A _____ of deaths had other causes.
6 A _____ of adults showed a HIV prevalence.

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A5.8 Language focus: Zero conditional

- We use the *zero conditional* to talk about facts or situations that are always true, such as scientific facts and general truths.
  Examples:
  If / When / Unless + present + present

If / When	present simple	present simple
If	*you heat ice,*	*it melts.*
When	*she's not in,*	*her sister takes a message.*
If	*you don't water plants,*	*they die.*

Note: When the *if* clause comes first, a comma is usually used. When the *if* clause comes second, there is no need for a comma.

- We often used the *zero conditional* to give instructions, for example:
  Press the button if you want a receipt.
  If you want to leave a message, speak after the tone.

Join these words to make conditional sentences:

1. iron / rust / it / get / wet
2. no rain / the grass / not / grow
3. you / not eat enough / you / always hungry
4. my daughter / eat / too much chocolate / she /get / sick
5. ice / float / you / drop / it / in water

A5.9 Speaking: Advice for younger children

1 **Work in small groups to make sentences using the zero conditional tense; use the phrases in the box below.**

Example:

If people keep their illness secret, this leads to fear and suspicion.

become infected with HIV	immune system becomes weak	take care of AIDS patients
wash your hands	treat infections	cover open wounds
share towels and utensils		

2 **Now write a presentation or play about HIV / AIDS for younger children. Use information you have learned about the infection, then act it out for the rest of the class.**

A5.10 Language focus: Obligations and duties

1 **In Unit 1 we learned about the modal verbs *must, need* and *have to,* to express obligation or necessity. We can also use *should* in the same way.**

Example:

We must not ignore the problem of HIV and AIDS.
You should not drink too much at a party.

If we want to say that we are able to do something we use the modal verb *can*.

Example:

HIV positive people can live full and active lives.

2 **Complete the following passage with *can, mustn't, must, have to, should* or shouldn't.**

Doctor: Good morning, please sit down. How **(1)** _____ I help you?
Patient: It's my arm, doctor. It's very painful.
Doctor: Let me have a look. Oh dear! That does not look very good. What happened?
Patient: Well, I cut it on a nail that was sticking out of a wall. That was about a week ago. I thought it was getting better, but as you **(2)** _____ see, it isn't.
Doctor: No, it's very swollen now. It's infected. Did you wash it when you cut it?
Patient: No, doctor, I didn't think it was very bad.
Doctor: Now you see what happens when you just leave it! When you cut yourself you **(3)** _____ wash it and cover it. I'm going to give you some tablets. You **(4)** _____ take one three times a day. You **(5)** _____ stop taking them until they are finished. Do you understand?
Patient: Yes, doctor.
Doctor: The nurse will dress this wound. You **(6)** _____ come back in two days so that she **(7)** _____ change the dressing. You **(8)** _____ get it wet.
Patient: No, doctor. Do I **(9)** _____ stay at home?
Doctor: No, you **(10)** _____ go to school, but you **(11)** _____ be careful. You **(12)** _____ run around. You **(13)** _____ rest and eat well.
Patient: Yes, doctor.
Doctor: Come back if it gets worse.
Patient: Thanks very much, doctor.

3 **Answer these questions about the dialogue.**

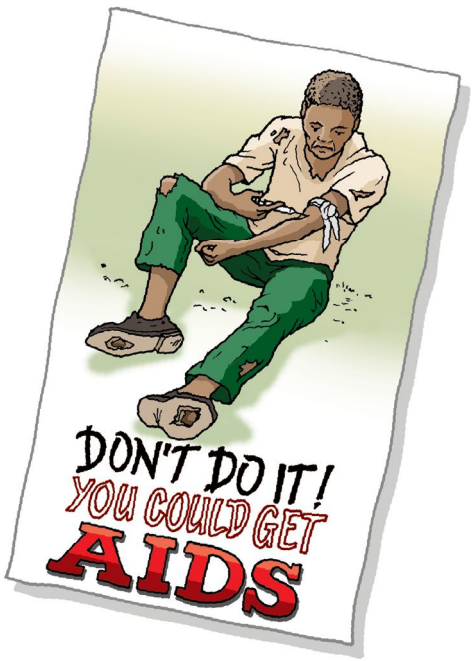
1 What problem did the patient have?
2 What things did the doctor do?
3 What advice did the doctor give the patient?

A5.11 Reading: Poster about HIV / AIDS

1 **Look at this poster about AIDS. Now work in pairs to make your own posters. Remember to include:**

- an appropriate illustration
- an eye-catching and memorable slogan
- useful information
- who your poster is aimed at.

2 **When you have finished, write a short description about your poster. Your partner should read out the poster and your description of it to the rest of the class.**



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Part B

Objectives

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

- discuss pictures showing teenage problems
- write a story about one of these pictures
- classify words according to their parts of speech
- read a leaflet about HIV / AIDS
- write a leaflet about HIV / AIDS
- read and act a radio interview about AIDS
- use direct and indirect questions
- use the modal verbs *mustn't, don't have to, shouldn't* and *can*
- learn more words about AIDS and HIV
- discuss your reading goals
- learn some tips for practising listening.

B5.1 Speaking: Problem pictures

In your groups, look at these pictures and describe what problem is being shown in each one.

1



2



3



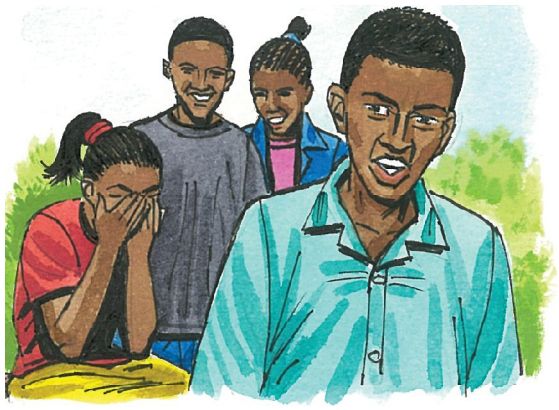
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5



6



Example:

Picture 1 – There is a girl sitting alone. She is dressed up to attract the attention of the boy.

B5.2 Writing: Write a story

Choose one of the pictures from above, and write a story about it in one or two paragraphs. Remember to introduce the situation and the characters; describe them; and say what is happening in the picture. When you end your story, try and include a moral for the picture.

B5.3 Reading: A radio interview

1 **Before you read the text below, discuss what causes AIDS with your partner and share ideas about it. Do you know of anybody who suffers from any kind of ailment? How does the person look? Does he or she show any sign of weakness?**

2 **Read and act out the interview in pairs.**

Presenter: *Dear listeners, tonight in the studio I am interviewing Dr Seif of Tirunesh Beijing Hospital in Addis Ababa to discuss the prevention and transmission of the killer disease AIDS. As you are fully aware, AIDS can claim the lives of both old and young in many parts of the world. I hope that Dr Seif will be able to answer some of our questions tonight. Dr Seif, many listeners don't understand much about AIDS. Can you tell them briefly what AIDS is?*

Dr Seif: *AIDS stands for Acquired Immune Deficiency Syndrome. Acquired means to get from other people, Immune means protected, Deficiency means insufficient protection, and Syndrome means a number of symptoms appearing together.*

Presenter: *Can you please tell us in simple terms what you mean, Doctor?*

Dr Seif: *AIDS is caused by the HIV virus, the Human Immuno-deficiency Virus, which is passed between people having sex when one of the partners is infected with HIV. Semen, vaginal secretions and blood from an infected person contains HIV. Drug users can also get it by sharing needles, syringes and other injecting equipment that is contaminated with infected blood. You can also get it when you are given infected blood during a blood transfusion; by using unsterilised instruments for tattoos or ear-piercing; or by using unsterilised needles for injections.*

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Presenter: *I understand that some people have the virus but do not look sick. How would you know if someone is HIV positive?*

Dr Seif: *Yes, it is true that infected persons can appear completely healthy, and can therefore pass on the virus to their sexual partners without them knowing it. To avoid getting the virus, you need to make sure that your partner has had an HIV test before starting a sexual relationship.*

Presenter: *Doctor, you have explained the most common ways that someone can get AIDS, but what about babies who have it?*

Dr Seif: *Young babies get it from their mothers. If a mother has the HIV virus in her blood, she can pass it on to her unborn baby. An infected mother who breastfeeds her baby may also transmit the HIV virus to her child.*

Presenter: *Dear listeners, we have only a few minutes left before the end of the programme, but perhaps Dr Seif can tell us briefly how to avoid this deadly disease.*

Dr Seif: *This is not easy to answer, but the first thing to remember is that if you are married, stick to your partner. That is, have only one lifetime sex partner.*

Presenter: *But Doctor, I am quite sure you are aware that some men have several wives.*

Dr Seif: *Dear listeners, if a man has several wives, all these people can still be safe as long as the husband and wives don't have sex with other people. Secondly, people who hope to get married should both have an HIV blood test before having sex. Remember, some people look healthy when they are already infected. Don't take the risk.*

Presenter: *Doctor, there are lots of adverts on TV and radio about having safe and protected sex by using condoms. What is your advice about this?*

Dr Seif: *It is true that there are lots of adverts in the media about safe and protected sex, but people should not believe that condoms are 100% protection against AIDS. Using condoms definitely lowers the chances of contracting AIDS, but people should still take extra care and get tested.*

Presenter: *Well listeners, we have come to the end of our programme on the prevention and transmission of AIDS. Please tune in next week, same day, same time for another discussion on health matters. Good night.*

3 **Work with a partner to identify the key points in the interview and list them in your exercise book.**

B5.4 Language focus: Indirect questions

An indirect or *embedded question* is a part of a sentence that would be a *question* if it were on its own, but is not a question in the context of the *sentence*, for example:

I don't know where she has gone.
Could you tell me where the bank is.

In the interview above, the presenter asks Dr Seif a number of questions. Write five questions, either direct or indirect, that you would like to ask Dr Seif. Discuss the answers in your group.

Example:

Could you tell me how many people there are in Ethiopia living with AIDS?

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B5.5 Language focus: *Mustn't, don't have to, shouldn't, can*

Previously in this unit we revised the use of the modal verbs *must, need,* and *have to, to* express obligation. Similar modal verbs for giving advice are *mustn't, don't have to, shouldn't* and *can*. Remember that *don't have to* is used to mean something that is not necessary, while *mustn't* means that you are not allowed to.

Examples:

We mustn't ignore the problem of HIV and AIDS.
HIV positive people can lead full and active lives.

1 **Put these phrases under the correct headings below in your exercise book, according to the rules in your school.**

wear uniform	run in the corridor
make a noise in class	talk to our friends during break
come to school on Saturday	make time to do our homework
listen carefully to our teachers	come to school on time
leave the classroom without permission during a lesson	wear a hat to school
wash our uniform every day	eat our lunch at school

- We must …
- We have to …
- We mustn't …
- We don't have to …
- We should …
- We shouldn't …

Add one more item to each list.

2 **Complete the sentences using *have to*, *don't have to*, *must* and *mustn't*.**

Example:

You don't have to understand every word you read.

1 Cars _____ stop when the traffic lights are red.
2 You _____ cross the road when the traffic lights are red.
3 We are going to visit our friends so we _____ take the bus to Addis Ababa.
4 Students _____ be late for school in the morning.
5 My father is ill with AIDS so I _____ help look after him.
6 You _____ wash your hands before a meal.
7 Because it is you birthday, you _____ help wash the dishes today.
8 We _____ tell lies or cheat; it is wrong.

3 **Listen to your teacher read out some modal verbs and suggest phrases or sentences in which they could be used. Try to relate your sentences to the topic of HIV and AIDS.**

Example:

When treating an AIDS patient who has open wounds, you must wear gloves.
You can shake hands with someone who has HIV.

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B5.6 Increase your word power: Quiz

Find these words in the leaflet about HIV / AIDS below. Look them up in a dictionary and put the words into groups according to their parts of speech. See the headings listed below.

infect	represent	distribution	adults	widespread
females	discrimination	orphans	exploit	disastrous
extend	recent	occur	sibling	clan
behaviour	rapidly	extended	admit	currently

Nouns	Verbs	Adjectives	Adverbs

B5.7 Reading: An HIV / AIDS leaflet

1 **You have two minutes to read the following leaflet and say what it is about:**

HIV / AIDS

The widespread HIV / AIDS infection has hit Ethiopia with disastrous results. The current HIV rate is officially 6.6% (but 16% in Addis Ababa). 2.2 million Ethiopians are infected by HIV / AIDS (the third highest number of people infected in the world). Even more worrying is the fact that the highest number is in the 15 to 24 age group, representing recent infections for this twenty-year-old disease. The age and sex distribution of reported AIDS cases shows that about 91% of infections occur among adults aged between 15 to 49. The number of females infected between 15 to 19 years of age is much higher than the number of males in the same age group. The disease is made worse because women often do not have the confidence, knowledge or economic independence to protect themselves. As the disease strikes the economically active within families, those who are affected often face financial insecurity, discrimination, and therefore struggle for their living.

3.8 million children have lost one parent due to HIV / AIDS (among other illnesses) and there are more than 1.2 million orphans in Ethiopia. Traditionally, these children are taken in by extended families but because of their great numbers and the economic strain, many children are no longer cared for by their extended clan. Many orphans are now found on the streets, exploited and abused or working to care for their younger siblings by any means they have.

The rapid spread of HIV and AIDS in Ethiopia is a consequence of mass denial and the social disgrace of persons living with HIV / AIDS. This prejudice against people affected by HIV / AIDS is so strong that no one admits to having the disease, or even having relatives who are sick. Currently, it seems people are aware of how the disease is spread but are still not changing their behaviour.

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2 **Now read the leaflet again and list what you think are the three most important new facts you have learned.**

3 **Answer these questions:**

1 What is the current HIV rate in Addis Ababa? Is this higher or lower than for the rest of the country?
2 How many people are infected in Ethiopia?
3 What age range has the highest rate of infection?
4 Is the infection of males between 15 to 19 years higher than the number of females in the same age group?
5 How many children have lost a parent due to HIV / AIDS?
6 How many orphans are there in Ethiopia?

B5.8 Study skills: Your reading goals

Refer to the reading competency grid from the Study skills section in Unit 3 B3.5. Read the following information about Gebre and the advice he was given on how to read a book:

Gebre's teacher, Weizero Senait, has told the class to read a book. Gebre is very unhappy about it, because he doesn't know how to read a book. Look at these questions he asks her.



a *Where can I read?*

b *Anything else?*

c *How do I choose a book?*

d *Can I write in the book?*

e *What about new words?*

f *When can I read?*

Weizero Senait, I'm sorry, but I don't really know where to start.

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These are Weizero Senait's answers. Match each of her answers to one of Gebre's questions.

Example:

Question c) = Answer 1

1 **It is important to read a book that you are interested in.**

- Look at the front cover, the title and the picture on the front (if there is one).
- Look at the back cover. It may give you some information about the story, read it.
- Look at the first page and read the first few sentences.
- Flick through the book, look at any pictures and chapter headings.

Now you should have some idea what kind of book it is, and what the story is about.
Repeat these steps with some other books, until you have found one that looks interesting.

2 **You need to sit somewhere fairly quiet. Good places to read are: in the library, under a tree, in your room, in bed.**

3 **You have to find time to do some reading. It is not a good idea to read a book in one go. That would take quite a long time. Read a few pages, or a chapter, when you can. Try to do it regularly. When do you have time to read for a few minutes?**

- When you wake up in the morning?
- When you get home from school?
- In the evening when it is dark?
- When you go to bed?

4 **There are several things you can do to help you understand new words.**

- Guess the meaning of the new word from the context.
- Ask someone else what it means or look it up in the dictionary.

5 **Looking after books is very important. They are very expensive and not easy to get hold of. It doesn't matter if the book is from the library, one you borrowed from a friend, or if it is your own book. Here are some tips:**

- Don't write in books because it spoils them.
- Don't fold down the corner of the page. Use a book mark when you put your book down to help you find the right page next time you pick it up. This can just be a piece of paper torn from an old newspaper or it can be something special, like some piece of coloured string or wool plaited together.
- Don't fold back the two halves of a book as you will break the spine and the pages will fall out.
- Protect your book from getting wet.

6 **Well, it's a good idea to keep a reading notebook. You can use it in various ways.**

- When you get to the end of a chapter, you can make a list of new words in your notebook. You can look back at the lists you have made from time to time, to revise the words.
- You can write a short report on the book when you have finished it. Write a sentence or two about the story and the characters and then another sentence about what you thought of it.

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B5.9 Study skills: Tips for practising listening

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

1 **Who do I listen to?**

People, classmates, teachers, friends, family members.

What do I listen to?

Lectures, presentations, instructions, announcements, television, movies, radio.

2 **Discussion**

In groups, discuss the best way to remember information, lists, poems and so on. Share your ideas with the class.

3 **How to remember a listening text.**

Ask yourself the following questions:

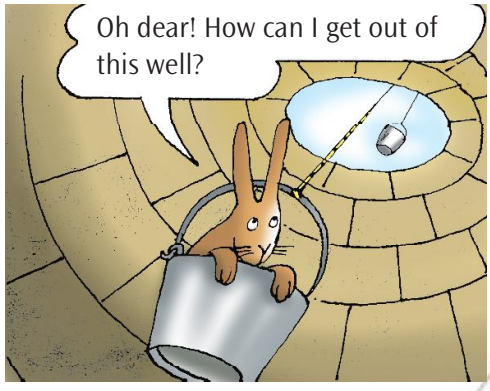
1. *How is the information organised? Does the storyline, narrative, or instruction conform to familiar expectations?*
   Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious structure (main ideas first, details and examples second) are easier to follow.
2. *How familiar are you with the topic?*
   Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.
3. *Does the text contain redundancy?*
   At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of the language.
4. *Does the text involve multiple individuals and objects? Are they clearly differentiated?*
   It is easier to understand a text with a doctor and a patient than one with two doctors, and it is even easier if they are of the opposite sex. In other words, the more marked the differences, the easier the comprehension.
5. *Does the text offer visual support to aid in the interpretation of what the listeners hear?* Visual aids such as maps, diagrams, pictures, or the images in a video help contextualise the listening input and provide clues to meaning.

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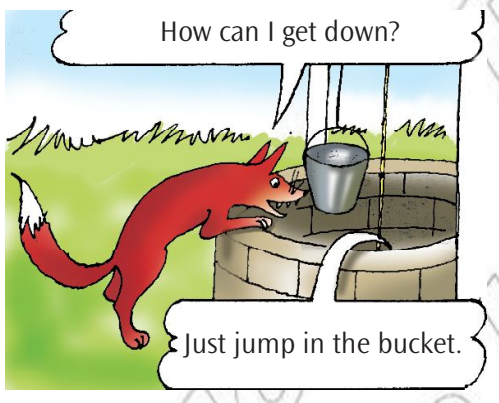
4 **Listen to your teacher and fill in the key words in this story.**











What do you think happened next?

Once upon a time a rabbit was walking in a wood and a fox saw him. The fox was _____ and said, "Come here, little rabbit. I want to give you a _____." But the rabbit _____ away and jumped down a _____. The fox could not _____ the rabbit, but the rabbit could not get out of the _____.

"Oh dear!" said the _____. "How can I get out of this well?" Then the rabbit had an _____. She shouted up to the fox, "There's a lot of food down here. Come down and get some, Mrs Fox."

The _____ looked down the well and said, "How can I _____ down there?"

The rabbit said, "Just jump in the _____ and you'll get down here all right."

1 What do you think happened to the fox?
2 What do you think happened to the rabbit?
3 What is the moral of this story?
4 Work in pairs to write a conclusion to the story.

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B5.10 Fun with words: How many words can you make?

How many words can you make from this word? *characteristics*

- In each word you can use each letter as many times as it appears in the word:

For example. c x 3, h x 1

- Words must have two or more letters
- Try to make at least 12 words.

For example, *car, stars*

Assessment

1 **Speaking**

Your teacher will give you some pictures that tell the story of Mr Tolossa, but they are in the wrong order. Put them in the right order, then tell your friend the story.

2 **Reading**

Your teacher will give you a short extract from *The African Child;* it is the autobiography of Camara Laye and is about his childhood in Guinea, West Africa in the 1930s. Your teacher will give you some questions about the extract. Read the text and answer the questions in your exercise book.

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Unit 6

Media, TV and Radio

Part A

Objectives

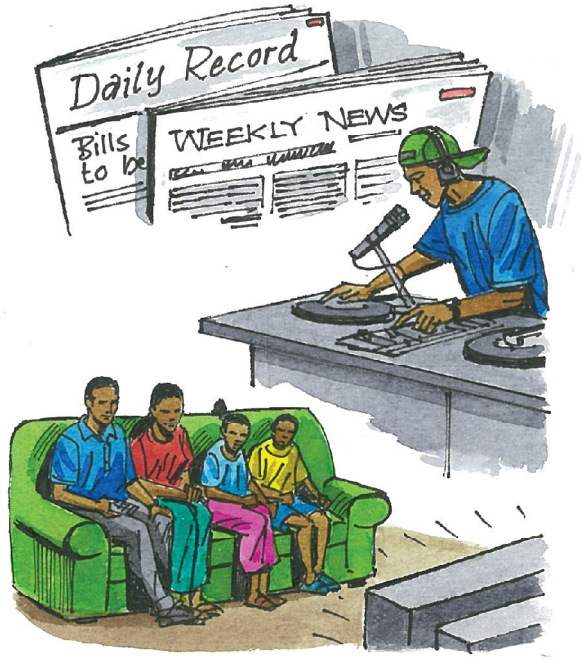
By the end of this part of the unit you will be able to:

- discuss the media
- learn words connected with the media
- listen and match descriptions of famous people
- match text and pictures of famous people, and talk about them
- write a biography of a famous person
- make comparisons
- read about the media in Ethiopia
- express your opinions
- join phrases to make complete sentences
- write an essay introduction
- play a game about fake biographies.

A6.1 Introduction: Radio, TV and newspapers

Work in a small group and discuss your answers to these questions.

1. What are the names of the newspapers read in Ethiopia and in your local region?
2. What are the names of the TV and radio stations in Ethiopia?
3. Which of these activities do you do the most?
   - a read a newspaper
   - b listen to the radio
   - c watch TV
4. When do you do each of these things?
5. What kind of articles do you like reading in the newspaper?
6. What kind of programmes do you like listening to on the radio?
7. What kind of programmes do you like watching on TV?



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A6.2 Increase your word power: Media words

1 **Put the words in the box under the correct headings *Radio/TV* and *Newspapers*. Write them in your exercise book.**

advertisements	aerial	article	broadcast	column
editor	headlines	journalist	newsreader	presenter
programme	remote-control	reporter	satellite-dish	station

Example:

Radio/TV	Newspapers
programme	*article*

2 **Listen to your teacher reading definitions of these words. Circle each word as you match it to the correct definition.**

A6.3 Listening: Famous people

Listen to the descriptions of these people, and match them to the correct pictures.

a



Aster Aweke

b



Tabita Hatuti

c



Kenenisa Bekele

e



Lulu Gezu

e



Lulseged Retta

f



Kibnash Tolossa

A6.4 Speaking: Describing people

1 **Look at the pictures of the Ethiopians on the previous page and match these descriptions to the people:**

1 She is middle-aged and a fine figure of a woman, tall and rather fat. She enjoys cooking and has made a success of her business.
2 Her distinct singing style influenced many other Ethiopian singers. She now lives in the United States of America, where she performs in restaurants and clubs.
3 Born in Shento, she makes large brewing pots which she sells in the market. She collects the clay and makes her pots by hand. Her husband Busho or one of her six sons usually help her to fire the pots.
4 Now a full-time studio artist, he is famous as a painter and a graphic artist. His paintings, which are exhibited at the Addis Art Gallery and express the essence of Ethiopia, are noted for their exaggerated wide open eyes.
5 She is very beautiful and intelligent, and enjoys studying and promoting the Ethiopian culture. She intends to become a model.
6 He is young and good-looking and comes from Arsi. He married an actress who played a leading role as a city girl on a visit to the rural south of the country.

2 **Using the information from the listening exercise above, work in pairs to describe each celebrity with your partner.**

Example:

Student A: *Lulu Gezu is very beautiful, isn't she?*
Student B: *What's she like?*
Student A: *She is tall and slim with a charming face.*
Student B: *What does she like doing?*

A6.5 Writing: Biographies

Look at the pictures of the celebrities again. Work in pairs to write a short descriptive biography about one of them for a TV or radio broadcast. Include details about his or her place of birth, age, accomplishments, appearance, training and successes. You can make up further details about them if you do not have sufficient information.

A6.6 Language focus: Making comparisons

These sentences compare people:

- Kibnash Tolossa is fatter than Lulu Gezu.
- Aster Aweke is more famous than Lulu Gezu.
- Lulseged Retta is a better known artist than Tabita Hatuti.

Comparative adjectives are used to compare two things or people.

- We add *–er* to adjectives like *long*.
- We put *more* in front of long adjectives like *thoughtful*.
- Some adjectives like *good* and *bad* have irregular comparative forms, for example: *better* and *worse*.

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1 **Work with a partner. Make six sentences from the table below using the correct form of the adjectives. Make sentences that you think are true. Write them in your exercise book.**

A lion		(beautiful)		a dog.
A crocodile		(dangerous)		a rabbit.
A hippopotamus		(nervous)		a gazelle.
A gazelle	is	(big)	than	a hippopotamus.
A rabbit		(small)		a crocodile.
A dog		(heavy)		a lion.

Example:
A hippopotamus is more dangerous than a rabbit.

2 **Now look at the pictures of the celebrities in the Listening section above. Make four sentences comparing two celebrities in each sentence. Use comparative adjectives.**

Examples:
Lulseged Retta is older than Kenenisa Bekele.
Kibnash Tolossa is fatter than Lulu Gezu.

This sentence contains two *superlative adjectives*:
Kenenisa Bekele is the fastest and strongest athlete in Ethiopia.

We use superlative adjectives to compare one thing with a group of things.

- We add *–est* to short adjectives like *fast*.
- We put *most* in front of long adjectives of two syllables or more, like *famous*.
- We put *the* in front of superlative adjectives.
- Some adjectives like *good* and *bad* have irregular superlative forms: *the best* and *the worst*.

3 **Work with a partner. Make six sentences from the table below using the correct forms of the adjectives. Make sentences that you think are true. Write them in your exercise book.**

The elephant			(slow)	
The cheetah			(big)	
The giraffe	is	the	(fast)	animal.
The mosquito			(tall)	
The tortoise			(dangerous)	
The monkey			(intelligent)	

4 **Make six sentences about the pictured celebrities above or famous people of your choice. Use adjectives in the superlative form. Write them in your exercise book. You can use some of the words below to help you.**

pretty	good-looking	funny	hard-working
quiet	noisy	famous	thin

Example:
Lulu Gezu is prettier than Kibnash Tolossa.

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A6.7 Reading: The media in Ethiopia

1 **Read the following text with your partner; discuss any words that you do not understand.**

The media in Ethiopia consists of radio and television, which are controlled by the Ethiopian government, together with private newspapers and magazines. In comparison to Ethiopia's over 2,000-year history as a sovereign nation, the media is a very recent development.

Ten radio broadcast stations, eight AM and two shortwave, are licensed to operate in Ethiopia. The major radio broadcasting stations include *Radio Ethiopia*, *Radio Fana* (or *Torch*) a private station, *Radio Voice of One Free Ethiopia*, and the *Voice of the Revolution of Tigray*. The only television broadcast network is *Ethiopian Television*, with 24 hours of broadcast and three regional stations, namely *Addis TV*, *TV Oromiya* (with two live studios), and *Dire TV*. Following government policy, radio broadcasts occur in a variety of languages.

Print media, because of high poverty levels, low literacy rates, and poor distribution outside of the capital, serve only a small number of the population. The lack of distribution is shown by the official press. Since the end of the civil war, private newspapers and magazines have started to appear, and this part of the media market continues to grow, in spite of the ups and downs of Ethiopia's economy. The much richer and more worldly Ethiopians who live abroad have helped the development of a free press in Ethiopia, and have provided their communities with news services (both online and off) in both Amharic and English.

Extract from The Media in Ethiopia

2 **Work with your partner to answer the following questions about the text.**

1 What are the different kinds of media mentioned in the passage?
2 Who controls radio and television in Ethiopia?
3 How many broadcast stations are licensed to operate in Ethiopia?
4 What is the name of the single television network?
5 What is the government language policy for radio broadcasts?
6 Why does the print media have such a poor distribution outside Addis Ababa?
7 What part of the media is showing positive growth?
8 How do Ethiopian people living abroad keep up with the news?

3 **Find out what the following words from the text mean and use them in sentences:**

media	licensed	network	studio
literacy	sovereign	economy	community

A6.8 Writing: Making a news programme

1 **Read the following headlines and the weather forecast for a news broadcast.**

Good evening viewers. Here is the news read by Jemal Ahmed. First, the headlines.

- The popular Ethiopian singer Tilahun Gessesse has died at the age of 68.
- Ethiopia is the latest country to be caught up in 'Pop Idol' mania, as hopefuls of all ages audition every week to win the coveted title.
- The Ethiopian stars Feyisa Lelisa and Atsede Bayisa shine at the Xiamen International Marathon.
- Fire has broken out in the main market in Addis Ababa.

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Now for the news in detail:

To end the news, here are the main points again:

Now here is the weather forecast for Addis Ababa:
Tonight the skies will be partly cloudy, with a temperature of 10ºC. Winds will be East-North-East at 8 to 16 kilometres per hour. Tomorrow there will be a few clouds from time to time, with a high of 24ºC. Winds will be East-South-East at 8 to 16 kilometres per hour. Later in the week we will see clear skies with highs in the mid 20s and lows in the low 10s.

2 **Now work in groups to write your own news broadcast. Decide on which items of news you want to include, for example: current, local or international events. Write the script for the broadcast, followed by a weather forecast.**

3 **From your group, select three presenters to read your news broadcast to the class. Two of the presenters read the headlines and news reports between them. The third presenter reads the weather forecast.**

A6.9 Speaking: Expressing opinions

1 **Work in a group and select a topic from the list below:**

- Watching TV is a waste of time.
- Nowadays people prefer TV to radio.
- Celebrities have too much money.
- There is too much sport on television.

List the points to agree or disagree with the chosen topic. Read each point aloud and let members of your group express simple counter arguments *for* or *against* it, using the following opinion expressions:

- *I think …*
- *I suppose …*
- *I'm pretty sure that …*
- *It's my opinion that …*
- *I'm convinced that …*
- *I wonder if …*

Write down these opinions in your exercise book.

2 **Choose a presenter from your group to present your arguments *for* or *against* each topic to the rest of the class.**

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A6.10 Language focus: Different kinds of sentences

- A simple sentence contains a *subject* and a *verb*, and expresses a *complete thought*.

Example:
We won the football match.

- A *compound sentence* contains two independent clauses joined by a conjunction: *for, and, nor, but, or, yet, so*. (Helpful hint: The first letter of each of the coordinators spells *FANBOYS*.) Except for very short sentences, conjunctions are always preceded by a comma.

Examples:
I went home and did my homework.
Our team won the match, so we all were very happy.

- A *complex sentence* has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinating conjunction, for example:
  after before unless although if until as since when because than while
- *Subordinating conjunctions* usually come at the beginning of the subordinate clause.

Examples:
He watched television although he had not done his homework.
We will go home when the football match is finished.

- A subordinate or dependent clause *depends* on a main or independent clause. It cannot exist alone. For example: *Although I work hard* does not make any sense. But a main or independent clause can exist alone. For example: *I'm still hungry.*

Join these sentences using the word or expression in brackets. Remember to change the punctuation where necessary.

1 Liben wanted to be a doctor. He didn't work hard enough at school. (although)
2 Gifti wanted to be a pop star. She watched *Ethiopian Idols* on television. (since)
3 You will not play in the final match. You must train hard to win a place in the team. (unless)
4 Ayantu wanted to run in the Olympic Games. She saw Derartu Tulu win a gold medal. (because)
5 Girmay must pass his exams. He can train to be a doctor. (before)
6 We must buy some bananas. The price is very low. (while)
7 The dog was sick. It had eaten some bad meat. (because)

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A6.11 Writing: An essay introduction

An introduction to an essay has various different functions:

- To give the subject of the essay and catch the attention of the reader.
- To give a brief idea of the content of the essay.
- To lead in to the *thesis* statement which appears at the end of the introduction and summarises the main argument.

An essay introduction should be short and to the point. It should help the reader become familiar with the subject and the following discussions. You might begin your introduction with an appropriate fact, statistic or quote, but only include information that is relevant to the content of your essay.

1 **Look at these three essay introductions. Work in your groups to rank them in order of their strengths or weaknesses. Give reasons for your decisions.**

1. Hiya folks. My name is Girmay and I'm going to write about my favourite TV programme. But before I do, let me tell you a bit about myself…
2. The topic of my essay is fame. It will examine how fame at too-early an age can affect a young person in an adverse way. I shall examine the life-style of a real pop-star; analysing their earnings, the lack of privacy and the effect on the young person's self-esteem. I will discuss the advantages and disadvantages of being young and famous in Ethiopia today.
3. I like reading newspapers so I am going to write about them in my essay. My essay is about the print media and newspapers in Ethiopia. Do you like reading newspapers? If so, which ones do you read? I like to read local newspapers the best because…

2 **Work in pairs to write an essay introduction for one of the topics listed in A6.9: Expressing opinions (above). Try to make your introduction interesting, use both compound and complex sentences and different conjunctions.**

A6.12 Fun with words: Fake biographies

Play this game in small groups. You will be writing a fake biography of a famous person of your choice.

- Your teacher will give you some strips of paper.
- Student A should write the first sentence and then fold the paper over so that Student B cannot see it.
- Student B writes the second sentence and so on.
- Continue with this method until you have finished. Remember to include the person's age, occupation, residence and so on. You can make up facts or amusing sentences and be as imaginative as you like.
- Remember to write using appropriate language and sentences, giving enough details and information.
- When you have finished fold out the paper and read out what you have written to the rest of the class.

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Part B

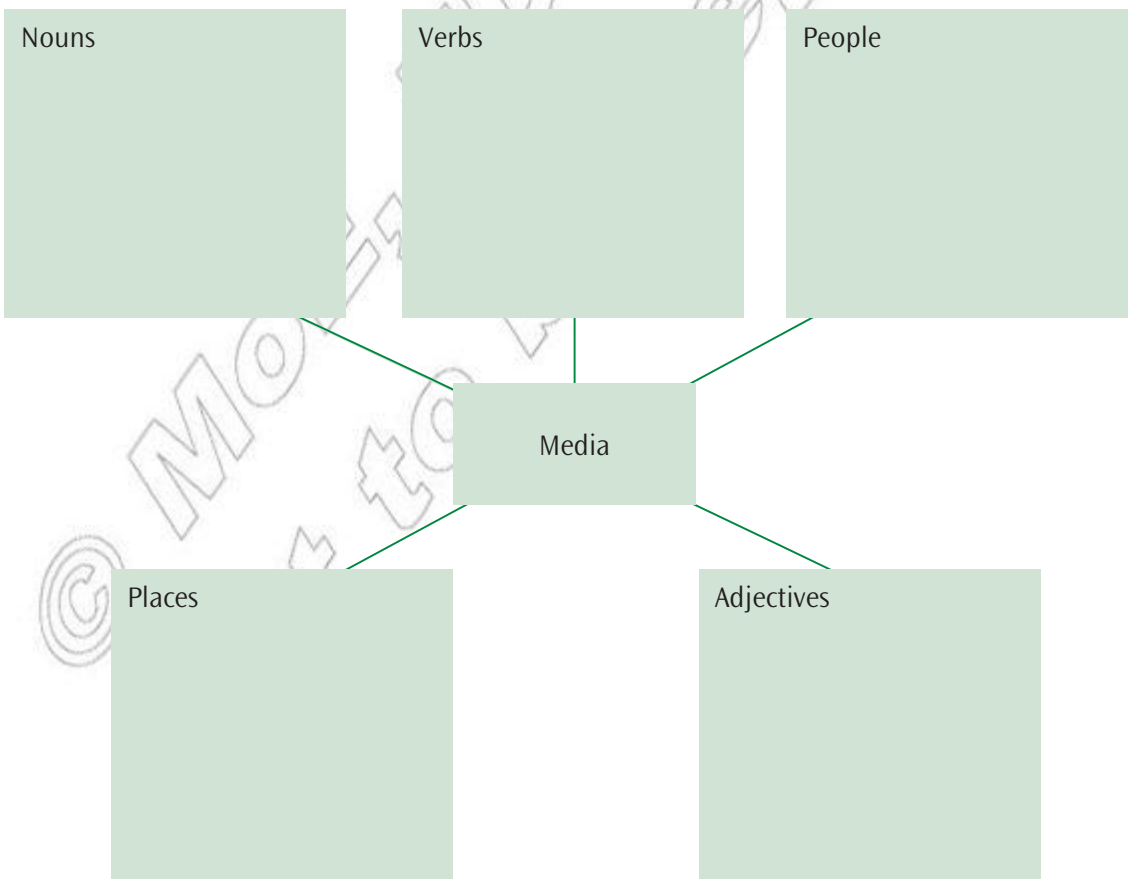
Objectives

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

- classify media words
- discuss a television schedule
- listen to an interview about Tilahun Gessesse and answer questions about it
- use some synonyms and antonyms
- use the present perfect tense
- report what someone has said
- talk about your favourite celebrity
- read about the advantages and disadvantages of radio and television
- pronounce words with a different number of syllables
- read and contrast two biographies
- learn a spelling rule
- classify associated words.

B6.1 Increase your word power: Words for the media

Work with a partner and copy the diagram below into your exercise book. Complete it with words connected to the media, classifying them according to the headings in each box. The person with the greatest number of entries wins!



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B6.2 Speaking: Radio and TV programmes

1 **Look at the following TV programme schedule. Work in pairs to ask and answer questions about it.**

Today 13 April

9:00 AM Children's programme	**6:10 PM** Noor film series
9:30 AM Professionals' advice	**7:00 PM** News in Tigrinya
10:05 AM Sports	**7:20 PM** Awutar
10:40 AM Elal Tibebat	**8:00 PM** News in Arabic
11:10 AM Hirmet music programme	**8:20 PM** Weekly news events
12:30 PM News in Tigrinya	**9:00 PM** News in Tigrinya
12:50 PM Bigahdi	**9:30 PM** Dehai Deki Hade Libi
1:30 PM News in Arabic	**10:15 PM** News in English
2:00 PM Children's programme	**10:35 PM** Amharic programme
2:30 PM Mosaic	**11:25 PM** Film
5:30 PM Daret Kana	**News Summary**

Example:

Student A: *What programmes do you like best?*
Student B: *I like watching the weekly news events.*
Student A: *What time are they on?*
Student B: *They are on at 8.20 p.m.*

2 **Now conduct similar conversations with a partner about the following topics:**

- news broadcasts
- soap operas / family dramas
- programmes about cars
- sports coverage in the media
- movies
- documentaries
- children's programmes.

3 **Work with a partner to ask and answer questions about television and radio.**

Example:

Student A: What time is the news in Arabic on?

B6.3 Listening: A radio interview

1 **Listen while your teacher reads an interview about Tilahun Gessesse.**

2 **Synonyms are words with identical or very similar meanings. Now listen to the interview again and tick the words you hear in the left column. Match these words with their synonyms on the right. You may need to check your answers in a dictionary.**

admirer	supporter
encouraged	inspired
perform	act
interest	fascination
pursue	follow
honorary	complimentary
appreciation	acknowledgement
achievement	attainment
dominant	foremost
citizens	countrymen

3 **Listen to the interview again and write the answers to the questions in your exercise book.**

1. What was Tilahun Gessesse's real name?
2. Who encouraged him at school to take up singing?
3. How did Tilahun travel to Addis Ababa?
4. Where did he get his first job?
5. How did he help famine victims?
6. How many songs did he record?
7. How was he honoured when he died?
8. Why will he always be remembered?

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B6.4 Increase your word power: Write the opposites

- *Synonyms* are different words with identical or very similar meanings.
- *Antonyms* are words with the opposite meaning to another word.

Look at the list of words in B6.3 and their synonyms. Write the antonyms for as many of these words as you can in your exercise book.

B6.5 Language focus: The present perfect tense

1 **Tilahun Gessesse said in his interview *I have been interested in running since I was a child.* Now make similar sentences from the box below:**

I have	been interested in music helped raise large sums of money been singing been a leading star singer received an award	for since	I was a child. aid famine victims. a long time. my first job. my contribution to music.

2 **Work with a partner to make similar sentences about yourself, using the present perfect tense with the words *for* or *since*.**

We often use the present perfect tense with *for* or *since* when the action is unfinished, for example:

- I've been waiting to see you for over an hour.
- I've been here since one o'clock.

3 **Complete the following sentences, changing the verbs into the present perfect tense and choosing either *for* or *since*.**

Example:

I (wait) at the bus stop for/since half an hour.

I have been waiting at the bus stop for half an hour.

1 We (live) in Addis Ababa for / since three years.
2 Zebida has been (read) that book for / since he came home.
3 Halima (learn) to play the violin for / since she was ten.
4 My uncle (work) at the school for / since a long time.
5 I (sing) in the choir for / since I started secondary school.
6 The boys (washing) their clothes for / since over an hour.

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B6.6 Language focus: Reporting what someone has said

Reporting what you yourself have said is easy:
- Direct speech: *I don't know.*
- Reported speech: *I said I don't know.*

When you report what someone else said, you have to change the pronouns in the sentence.



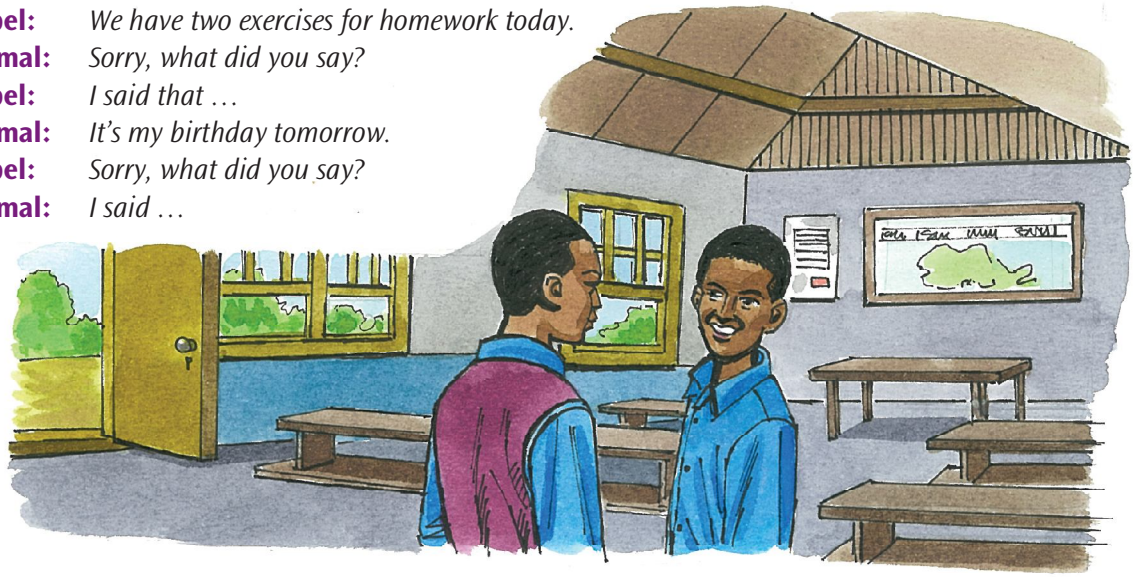
1 **Write these dialogues in your exercise book. Complete them using reported speech.**

Example:

Question: *Where are you from?*

Answer: *I'm from Ethiopia. He said he was from Ethiopia.*

Abel: *We have two exercises for homework today.*
Jemal: *Sorry, what did you say?*
Abel: *I said that …*
Jemal: *It's my birthday tomorrow.*
Abel: *Sorry, what did you say?*
Jemal: *I said …*



2 **The headmaster is talking but Abel and Jemal are at the back of the hall and can't hear him very well. Complete the dialogue using reported speech.**

Headmaster: *Our school sports day will be in three weeks.*
Abel: *Sorry, what did the headmaster say?*
Jemal: *He said …*
Headmaster: *You must all do your best to make it a success.*
Jemal: *Sorry, what did he say?*
Abel: *He said …*

3 **When we report something a long time after someone has spoken, we have to change the tense of the original sentence.**

Direct speech	Reported speech
I work hard.	*He said he worked hard.*
He is working hard.	*I said he was working hard.*
We have worked hard.	*You said we had worked hard.*
They worked hard.	*She said they had worked hard.*
I will work hard.	*She said she would work hard.*

4 **Work with a partner. Yesterday you met your friend Meselu in town. Today you report to your partner what Meselu said. Write the reported sentences in your exercise book. The first one has been done for you.**

1 It's my birthday in two weeks. *Meselu said it was her birthday in two weeks.*
2 I'm having a birthday party. *She said she was …*
3 I have invited about 20 people.
4 We will have the party in the garden.
5 Wiezero Bontu is going to make the cake.
6 I hope you can come to the party too.
7 She had a very good party last year.
8 Her mother made a beautiful cake.

5 **Report the things that have been said in the last few days by:**

- your teacher
- your mother or father
- your friend
- someone in the television
- someone on the radio.

Example:

The weather forecast on the radio said yesterday that it was going to rain all day.

B6.7 Speaking: Who is your favourite celebrity?

1 **Work in a group to suggest the names of various celebrities (sports personalities, pop stars, film stars and so on). Write various interesting details about one of them on a piece of paper and give the paper to your teacher.**

2 **Your teacher will pretend to be the celebrity that you have selected. In your group, act as interviewers or journalists and ask your teacher (the celebrity) a range of questions.**

Examples:

- *Can you tell me what you think is your best moment?*
- *Does that mean that you have earned a lot of money?*
- *You said that you wanted to help orphans. What plans do you have to do this?*

3 **Pretend that you are interviewing Lulu Gezu. Work in pairs to role-play an interview with the pop star, using information from the listening text and your teacher's celebrity role-play as a model.**

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B6.8 Reading: What do you think?

1 **Work in a group to think of the advantages and disadvantages of radio and television, make a note of your discussion in your exercise book.**

2 **Read the following article:**

Nowadays many people all over the world spend much of their free time watching television. Television viewing has many advantages, but these are balanced by its many disadvantages.

Television allows you to reach a large number of people at both a regional, national and international level. News and current affairs are reported instantly as they happen and news channels are updated continuously, so that you can always be in touch and know what is happening all over the world. Television programmes can expand your knowledge of the world, its history, geography and different peoples, their sports and cultures. Television can also bring top-class entertainment such as sport, films and international concerts straight into your home. Television debates and discussions can broaden your outlook and develop your critical facilities, while educational television programmes can help you with your studies and schoolwork.

But there is a big downside to television as well. Many people spend so long watching television that they neglect their work and other duties. Families no longer communicate with each other as much, and people's attention spans are lowered as news items are presented in short 'bites' rather than in depth. Children who have unrestricted access to television can watch unsuitable programmes showing sex and violence, which they may come to accept as normal behaviour. Very often opinions are presented as 'facts' and people get a biased view of a conflict or a difficult question because of the limitations of time and scheduling television imposes on the reporter. Much of the entertainment is shallow and for popular consumption rather than more in-depth programmes and reports.

So television has two influences – one for good and one for ill. What are your thoughts about it?

3 **Do you agree with the points made in the article above? Can you add any further points to the list you made in Exercise 1?**

4 **Using the points you have listed, tell your group your own feelings about whether you feel watching television and listening to the radio is an advantage or a disadvantage for you personally. Give reasons for the points you make.**

B6.9 Speaking: Word stress

Make sure you understand the meanings of the following words, and write the following table in your exercise book. Work in pairs to say each word aloud and decide which group the words belong to, as in the example, according to their syllable length and word stress.

Ooo	**O**o	o**O**oo
radio	handsome	celebrity
media	lifestyle	

welcome	programme	television	political
introducing	artistic	famous	musician
professional	dedicated	limelight	compassion
successful	election	beggars	presenter

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B6.10 Reading: True stories

1 **Read the following two biographies:**

Well-earned success



Paul Vallely, a journalist, recently interviewed Kibnash Tolossa and wrote this report of the interview:

A decade ago, Kibnash Tolossa was poor, living in a small tin shack off a dusty alleyway in the back streets of Adama and like many other women, preparing vegetables, drink and bread. One day, when preparing food for her family, Kibnash made a few extra injera, which she sold on the streets. Word soon got round, and a local hotel asked her to make injera for them. But the problem was that Kibnash was limited in how many she could make because she could not afford to buy much grain or firewood. So she went to the local loan-sharks and borrowed a little money from them, even though their rates of interest were very high.

Then a local credit union began. "You could get a loan, but you had to save for six months first," Kibnash said. "I couldn't afford the two birr every week, but I managed, borrowing from friends when I didn't have the money."

Six months later she was allowed to apply for a loan – worth ten times her savings, so long as the credit union approved of her business plan. With the money, she bought teff in bulk at half the price she had paid previously, and began to work full time. The hotel wanted all she could produce, so she took on an assistant.

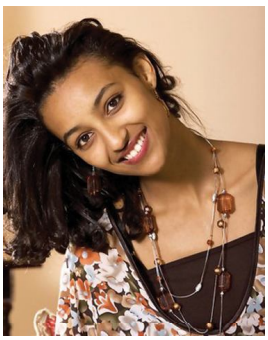
Kibnash proved to be an acute businesswoman. After a year she realised she had outgrown the hotel and switched to providing snacks for a nearby school that had 3,000 students. For four years it brought an increased profit, but as the number of pupils at the school changed and the rent there rose, business fell away. She decided to change her business again.

"I had been increasing my savings and my loans as the years went by. But now I borrowed 3,500 birr to buy a doughnut frying machine, and I set up this tea shop," she said proudly, gesturing around the little tea-shop at the front of her home. It is such a success that she has taken on two more staff.

Kibnash has just taken 6,000 birr from her account to buy a new fridge freezer. Inside her home now she also has two sofas, four armchairs, a coffee table, TV set and CD player and a large sideboard. "It's full of best crockery – for guests," she says. "To have gone from selling on the streets to being part-owner of a shopping centre in just over ten years is little short of a miracle," she continued. "But a poor woman who begins saving with a credit union today could do the same thing."

This article was taken from the *Independent* newspaper, Monday, 4th January 2010.

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The Model with Big Dreams

A reporter, Eden Habtamu, interviewed Nardos Tafesse recently and asked her about her life, interests and future plans.

Nardos Tafesse is a 19-year-old model from Ethiopia. This tall (1.78m), elegant and confident model was born and grew up in Addis Ababa. She grew up with her grandparents and was very restless as a child. She says she bothered her grandparents to take her everywhere. Nardos has big dreams. This 12th grade student not only wants to be one of Africa's top models, but also to study Political Science and become one of the leading political figures in Africa. Talking about her ambition to be an influential politician, Nardos said, "I want to be this beautiful and well-known Prime Minster, working for the betterment of our country."

Though her upbringing did not particularly encourage her to pursue modelling and beauty contests, it gave her strength to believe in herself and to be confident. She said, before she took the modelling training in Habesha Modelling, she could not even 'walk'. Nardos believes the training opened the door for her and enabled her to see what she has to offer.

So far, Nardos has won various crowns: *Miss Virgin*, *Miss Millennium*, *Miss Coffee*, and *Top Model*. She told us proudly that she received five crowns in the five contests she entered in locally. She has also travelled to Asia and the Middle East (China, Japan, Philippines and Dubai) to take part in various contests.

Nardos enjoys reading books (especially those related to politics) and writing poems. She spends her leisure time in quiet places, as well as swimming. She sees herself as a good listener. "I love to listen to people, rather than talking to them." Asked what it was like to win her first contest, Nardos said, "It was the *Miss Virgin* contest. I was really excited and proud to have received the crown and to promote the virtue of being a virgin."

Many parents are not happy to send their children to modelling and beauty contests, believing that they will fall behind in their education and become vulnerable to bad influences. We asked Nardos if she had met any such resistance. Nardos replied, "No, my parents believed in me. They don't interfere in my choices. They respect my decisions and selections, and they encourage me in every way."

She feels bad that we Africans do not win in global beauty contests, although she believes that we are beautiful. "It is sad that we do not get the chance to win in big international competitions. All the judges say is: "Oh you are Ethiopian, wow … beautiful!" But when they sit on their chairs, they don't open up their eyes and look into our inner and natural beauty. We are so beautiful without any makeup. We just do not get the chances that Western contestants do."

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2 **In your groups, compare and contrast the lifestyles of these two women by putting them into a table under appropriate headings, such as: *Home, Job, Family*, *Age*, *Ambitions* and so on.**

3 **Now discuss which of their lifestyles you would like and why.**

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B6.11 Study skills: Spelling quiz

1 **Learn the following spelling rules for comparative adjectives.**

- adjectives that end in *-y*, change the *-y* to *i* and add *–er*: *early – earlier/ happy – happier*
- adjectives that end in *-e*, add *-r* to end of the adjective: *nice – nicer/ safe – safer*
- adjectives that end in a consonant double the last letter: *big – bigger/ fat – fatter*

2 **Your teacher will dictate a number of adjectives. Listen, and write the comparative forms in your exercise book, then exchange your book with your partner to mark your spellings.**

B6.12 Fun with words: Sort out the groups

Draw three columns in your exercise book. Write the words in each column so that each line of three words across the three columns makes a group. The first one is done for you as an example.

morning	*afternoon*	*night*
yellow	cheetah	office
nurse	nook	snake
farm	cassava	phone call
lion	orange	scientist
crocodile	letter	rice
email	laboratory	health worker
library	factory	leopard
maize	doctor	shelf
experiment	lizard	purple

Assessment

1 **Reading**

Read the passage your teacher will give you, then discuss in groups *how, where, when* and *why* Alem Gessesse achieved her success in karate. Can you relate this passage to your own experiences? If so, tell your teacher how.

2 **Writing**

Write a short introduction of one paragraph for an essay on the following topic: *The importance of television and newspapers.*

Revision 2 (Units 4–6)

Listening

1 **Listen to your teacher reading a short passage and write it down.** ***(Dictation)***

2 **Read the following questions, listen as your teacher reads you a passage, then answer the questions.**

1. Why didn't the writer ask her boyfriend to use a condom?
2. How did she find out she was HIV positive?
3. How did her parents react?
4. How did she react?
5. What did the health worker tell her?
6. What is the writer doing now?
7. What are her plans for the future?
8. Has she had any boyfriends since she became HIV positive?

Vocabulary and spelling

In your exercise book, write a word or expression from Units 4-6 about the following:

1. Something that helps your body to grow.
2. Foods that provide you with energy.
3. Eating the right variety of food.
4. What you call someone who is being treated in hospital.
5. A cause of HIV and AIDS.
6. Expressing that you are sorry for a person's problem or difficulty.
7. A system in your body that protects you from disease.
8. A word that shows you have caught a disease from someone.
9. Another name for someone who is famous.
10. A word meaning radio, broadcasting and newspapers.
11. A short description of someone's life.
12. A list of the times of television shows.

Speaking

Work with a partner to role-play an interview with a famous celebrity.

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Language use

1 **Complete the following sentences with the correct adjective or adverb.**

Example:

Aamina has a good voice and sings very well, but Kasech has a better voice, while Deste has the best voice.

1 Girmay's handwriting is bad, but Neima's is _____ and Sofia's is the _____.
2 That dress is cheap, but the red one is _____ and the blue one is the _____.
3 Jemel is very untidy, but Gebre is _____ and Abel is the _____.
4 Halima was early, but Abeba was even _____ and Neima was the _____ of them all.
5 I feel tired, but my brother feels _____ tired than me. My sister feels the _____ tired.
6 These bananas are expensive, but those over there are _____ and that other trader's bananas are _____ in the market.
7 I like fish, but I like potatoes even _____ and I like rice _____ of all.
8 Our team played badly today in the match, but the red team played _____ and the blue team played _____.

2 **Rewrite the sentences using *must*, *mustn't*, *should* or *shouldn't*.**

1 Cars *are obliged to* stop when the traffic lights are red.
2 Cyclists *are advised to* ride carefully in heavy traffic.
3 I think you *ought to* go to the dentist.
4 Pedestrians *are not allowed to* walk in the road.
5 *It would be better to* wash your hands before you eat.
6 I *don't think it is a good idea to* pick up that snake.
7 You *have to* boil the water to kill any germs.
8 If you are tired, *I would advise you to* go to bed.
9 You *ought not to* eat too much fruit or you might get diarrhoea.
10 Children *are forbidden to* be late for school.

3 **Use the words and expressions below to complete the dialogue. You can use each of them more than once if you need to.**

a
an
the
some
any
much
many
a few
plenty of
a litre
a kilo



Neima: *Hello, Ayana, how are you?*
Ayana: *I am fine. Come in, I'm in (1) _____ kitchen.*
Neima: *OK. What are you doing?*
Ayana: *I'm going to make (2) _____ cake for my brother's birthday.*

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Neima: *Oh, that is nice! Hello, Weizero Eden.*
Weizero Eden: *Hello Makeda. Come in. Would you like (3) _____ tea? I've just made (4) _____ pot.*
Neima: *Oh, no thanks.*
Weizero Eden: *What do we need for (5) _____ cake, Ayana?*
Ayana: *Well, have we got (6) _____ flour?*
Weizero Eden: *Yes, we have (7) _____ flour, enough for three cakes.*
Ayana: *I am only making one cake! We'll also need (8) _____ butter and (9) _____ eggs.*
Weizero Eden: *Well, there aren't (10) _____ eggs. You will have to go to the market to buy (11) _____.*
Neima: *I can do that! How (12) _____ do you need?*
Ayana: *Not (13) _____. You can buy four. Oh, and we will need half (14) _____ of sugar and (15) _____ oranges. Can you buy three oranges?*
Neima: *Oranges?*
Ayana: *Yes. Didn't I say? It's (16) _____ orange cake.*
Weizero Eden: *Oh! I have just looked in (17) _____ fridge. There isn't (18) _____ milk! Do you need (19) _____?*
Ayana: *Yes. I will need half (20) _____ though I won't use all of it.*
Weizero Eden: *Well Neima, I think you should make a list!*
Neima: *You're right Mrs Abera!*

Reading

1 **Read the following text.**

HIV is spread through sex with an infected person; sharing a needle or a blade with someone who is infected; inheriting it at birth from an infected mother; drinking the breast milk of an infected woman; or having a transfusion of infected blood.

A person who has become infected by HIV is likely to be unaware of the fact. Some people get fever, headache, joint or stomach pains, swollen glands or skin rashes for one or two weeks, but some people do not have any symptoms.

When a person is infected with HIV, the virus will multiply in the body for a few weeks or even months before the immune system responds. During this time, the patient will not test positive for HIV but can infect other people.

When the immune system responds it starts to make antibodies. When this happens, the patient tests positive for HIV. After the first flu-like symptoms, some people stay healthy for ten years or longer. However, during this time HIV is damaging the immune system. HIV becomes AIDS when the immune system is seriously damaged. This allows *opportunistic* infections like pneumonia, skin cancer and infections of the throat or other parts of the body to develop. Without treatment, these opportunistic infections can kill the patient.

There is no cure for AIDS and no way to clear the HIV from the body. However, there are drugs that can slow down the process of the HIV and the damage to the immune system.

There is one sure way of avoiding the risk of HIV infection. That is to observe the ABC of life, which is:

- Abstain from sex.
- Be faithful to one partner.
- Condomise (use male and female condoms consistently and correctly).

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2 **Choose the correct answer below.**

1 According to the passage, HIV is caused by:
   - **a** a virus
   - **b** a fungus
   - **c** bacteria
   - **d** germs

2 Other ways in which HIV is spread is through:
   - **a** sharing toilet seats with others
   - **b** drinking from the same cup as an infected person
   - **c** hugging an infected person
   - **d** sharing a needle with an infected person

3 What will happen to an HIV-infected person who does not seek medical attention?
   - **a** The immune system will destroy the virus in the body.
   - **b** He or she will die.
   - **c** He or she will not develop AIDS.
   - **d** He or she will get opportunistic infections.

4 One of the three ways to avoid HIV infections is to:
   - **a** have multiple partners
   - **b** drink more water
   - **c** avoid sex
   - **d** avoid HIV-infected persons

Writing

1 **Write some advice for keeping healthy, including healthy eating and how to avoid diseases and infections.**

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Unit 7

Cities of the future

Part A

Objectives

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

- answer questions about cities of the world
- increase your vocabulary about cities
- listen and match facts about three cities to their photographs
- compare cities
- express another point of view
- write about where you live
- use linking words to join sentences
- use the correct sentence stress when speaking
- read a poem about an old man.

A7.1 Introduction: What do you know about cities of the world?

Work in a small group to do this quiz. Write the answers in your exercise book.

1 What continents and countries are these cities in?
   - a New York
   - b London
   - c Hong Kong
2 Which of these cities has the largest population?
3 Which city has the smallest area?
4 Which of these cities is the oldest?
5 Which of the three is a capital city?
6 Which of these cities has the greatest number of skyscraper buildings?
7 Which city has a royal palace in it?
8 Which city was founded by Dutch settlers?
9 Which city has the longest outdoor escalator in the world?
10 Which city has the Statue of Liberty at the harbour entrance?

A7.2 Increase your word power: Matching

Work in pairs to match the following words with their definitions.

1	medieval	a	the place where you are travelling to
2	located	b	means of moving from one place to another
3	commerce	c	different kinds
4	extensive	d	moving walkway
5	destination	e	buying and selling
6	density	f	wide / large
7	diversity	g	period after the fall of the Roman Empire
8	transportation	h	found in a place
9	escalator	i	the number of people within a place

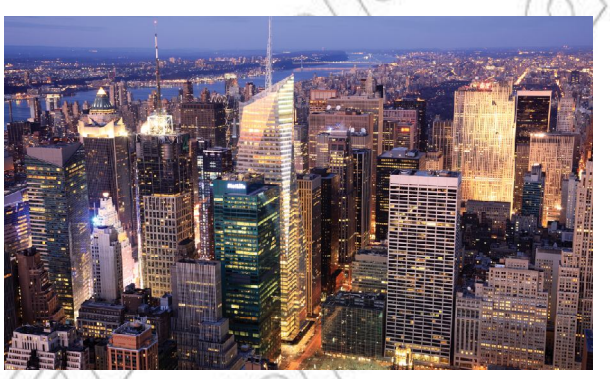
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A7.3 Listening: Facts about New York, London and Hong Kong

1 **Listen to your teacher reading some facts about these three cities and make a list of the key words for each city.**

2 **Check your answers and then match the cities to their pictures.**













3 **Make sentences about each city using the words from your list.**

A7.4 Speaking: Comparing cities

1 **Look at the pictures of the three cities from the listening texts. Think of two or three adjectives for each picture. Your partner must guess which picture they apply to.**

2 **Look at the list below. Work in pairs to make appropriate sentences comparing the different cities.**

Example:

London is much older than New York or Hong Kong.
Hong Kong has more skyscrapers than New York.

1 Addis Ababa – open space / Hong Kong
2 Hong Kong – steep mountains / London
3 New York – centre for international affairs / London
4 London – variety of buildings / New York
5 Addis Ababa – slums / Hong Kong
6 Hong Kong – outdoor escalator / New York
7 New York – taller buildings / Addis Ababa
8 London – underground railways / Hong Kong

A7.5 Language focus: Giving another point of view

1 **When you are discussing a question, you may wish to make an alternative suggestion. Learn the following phrases, which are often used to introduce another idea:**

- *On the other hand …*
- *But then again, look at it this way …*
- *Even so …*
- *Okay, but …*
- *Very true, but …*

2 **Work in pairs to make sentences, one person making a statement about living in a city, the other giving an alternative view.**

Example:

Student A: *New York is a very exciting city to live in.*
Student B: *Very true, but there is a lot of pollution from all the traffic.*

3 **With your partner, discuss which city you would prefer to live in, and give your reasons.**

A7.6 Writing: Where I live

1 **Work in a small group and look at all of the pictures. They show scenes from a typical town. Discuss what each picture shows.**



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2 **Think about your own town. What do you think needs to be improved? Make a list of six things that are the most important. The pictures you discussed in exercise 1 may help you, but you can think of other ideas too.**

Examples:

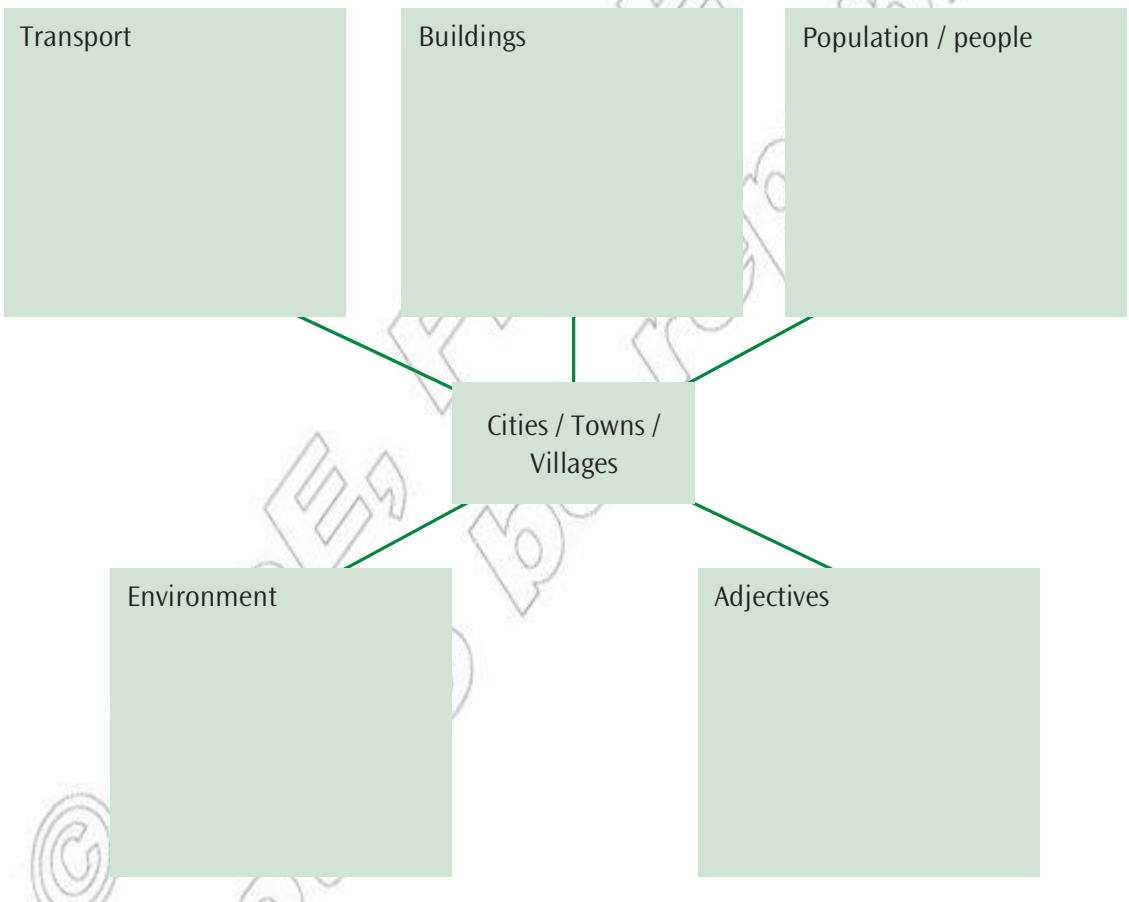
I think we need a bigger hospital. There are not enough beds.

In my view we need to do something about the terrible traffic jams in the town centre.

3 **When you have completed your list, compare it with a list prepared by another group. Then work on your own to write one or two paragraphs describing where you live now, how it could be improved and how you think it will change in the future.**

A7.7 Increase your word power: Words about cities

1 **Copy the diagram below into your exercise book. Then work in a group to complete it with words connected with cities, towns and villages, classifying them according to the headings in each box. The group with the greatest number of entries wins.**



2 **In your group, decide which words have a direct equivalent or can be easily translated into your own language. Use a dictionary to help you.**

3 **Which words do not translate very easily? In your group, discuss why this is so.**

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A7.8 Language focus: Linking sentences

1 **Do you remember the difference between a *simple sentence*, a *compound sentence* and a *complex sentence* you studied in Unit 6? Read the information in Unit 6 again, then work in pairs to give examples of each kind of sentence.**

2 **Read the information in the box below. It describes three ways to link sentences:**

1 Linking words and expressions

These are used when the ideas are independent of each other. They depend on the relationship between the ideas to be joined. The relationship can be one of addition, contrast, cause, result, illustration.

Example:

After the party some of the guests went home but others spent the night at our house.

Idea 1 Idea 2

- What is the relationship between these two ideas?
- This is a *compound sentence* with two independent clauses.

2 Relative clauses

These are used when one of the ideas gives information about something in the other idea.

Example: *The President gave a speech which everyone appreciated.*

Idea 1 Idea 2

- Which part of Idea 1 does Idea 2 give information about?
- This is an example of a *complex sentence* with one dependent clause.

Relative clauses can be defining or non-defining, and they can be introduced by relative pronouns, such as *which, who, that, whose, when, where, while, if, when, and, because.*

3 Pronouns

These are used to avoid repetition, which sounds clumsy and unnatural, for example:
Ibrahim often goes to Dejene's house to do Ibrahim's homework. At Dejene's house Ibrahim and Dejene can do Ibrahim and Dejene's homework together.
We replace all the unnecessary repeated words with pronouns, for example:
Ibrahim often goes to Dejene's house to do his homework. There they can do their homework together.

- Which pronouns have been used? Which words have they replaced?

3 **Look at the linking words in the box below. Write your own sentences using these words. Try and relate the sentence subject matter to cities, towns and villages.**

in addition, but, as, so, for example, as a result, since, however, furthermore, although, because, therefore, such, as well as, though, and, yet, also, for instance, moreover, nevertheless, consequently

4 **Think about the relationship between the sentences in these pairs and join them using a suitable linking word. Be careful to change the wording of the sentences when necessary. Write your completed sentences in your exercise book.**

1 Shoes are traditionally made of leather. Many shoes are made of plastic these days.
2 Our school hall is used for assembly every day. The hall is often used for plays and concerts.
3 There are many potholes in the road into town. Traffic moves slowly along the road into town.
4 Several countries in Africa have changed their names since independence. Zimbabwe, Zambia and Malawi are countries that have changed their names since independence.
5 It takes a long time to travel from Ethiopia to Namibia. There are not many direct flights between Ethiopia and Namibia.

5 **Join these sentences in your exercise book using a suitable relative pronoun. Where possible, omit the pronoun.**

1 An important scientist spoke to the school on Speech Day. He has written many books.
2 My aunt has given me a beautiful scarf. I wear it a lot.
3 The minister lives in Main Street. I was born there.
4 Ayantu is a good friend of mine. Her brother is a famous musician.
5 The book is on the table. I gave you the book yesterday.

A7.9 Speaking: Using the correct stress

When we compare two or more things, we usually add *stress* to the adjective, for example:
Kenenisa Bekele is the fastest runner in Ethiopia.
When we compare two things using *more* or *most* we usually add stress to the items that are being compared, for example:
More people live in cities than in the country.

1 **Say the following sentences with the correct stress and intonation:**

1 There are more skyscrapers in a *city* than in a town.
2 The Burj Khalifa tower in Dubai is the world's *tallest* skyscraper.
3 Halima is the *prettiest* girl in the class.
4 Your cattle are *thinner* than mine.
5 I like *swimming* more than playing tennis.

2 **Work in pairs to make similar sentences using comparative and superlative adjectives and say them aloud to your partner. Try and relate the sentences to the topic of cities, towns and villages.**

A7.10 Reading: A proud old man

Young people often think they are freer and more modern than old people. They may think that old people are 'slaves to tradition'. But if you talk to old people, you will find that they view young people as the slaves of fashion. This is the view of the proud old man who is the speaker in the poem below. Read it aloud, then discuss the questions below the poem.

A proud old man
They say they are healthier than me
Though they can't walk to the end of the mile.
At their age I walked forty at night to wage battle at dawn.
They think they are healthier than me.
If their socks get wet they catch cold,
When my sockless feet got wet, I never sneezed,
But they still think they are healthier than me.
On a soft mattress over a spring bed
They still have to take a sleeping pill,
But I, with reeds cutting into my ribs,
My head resting on a piece of wood,
I sleep like a baby and snore.

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They think they have more power of will than me.
Our women were scarcely covered in the days of yore,
But adultery was a thing unknown.
Today they go wild on seeing a slip on a hanger!
When I have more than one legitimate wife
They tell me hell is my destination.
But when they have one and countless mistresses
They pride themselves on cheating the world.
Nay, let them learn to be honest first themselves
Before they persuade me to change my ways.

2 **The poem is divided into two long stanzas. Discuss which of the following is the best for each stanza (three of them are completely wrong).**

a Customs.
b Health.
c Self control.
d Humour.
e Youth.

3 **It is usually a good idea to study a poem bit by bit. Let us look at each stanza in turn.**

a The first stanza suggests a number of important ways in which the old man says he is different from the younger generation. Consider how many different points he lists, and discuss your answers in your group.
b Likewise consider how many points of difference the poet lists in the second stanza. Discuss your answers in your group.

4 **What is the theme or topic of this poem?**

a The importance of progress.
b The value of tradition.
c The importance of health.
d The importance of respecting old people.
e The idleness of modern youth.

5 **Poets convey their message by using language in special ways. Some of these are: *rhythm, alliteration, repetition,* the use of *contrast,* and *imagery (similes* and *metaphors).* Which one is chiefly used in this poem?**

Part B

Objectives

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

- discuss the differences between Ethiopia past and present
- listen to a passage about living in Addis Ababa
- write a letter to a newspaper
- talk about the future using *will*
- express your opinion about the future
- predict the endings of two texts
- use the passive tense
- read about cities of the future

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- use comparative and superlative adjectives
- revise the use of adjectives and adverbs
- use your study skills for learning new words
- answer a few riddles.

B7.1 Speaking: Ethiopia – past and present

1 **Look at these contrasting pictures of Ethiopia, and make a list of the main differences that you can see.**











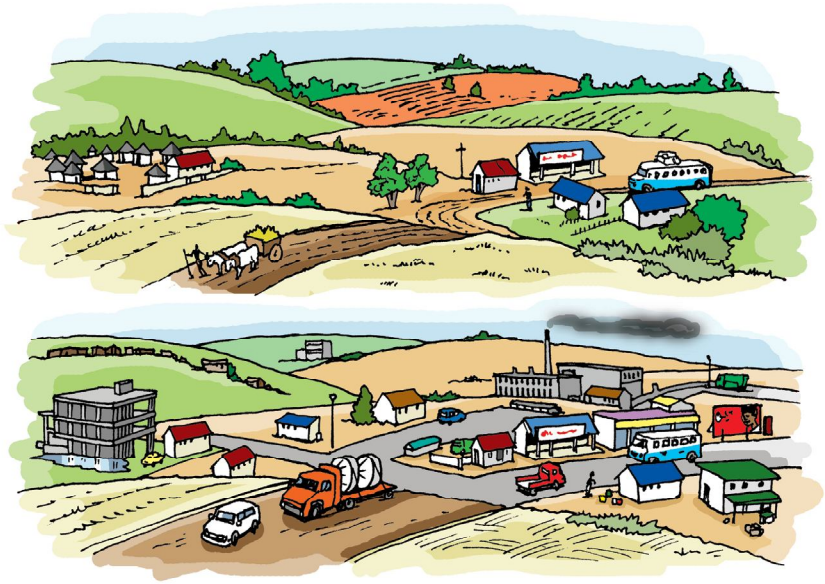






2 **In your group, think about your own village or town and make notes about its size; the different kinds of buildings; the transport system; the means of communication; the school system; the cooking and heating facilities and so on.**

3 **Look at the two pictures. What changes have been made in picture 2? Discuss them with a partner and then make sentences in your exercise book. There are six changes in total.**



4 **Work with a partner. Talk about the changes that have taken place in your area recently.**
Example:
A new factory is being built in Station Road and lots of new houses have been built near the market.

5 **Work in a group and discuss the three main general differences between past and present Ethiopia. Delegate a group leader to report back to the rest of the class.**

B7.2 Listening: Living in Addis Ababa









1 **What do you know about Addis Ababa? Work in your groups to list as many things as you can about the city.**

2 **Listen to your teacher read an extract about the city and check your answers.**

3 **Listen to the extract again and make a note of anything that you have not included in your list. How does the description of Addis Ababa differ from your own experience of where you live? Where would you prefer to live and why? Discuss this with your group.**

B7.3 Writing: A letter to a newspaper

1 **Look at this letter, which was written by a student to her local newspaper, and answer the questions below it in your exercise book.**

Dear Sir/Madam,

In my class we have recently discussed what we think are the most important improvements needed in our town. I would like to put forward an idea, which in my opinion, would make the biggest improvement to our lives.

I believe that we must do something about the open drain running through the town centre. It is a disgrace and it is time it was covered.

The open drain is a serious danger to public health. Children can often be seen playing in it and so it is not surprising that diarrhoea is a major illness in the town. Also, mosquitoes are able to breed in the dirty water and so again it is not surprising that malaria is another major illness in the town, particularly in the wet season. I have also heard of cases of people injuring themselves by falling in the drain when walking in the dark.

Another important point is that the open drain causes unpleasant smells and looks very ugly. People would feel better about their town centre without it.

I hope that the candidates at the election, which is taking place next month, will think carefully about the benefits to the town if the drain were covered. I am sure it would be popular with the voters.

Yours faithfully,

Sofia Tessema

Sofia Tessema,
Grade 9,
Valley High School

1 What is Sofia's suggestion for improving her town?
2 What are the two main points she makes to support her suggestions?
3 How does she say the drain causes:
   a diarrhoea?
   b malaria?

4 How can people injure themselves in the drain?
5 Why would people feel better if the drain was covered?
6 Why is Sofia writing this letter?
7 How does Sofia
   a begin her letter?
   b close her letter?

2 **Now choose one of the topics that you decided was important for your town and write a similar letter to your local newspaper. Before you start the letter, make notes of the points you want to make to support your suggestions. In your letter include the positive and negative points about your town.**

B7.4 Language focus: Talking about the future

There are several different ways of talking about the future:

The present continuous:

1 We are having a party at the end of term.
2 I'm not playing football after school today. (future arrangements)
3 Are my uncle and aunt visiting us next weekend?

going to

1 I'm going to do my homework before football.
2 I'm not going to watch the film on TV tonight. (future plans)
3 Are you going to buy anything at the market today?

will / won't

1 Cities will be cleaner. (predictions about the future)
2 We will not (won't) have a good crop of maize this year. (what we think will happen)
3 Which school will you go to next year?

2 **Write these sentences in your exercise book with the correct form of the verb to give a future meaning.**

1 Do you think *you're going to finish / you'll finish* your homework before 6 o'clock?
2 Are you busy this evening? 'No, *I'm not doing / I won't do* anything'.
3 My sister *is getting / will get* married on 1st May.
4 What *are you going to do / are you doing* with all that rubbish?
5 *I will buy / I'm going to buy* some fruit in the market so that I can make a fruit salad.
6 Our head teacher *will leave / is leaving* at the end of term. We don't know yet *who will be / who is being* our new head.
7 My father hopes that *I'll work / I'm going to work* on the farm with him.
8 *I won't do / I'm not going to do* my English homework until Sunday.

3 **Find out the meaning of the following words or phrases and use them in sentences containing *will*.**

Examples:

Every building will have its own solar power generators.

Ring-roads will ease the traffic congestion in cities and towns.

generators	congestion	solar power	ring roads
high-rise	air conditioning	mains water	electricity
wind turbines	computer programs	mains drains	

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4 **Work with a partner. Discuss these questions, using the words in the box to help you.**

1 What kind of lighting will homes have in the future?
2 What roads will be built to help move traffic more easily?
3 How will water be supplied to houses?
4 What will happen to the waste water?
5 How will houses be heated or kept cool?
6 How will food be kept fresh?
7 What kind of fuel will power cars in the future?
8 What do you think will be the biggest problem in the world in ten years' time?

B7.5 Speaking: Predicting the future

1 **What do you think your own town / village / city will look like in 50 years' time? Work in a group and express your opinions about this using social expressions such as:**

- *I think …*
- *In my opinion …*
- *I wonder if …*
- *I'm sure that …*
- *I suppose …*

2 **Note your opinions and give your reasons for each statement. Delegate a group leader to present the results of your discussions to the rest of the class.**

Examples:

I think cities will have faster transport systems.
I'm sure that every building will have its own solar-powered generators.

B7.6 Reading: Predict the endings

1 **Read the following two texts and discuss with your group the endings for each one. Which one do you think reflects the future more accurately?**

Reading text 1

With the increasing number of people being drawn to our cities, the problem of pollution will grow steadily worse. Rubbish mounds will grow to a huge size, and cause diseases to spread. Water sources will be limited to a few hours a day so that it will be difficult to keep our clothes and bodies clean. Food will have to be transported to the city markets from long distances, so it will be stale and no longer fresh, wilting in the hot sun, and losing much of its nutritional value. Pollution and fumes from the exhausts of lorries and taxies will grow ever worse, so people will find it difficult to breathe clean fresh air.

Reading text 2

The increasing number of people being drawn to our cities represents a great challenge for the improvement in the lives of the people. Slums will be cleared and new flats and houses with proper sanitation, running water and air-conditioning will be built to house the poor. Transport systems will improve so people can move from area to area with greater ease to work and play, and ring-roads will keep most of the traffic out of the centre of the cities. Hospitals will be near at hand for those who fall ill and medical treatment will be easier to access.

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2 **Read the texts again, and write down the positive and negative words in each passage. Are there any other ideas you would like to add to each passage?**

3 **Which is the correct ending for each passage? Read the following endings and write down the positive and negative words in each passage. In your group, decide which is the best or most likely ending for each passage, giving your reasons for your decision.**

Ending 1
With improved living conditions, clean air and good food, children's health will improve and their ability to learn and concentrate on their studies will be better. People will have more motivation to work hard and will become good role models for their local society and ambassadors for their country. The natural beauty of Ethiopia will attract more tourists and will earn more revenue for further developments.

Ending 2
But with hard work and commitment, people living in these conditions can work together to help better their life prospects. Small tasks like picking up plastic waste and recycling tins and bottles will help keep the towns clean. People will therefore be more motivated to work together to improve their environment. With government assistance, there will more schools and less crime, and fewer beggars or pickpockets on the streets.

B7.7 Language focus: Passive sentences

1 **Can you remember the difference between active and passive sentences?**
Look at these sentences and identify which are active and which are passive.

1 The governments will build ring roads around the city.
2 Many new skyscrapers will be built.
3 More children will go to secondary school.
4 More money will be spent on the schools.
5 Students will be given computers to help study.
6 Students will learn more languages in school.

2 **Below, look at how we can change the first two sentences in exercise 1 into the active or passive form.**

1 Ring roads will be built around the city.
2 People will build many new skyscrapers.

3 **Change the other four sentences from exercise 1 into the active or passive. Write them in your exercise book.**

4 **Not all active sentences can be expressed in the passive.**
Example:
Ali came in, went to bed and slept for eight hours.

Change these sentences into the passive where possible. Write them in your exercise book.

1 Addis Ababa is the capital of Ethiopia.
2 Too many cars will block the roads.
3 Traffic conditions will be difficult.
4 Manchester United beat Chelsea 1-0 yesterday.
5 My teachers have told me to work harder.
6 I have forgotten the words of the poem.

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B7.8 Reading: Cities of the future

1 **Discuss in your group what you think life will be like in a hundred years' time and list your suggestions.**

2 **Read the following passage:**

Have you ever thought what life will be like in a hundred years' time? Thanks to new technology, there will be many changes in our daily lives. Most people will live in high-rise buildings and skyscrapers, as in Hong Kong or Dubai. These homes will be well-equipped with all the latest information technology, from interactive television to interactive voicemail for keeping in touch with your friends and neighbours. Although dwellings may be quite small, there will be plenty of opportunity for sport and recreation in purpose-built stadiums and gymnasiums.

Whereas today many cities have covered shopping malls which are the same temperature all the year round, in the future not only shops but whole towns and cities may be enclosed in a huge bubble of glass covering most of the buildings. Even in the hottest summer, or the most severe winter when the snow is knee-deep and the temperature is below zero, you will be able to go anywhere in the city without any delay or discomfort, using the travelling walkways to get from one place to another. No cars will be allowed in the city, only large lorries and transporters to carry goods to the shopping areas. Electric vehicles will replace the fossil-fuel driven cars of today, and aeroplanes will fly on bio-fuels extracted from specially grown crops.



At 828 m in height, Burj Khalifa in Dubai is the tallest building in the world. It has offices, shopping malls, nine hotels, over 30,000 flats and homes, and the world's highest mosque and highest swimming pool.

3 **Compare your predictions with the text. Can you add any other suggestions?**

4 **Work in pairs to find the key content words in the passage and list them, then re-tell it using these words as prompts.**

B7.9 Language focus: Using the comparative and superlative

1 **Revise the spelling rules for comparative and superlative adjectives in Unit 6 B6.11, then work in groups of three to give more examples.**

2 **Use the adjectives in the box in the comparative and superlative forms to make sentences about cities in the future using *will*.**

clean	exciting	noisy	busy	crowded

Example:

More people will live in cities than in the country.

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B7.10 Study skills: Learning new words

1 **Look back through your exercise book and textbooks and list any exercises which have helped you learn new vocabulary. Work in a group and discuss which exercise you enjoyed most and decide which is the most helpful.**

2 **Look at the lists of words in your diagram in Part A. Which of these words do you think you are likely to use again in the future? Explain why and how you will use these words again.**

3 **Decide which strategy for learning new vocabulary suits you best and is the most helpful. Then set yourself a goal for learning five new words a day. Write these words in your vocabulary notebook, then at the end of the week test your partner on his or her new words.**

B7.11 Fun with words: Riddles

1 **A riddle is a puzzle with an unexpected answer. What are the answers to the following riddles?**

a What English word means burning wood when you take away the first letter of the word?

b Feed me and I live; give me a drink and I die.

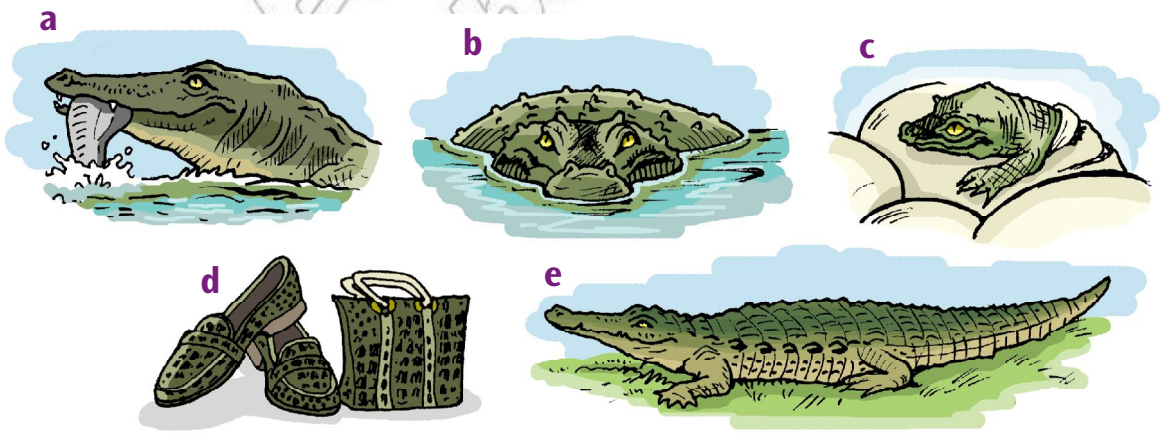
c I went to the garden and I got it; I went into the house and it made me cry.

d You are lost and alone in the forest. You find an old hut and you decide to stay there the night. You want some heat and light, but the only things you can find in the hut are a candle, an oil lamp and a pile of dry sticks. What do you light first?

Assessment

1 **Listening**

1 Your teacher will read you a text about crocodiles. Look at the following pictures while you listen to the text. Write the correct order for the pictures in your exercise book.



2 Decide in your group which are the key words in the passage and write them down, then make a sentence for each of the main ideas.

2 **Writing**

1 Write three compound sentences, using the conjunctions *and*, *but* and so.

2 Write three complex sentences using the conjunctions *after*, *because*, *while*.

Unit 8

Money and finance

Part A

Objectives

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

- find out about the work of an entrepreneur
- listen to a text about the importance of money
- read about a successful business enterprise
- learn words for money and finance
- read about opening a bank account
- write definitions for words to do with banking
- play a game to match currencies with their countries
- role play a dialogue in a bank
- use verb patterns correctly
- decide what is fact and what is opinion in an article
- hold a group discussion
- learn about essay conclusions.

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A8.1 Introduction: What is an entrepreneur?

An *entrepreneur* is someone who creates value by offering a product or service that may not currently exist. Entrepreneurs often identify a market opportunity and develop it by organising their resources so as to be able to solve a problem.

1 **Can you think of any entrepreneurs in Ethiopia? Discuss in your groups who, by creating a new business, you think is a successful entrepreneur. List some ways they have achieved their success and share your ideas with the class.**

2 **Read the following text about an entrepreneur and work in your groups to identify what made the speaker a successful entrepreneur.**

I always thought that I would work for someone else. I never imagined that I would be the boss! But that is how things have turned out. I left school with quite a good Certificate of Secondary Education, and I managed to get a job in an accounts department of a tourist hotel. I did this for about four years. Meanwhile, my cousin Gebre, who didn't go to a secondary school, had trained as a carpenter. He got a government grant to set up a workshop and started employing a few untrained workers, whom he trained up. Gebre came to the hotel one day and saw that they had a very poor selection of crafts for sale for the guests. He suggested asking the hotel if we could take over the tourist shop. He would provide the goods, and I would run the shop.



We managed to get a loan from an investment bank to set up the shop. It was agreed that we would pay rent to the hotel and a percentage of the earnings. That was ten years ago. We now have a chain of 20 tourist shops in different hotels.

The workshop still supplies a lot of our goods, but I also travel around the country to find other suppliers. Tourists want a good variety of high quality crafts and that's what we give them. Running a business is hard work and at the beginning you can't expect to make any money for yourself; all the profit goes into the business, so you have to have a cool head and be prepared to take risks. We employ 40 people now and have both made reasonable livings for our families, so I am satisfied. I am married and I've got one daughter. I haven't had time to have another!

A8.2 Listening: The importance of money

1 **Listen as your teacher reads a text about the importance of money, make a note of the important points.**

2 **Work in groups and discuss whether you agree with the text. Are there any other points about money that you would like to add?**

A8.3 Reading: A successful enterprise

Read the following article and work out the meanings of the words that are underlined. Write the words and their meanings in your exercise book. Check your answers with your partner or in a dictionary and then use the words in sentences.

Ambitious entrepreneur opens Ethiopia's first car assembly plant

Ethiopia is known as a mass producer of commodities such as coffee and leather, but one ambitious Ethiopian is introducing a new idea to the country. Returning after nearly 30 years abroad, Tadesse Tessema has opened Ethiopia's first vehicle assembly plant – to the surprise of many Ethiopians.

Based in the town of Mojo, 65 kilometres outside of Addis Ababa, *Holland Car* is the brainchild of Tadesse Tessema. Tesseme lived in the Netherlands for 27 years and exported cars to Ethiopia. But he decided to return to his homeland and start a successful business to help create employment. More than US$2.5 million has been invested in this car assembly plant.

The cars are partially assembled in China and sent to Ethiopia's neighbour Djibouti. They are then transported 1,000 kilometres by road to this factory, south-west of the Ethiopian capital, where they arrive as skeleton form. Tadesse's team of 75 staff assemble the vehicles. More than 30 per cent of the mechanics are women.

Tadesse named the new car after the Dutch Overseas Car Company. The cars come in eight colours: silver, grey, and black being the most popular.

Tadesse plans to build 500 vehicles initially and in the future aims to have 2,000 built per year (six per day). He hopes that his enterprise will help to change the image of Ethiopia as an impoverished country. Tadesse is also planning to improve the environment and in the future will convert the cars to use the more environmentally-friendly LPG – liquefied petroleum gas.

If Tadesse can find enthusiastic customers, he'll eventually be able to expand into pick-up trucks, four-wheel drives and light trucks as he says his country needs to be less dependent on foreign vehicles. He is hoping that within a short space of time his cars will be speeding off the assembly line.

Extract from www.ethiopianreview.com

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A8.4 Increase your word power: Money and finance

1 **Work in small groups to discuss your answers to the following questions.**

1. What is a bank?
2. What do customers keep in a bank?
3. Where do people who don't have bank accounts keep these things?
4. What benefits do customers get from a bank?
5. How do banks make money from their customers?



2 **Learn these words.**

- *account:* An arrangement to keep money in a bank or post office.
- *balance:* Cash in the bank.
- *cashier:* A person who takes or gives money in a bank, shop or post office.
- *cheque book:* A book with tear-out printed pages (cheques) that you give someone as payment instead of money. Each cheque tells your bank to pay that person a sum of money.
- *credit:* The money in your bank account.
- *deposit:* To pay money into a bank or post office.
- *forgery:* The crime of making a copy of something in order to deceive.
- *interest:* Small percentage of money added to the amount in a bank account.
- *withdraw:* To take money out of an account.

3 **Imagine you were in a bank and wanted to withdraw some money from your account. What words or phrases would you use when talking to the cashier? Work in pairs to suggest some phrases, which your teacher will write on the board.**

Example:

Please can you cash this cheque?
I'd like to withdraw…
Can you tell me my account balance please?

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A8.5 Reading: Opening a bank account

1 **Read the text quickly and then discuss in your groups the best way to identify the key words or ideas in the passage.**

In the old days, people used to put their money into money bags and hide them under their beds or in holes in the ground. But nowadays people usually keep their money in a bank account. A bank account allows you to do three things:

1 You can move your money about, for example to pay a bill or give someone a present without having to handle cash.
2 You can keep your money safe in the bank and earn interest on it.
3 Under certain circumstances, you may borrow money from the bank.

Opening a bank account is very easy. You will be asked to complete an application form with your name and address as well as the name and address of your employer and give a sample of your signature.

You will be asked what kind of account you wish to open. A current account is very convenient – in fact essential for any business person and many households. A current account enables you to pay bills quickly and easily without having to carry large sums of money around with you. If you do not wish to write cheques, but simply want to keep your money in a safe place, you can open a different kind of account called a savings or deposit account. In this case, the bank will pay you interest on the money you have deposited. Under certain circumstances, the bank will sometimes agree to lend you some money. For example, a farmer may wish to buy some expensive machinery; if the bank is satisfied that he or she will be able to pay the money back eventually, including the interest that is due on the bank loan, it will agree to assist. This is one way that the bank makes money.

To open your account, you must pay in a sum of money. To pay the money into the account, you have to fill in a form called a paying-in slip. The bank will stamp the slip, together with its counterfoil, which is given to you as your receipt to prove that you have paid the money in.

If you are opening a current account, the bank will issue you with a cheque book free of charge. You will have to provide a sample signature in case the cheque book gets into the wrong hands.

You can use a cheque for two purposes:

1 To pay someone else some money, for example, you may wish to pay the Blue Nile Construction Enterprise 2,500 birr, so you write out a cheque.
Provided there is enough money in your account to pay the bill, the bank will honour your cheque. In other words, they will pay the money to your payee, and all will be well. Of course, if you are an employee on a regular salary, this will probably be paid into your account at the end of every month by your employer.

19.03 20 10

Payee: Blue Nile Construction Enterprise

Amount: 2,500

Balance: _____

No. 1013

NATIONAL BANK
Main Street

19.03 20 10

Pay Blue Bile Construction Enterprise

Birr Two thousand five hundred birr

2,500

L.Abayo

L. Abayo

No. 1013 Account number 8976

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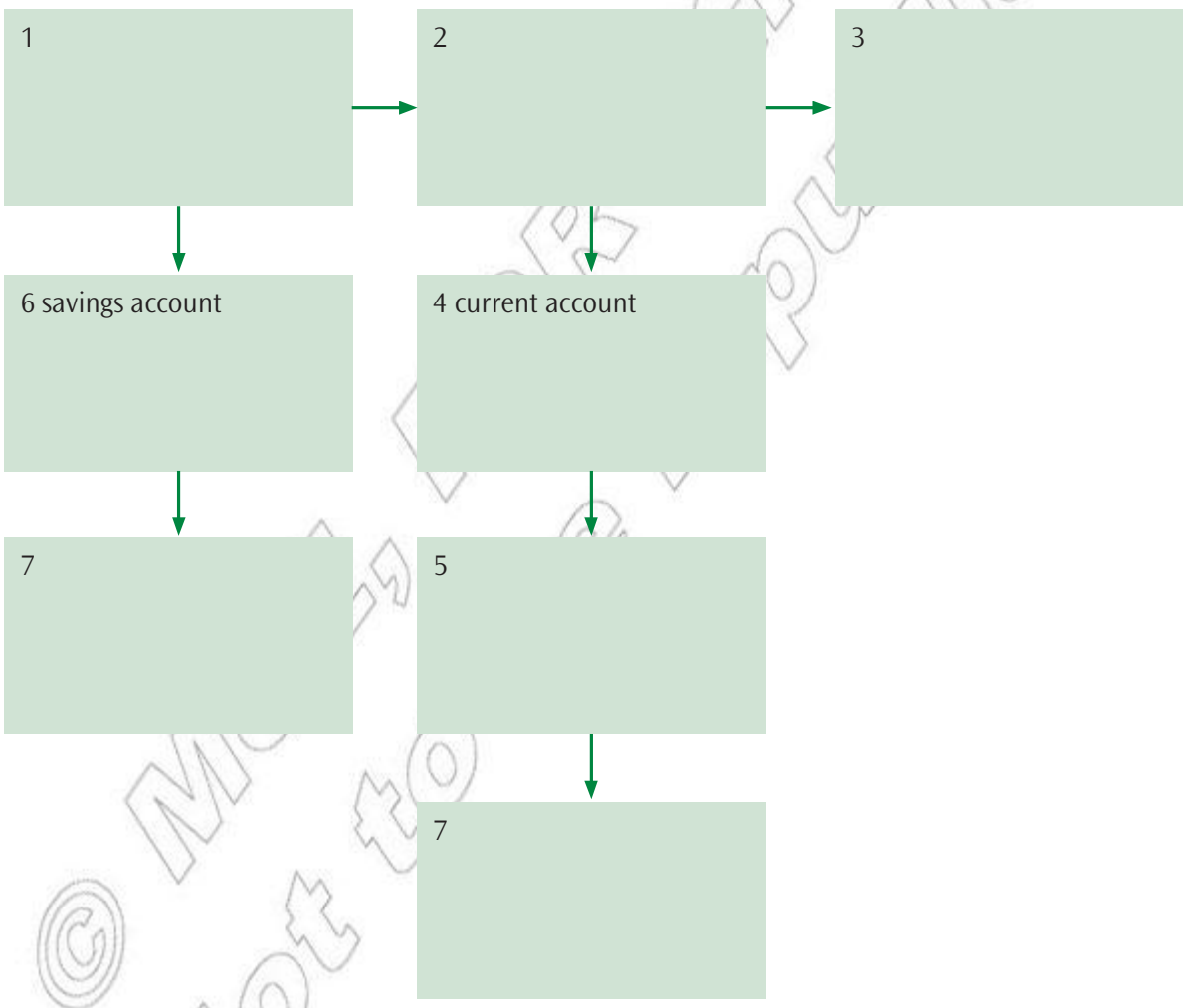
2 You can use a cheque to draw out money for yourself. In this case you write *Self or Cash* on the cheque.

Another method of making payment for goods and services is by means of a small plastic card called a credit card, which is issued by a bank or credit union. When a purchase is made, the credit card user agrees to pay the card issuer. The card user puts the card into a small machine and shows his or her agreement to pay by signing a receipt with a record of the card details and the amount to be paid, or by entering a personal identification number (PIN).

Whatever kind of account you have, the bank will issue you with a statement of your account at regular intervals. A statement records all the transactions in your account in the previous month: how much you have paid in and paid out, and it then gives your balance – the amount of money currently in your account.

2 **Read the passage again and copy or highlight the key words and ideas. Then copy the flow chart below into your exercise book and complete it by putting the correct letters in the appropriate boxes. For example 1=g.**

Note: you will need to use one of the pieces of information twice.



a The bank pays the interest on the amount of money in your account.
b You fill in a paying-in slip and pay in a sum of money.
c At regular intervals the bank issues you with a statement of your account.
d The bank issues you with a cheque book and / or a credit card.
e You complete an application form.
f You write cheques to pay bills, or use your credit card.
g You find someone reliable to introduce you to the manager.

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3 **Work with your partner to compare your flow charts.**

4 **Work in a group and discuss the following questions:**

1. Do you think opening a bank account is easy or difficult?
2. What could discourage some people from opening an account?
3. Why is it a good idea for young people to open a savings account as soon as they are earning money?
4. Do you think using a credit card is a dangerous form of payment?

5 **Pretend you want to open an account at the bank. Work in pairs or groups to role-play the dialogue.**

A8.6 Writing: Banking

Write definitions for each of these words and phrases. Use the information in the Reading text above.

1. current account
2. savings or deposit account
3. bank loan
4. paying-in slip
5. cheque
6. to honour a cheque
7. statement
8. credit card

A8.7 Speaking: Matching money

1 **Match the currencies with their countries.**

Ethiopia	yen
United States	pound
Japan	rupee
Egypt	birr
Great Britain	euro
Ghana	shilling
Hong Kong	franc
Nigeria	pound
Kenya	cedi
South Africa	dollar
India	rand
Switzerland	dollar
Europe	naira

2 **Practise saying the names of these currencies in pairs.**

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A8.8 Speaking: Dialogue in a bank

1 **Commission is the money a bank charges to change one currency into another. What other words or phrases do you know that you would use in a bank?**

2 **Listen as your teacher reads the following dialogue; then read the dialogue again in pairs.**

A: *Good morning. How can I help you?*
B: *Good morning. I'd like to change some dollars into birr, please.*
A: *How much would you like to change?*
B: *What is the exchange rate?*
A: *12.6 birr to the dollar.*
B: *OK. I'd like to change $220, please.*
A: *That will be 2,780 birr and 278 birr commission.*
B: *That's fine.*
A: *Here you are.*
B: *Thanks.*



3 **Look at the following currency conversion rates:**

1 Ethiopian Birr (ETB)	=	0.07 United States dollars (USD) 1 USD =12.64 ETB	**$**
		0.05 United Kingdom pound (GBP) 1 GBP = 19.82 ETB	**£**
		0.06 Euros (EUR) 1 EUR = 17.49 ETB	**€**
		0.43 Egyptian pounds (EGP) 1 EGP = 2.32 ETB	**£**
		0.11 Ghanaian cedis (GHS) 1 GHS = 8.92597 ETB	**C**
		0.61 Hong Kong dollars (HKD) 1 HKD =1.63962 ETB	**$**
		6.08 Kenya shillings (KES) 1 KES = 0.165635 ETB	**Ksh**
		0.60 South African rand (ZAR) 1 ZAR = 1.67683 ETB	**R**
		11.96 Nigerian naira (NGN) 1 naira = 0.084 ETB	**N**

4 **Work out how many birr you will receive from the bank for the following:**

a £100 (UK)
b 300 cedis
c 400 rand
d 150 euros
e 50 naira

5 **Work in pairs to ask and answer questions about the currency chart.**

Example:

Student A: *How many Kenyan shillings can I get for one birr?*
Student B: *How much is one euro worth in birr?*

6 **Read the dialogue above again. Work in pairs to role-play a similar dialogue between a customer and a bank teller using different currencies.**

A8.9 Language focus: Verb and verb patterns

When one verb is followed by another, the form of the second verb may be in the *-ing* form or the *to* form. For example:
Some children start working because their parents have become ill.
The money helps to keep them alive.

The form of the second verb depends on the first verb.

- Some verbs must be followed by the *-ing* form, for example: *finish, enjoy, consider, imagine:*
  Have you finished washing the clothes?
  Do you enjoy playing cards?
- Some verbs must be followed by the *to* form, for example: *decide, want, intend, hope:*
  I have decided to buy some new football boots.
  Do you want to read that book?
- Some verbs can be followed by either the *-ing* form or the *to* form. These fall into two groups:
  1 There is no change in meaning with the *-ing* or *to* form, for example: *start, hate prefer:*
  I prefer eating at night/I prefer to eat at night.
  2 There is a change of meaning depending on which form you choose:
  I stopped to eat my lunch / I stopped eating my lunch.

1 **Copy these sentences into your exercise book. Complete them with the correct form of the verb: the *-ing* or *to* form.**

1 Do you enjoy _____ (dance)?
2 Where is Olana? He promised _____ (come) early.
3 I hope (be) a doctor one day.
4 You must learn _____ (swim); it may save your life.
5 Don't forget _____ (do) your homework!
6 I don't mind _____ (get up) early.
7 Have you finished _____ (eat) your mango?
8 I want _____ (go) home now.
9 Where have you decided _____ (go) tonight?
10 Biyana suggested _____ (meet) at six o'clock.
11 Please don't stop _____ (sweep), the floor is still dirty.
12 On the way home we stopped _____ (look) at the sunset.

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13 I like _____ (drink) water every morning.
14 I like _____ (play) the guitar.
15 I don't remember _____ (see) that watch before.
16 Please remember _____ (lock) the door when you leave.

2 **Copy and complete these sentences into your exercise book. Complete them so that they are true for you, then compare your sentences with your partner's.**

1 I hope _____ when I grow up.
2 I like _____ after school.
3 I don't enjoy _____ .
4 I have stopped _____ now that I am at secondary school.

A8.10 Reading: Success in the fashion world

Look at these two definitions:
Fact: something that is real or has actual existence, e.g. *It is raining now.*
Opinion: a belief or conclusion held with confidence but not substantiated by positive knowledge or proof, e.g. *It might rain later.*

1 **Read the following article and decide in your groups what is fact and what is opinion. Draw two columns *Fact* and *Opinion* and write your suggestions under each heading.**

Ethiopian Women In Fashion World *By Indrias Getachew*

This week we feature a woman who has succeeded, and continues to enjoy success as a designer both in high fashion and ready-to-wear lines; traditional as well as western-style clothing. Sara Abera was born and raised in the town of Dembi Dollo, Wellega, in western Ethiopia, where she was brought into constant contact with a wide number of Ethiopian peoples. "We were only 35 kilometres from Gambella," says Sara, "and the aesthetic sense of the people there, the Masango and others, really had an influence on me. Young girls would make skirts out of leaves they collected in the forest, and wear them with beads. In fact, my first design for children's clothes was influenced by the girls of the Masango group."

In school, Sara was very good at drawing. "My favourite subjects were women, that I dressed in whatever my imagination would create for them. There was one teacher in particular who noticed what I was doing – she encouraged me and said that I should learn how to make clothes." In Dembi Dollo Sara began taking sewing lessons, and that was the beginning of a lifelong career.

At the age of 16 Sara moved to Addis Ababa where she finished high school and continued taking dress-making lessons. She then enrolled in correspondence courses, when in late 1987 an opportunity arose to go to Greece to study. Over the next few years Sara travelled between Greece and Ethiopia, refining her design techniques and skills and learning about the ever-changing world of international high fashion.

Today, Sara Abera is one of the foremost names in Ethiopian fashion. In 1989 she opened her own design shop and manufacturing company. Since 1989 Sara Garment Designers have been producing high quality garments for a wide selection of customers, including quality uniforms for a wide range of customers including Ethiopian Airlines, as well as school uniforms for Addis Ababa schools.

Sara Garment Designers and Manufacturer's objectives are first, "To introduce to the rest of the world the rich heritage of Ethiopian weaving combined with modern textiles". Sara explained, "I admire our *shemane* (weavers); the way they bring out exquisite patterns in our traditional Ethiopian outfits. I want to promote their work." Secondly, Sara Garments wants to produce local

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clothing and uniforms of high quality for any purpose. They are achieving these goals, which is also having the effect of helping Ethiopia increase much needed foreign currency reserves.

"The future holds great possibilities for the Ethiopian garment industry," states Sara, who believes that Ethiopian hand-woven cotton textiles are bound to be international winners. "You only need a good agent to promote your products. The world is going back to nature. In Ethiopia our clothing is hand-made with no chemicals – these are characteristics that, in the global market, should add considerable value to our products."

Sara also believes that the Ethiopian dresses, with a few modifications to make them easier to wear, are more suitable to the hectic western way of life and are just waiting to take off. The orders have been coming in ever since.

Today, about 70 per cent of Sara Garments products are exported. Sara employs over 30 staff members. The production team has grown steadily over the years, with talent hand-picked from the best schools and tailor shops in town. Sara spends several hours each week personally training her team and giving careful attention to every detail. All inputs, from the orders to the labels that accompany their products, are inspected by the detail-conscious designer. "That is how I have built a successful business."

2 **In your groups, write down some questions you would like to ask Sara Abera, then role-play an interview with her.**

A8.11 Speaking: Discussion

1 **Consider this statement: *It is better to be educated than to be rich.***

2 **Spend a few minutes thinking about your opinion about this statement. Write down some notes.**

3 **Work in a large group and discuss the statement.**

- Allow each person to give their opinion.
- Use some of the language you have used for asking and giving opinions, agreeing and disagreeing.
- Come to a group conclusion on the extent to which you all agree or disagree with the statement. Report this to the rest of the class.

A8.12 Writing: Essay conclusions

1 **Read the following essay on micro-financing in Ethiopia and infer the meanings or look up in your dictionaries the definitions of any words you do not understand. Share the meanings with the rest of the class.**

In Ethiopia lack of finance used to be one of the major bottlenecks stopping production, productivity and income of rural and urban households. Since access to credit was then very limited, the majority of the poor obtained financial services through informal channels, money lenders and others.

Today institutions offering micro-financing are helping both the rural and urban poor to improve their productivity and means of livelihood. Agricultural productivity in particular is benefitting from this system.

Micro-financing to help small enterprises is booming throughout the country. Many studies have shown that the most effective way to empower entrepreneurs is to give them access to capital in the form of small loans which can range from $80 to $300, depending on what the project is.

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2 **In your groups discuss the three conclusions and analyse their strengths and weaknesses. Then decide which is the best conclusion for the essay.**

Conclusion 1

Traditional money lenders charge high rates of interest, which the poor may not be able to pay. Banks often refuse loans to help poor farmers or entrepreneurs who very often cannot afford to repay the lender, which then become a bad debt. The borrower then finds that access to further funding is refused and so the business cannot develop further.

Conclusion 2

Micro-financing institutions (MFIs) bring valuable services to poor people, allowing them to create, own, and develop their wealth and assets. Perhaps more importantly, micro-finance enables the poor to manage the uncertainties of their economic and social weakness, such as unemployment, natural disaster, and seasonal changes in income.

Conclusion 3

Each person who is given a micro-finance loan has to pay 5% interest, make regular small repayments of the loan, and put 2% of the loan amount into a personal saving account. Once the money is paid off and the business has been evaluated by the MFI, then the merchant will be given double the amount of the original loan to help expand the business further.

3 **With your teacher, analyse and identify the characteristics of a good conclusion. Work individually to write a conclusion about the discussion in A8.11.**

Part B

Objectives

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

- listen to an interview with a famous Ethiopian entrepreneur
- express surprise at unexpected news
- use *if* sentences for things which are very unlikely, unreal or impossible
- discuss what you would do if you won the lottery
- read about a lottery winner
- write a summary
- hold a spelling auction
- read about and compare three African countries
- use the quantifiers *many, much, few, a little*
- learn the spelling rule for doubling consonants
- learn about homonyms
- find banking words in a word search.

B8.1 Listening: A famous Ethiopian entrepreneur

Listen to your teacher read an interview with an Ethiopian entrepreneur and answer the questions below.

1. Why did Alemu set up the SoleRebels factory?
2. What are the sandals made of?
3. Where were the first pairs of shoes sold?
4. What financial support did she receive?
5. How does the government benefit from the business?
6. How does Alemu sell her footwear?
7. How does she propose to expand her business?



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B8.2 Speaking: Expressing surprise

1 **When you are given unexpected news you often wish to express your surprise. Learn the following phrases to introduce some surprising or unusual information:**

- *Believe it or not ...*
- *You may not believe it but ...*
- *It may sound strange but ...*
- *Surprisingly ...*
- *Funnily enough ...*
- *Guess what?*
- *Do you know what?*
- *You won't believe this but ...*

2 **Work in pairs or groups to express surprise at the following news:**

Example:

You find a 100 birr note in the street –

Do you know what? I found 100 birr in the street this morning!

1. You win the lottery.
2. You pass your exam.
3. Your sister has twins.
4. Your father buys a new car.
5. You are invited to stay with your uncle and aunt in America.
6. You have a job interview at the bank.

B8.3 Language focus: *If* sentences

- In Unit 4 **B4.8** we looked at *If* sentences to talk about future possibilities *(If I pass all my exams, I'll go to university)* and also to talk about habits or general truths *(If I wake up early, I read a book before school.)*
- We can also use *conditional sentences* to talk about things which are very unlikely, unreal or impossible, for example:
  If I had a lot of money, I would buy my mother a car.
  We use this form to talk about present or future situations.
- We use *were* instead of was as the past tense of *to be* after *if*.
  If I <u>were</u> you, I would wash that cut on your foot.

Note: Either part of *If* sentences can go first or second in the sentence.

<u>If</u> I did my homework on time, my teachers would be pleased with me.

My teachers would be pleased with me <u>if</u> I did my homework on time.

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1 **Match the two parts of the sentences below and write the sentences in full in your exercise book.**

1	If you weren't ill	a	I would go out and play football.
2	If it were cooler	b	there would be no energy crisis.
3	If my friend were in trouble	c	I would help him.
4	If more people used the bus	d	I wouldn't go to Ahmed's party.
5	If I were a boy	e	there would be fewer cars on the roads.
6	If we all used solar energy	f	you would have to do the test.
7	If I were you	g	I would repair the bicycle myself.
8	If I had the right tools	i	I wouldn't have to spend so much time doing my hair.

For example:

1 = f *(If you weren't ill, you would have to do the test)*

2 **Change the sentences below to make them *if* sentences. Write them in your exercise book.**

1 I haven't got any money. I won't buy a new CD.
If I had some money, I would buy a new CD.
2 There isn't time. I won't do my homework.
If there were time, I would …
3 I don't have a bicycle. I go to school by bus.
If I had …
4 It is raining today. We have to stay at home.
If it wasn't …
5 My brother is out. He isn't helping me with the work.
If my brother …
6 You don't eat fruit and vegetables. You are not very healthy.
If you …

3 **Complete these sentences so that they are true for you. Write them in your exercise book.**

Example:

If I were rich, I would buy a car.

1 If I won a million birr, I would ...
2 If I changed my name, I would choose the name ...
3 If I were an animal, I would like to be ...
4 If I was president of the country, I would ...

4 **Now listen to your teacher model some *if* sentences, then work with a partner in pairs to practise saying your sentences in exercise 3.**

5 **Work in groups to start and complete sentences in an oral chain:**
Student A makes a 'cause' clause and Student B says the result.
Student C changes the result clause into a cause clause, and so on.

Example:

Student A: *If I were rich ...*
Student B: *... I would buy a car.*
Student A: *If I bought a car …*
Student B: *... I would drive to Hawassa, … and so on.*

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B8.4 Speaking: Winning the lottery

What would you do if you won the lottery? Discuss in groups how your life would change if you won a million birr and what you would do with the money. Note down your ideas and rank them in order of importance. Finally reach an agreement in your group on the best way of spending the money.

B8.5 Reading: When I won the lottery

Read the following text and answer the questions that follow it.

Does money make you happy? Many people dream of a sudden windfall, but does it bring satisfaction? Some say that money does not bring you happiness, and this is especially true for those who have won the lottery.

At first, when I heard of my win on the Ethiopian National lottery, I was speechless – I could not believe my good fortune. Then as the news sank in, I couldn't wait to tell my family and all my friends. Soon the newspapers heard of my win, and our house was besieged by reporters and photographers, all wanting photographs and interviews, and wanting to know what I would do with the money. I tried to explain that I really wanted time to think of the best way to spend my winnings, but time was against me. Very soon, people were coming round to beg for some money for this project or the other. On the Internet, I received pleading letters from all over the world and all sorts of strangers, suggesting all sorts of ways that they could make use of my money. The phone never stopped ringing, and there was no peace in the house. Arguments broke out among the members of the family as to how I should spend my winnings – "Buy a big new house and a shiny new car (or two)", they said. "Spend it on foreign holidays". "Give me some money to start a business" or "Give it all to charity" was more of their advice. I said I wanted to go to study in America, and hoped to become a doctor, but people thought this was a waste of time – what did I need to work for now, with such a lot of money in the bank?

In the end, I decided to give some money to my family, some to charity, and the rest I invested in the bank. But until things calmed down, I almost had to go into hiding to escape the demands of so many strangers who wanted to spend the money for me. It was not the happiest time of my life! I realised that even if you do win the lottery, good health, friends and family, and living in a law abiding society are essential to your happiness.

1 What was the writer's reaction on hearing he had won the lottery?
2 Why did the writer think it might not have been a good idea to tell everyone about his win?
3 What did the reporters want to know?
4 How did strangers behave when they heard of the lottery win?
5 Why did the writer's family think it a waste of time to train to be a doctor?
6 What did the writer finally decide to do with the money?
7 What things are really necessary to make you happy?

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B8.6 Writing: Making a summary

A summary is a short version of a longer text. It contains the most important information from the longer text.

- To write a summary, first read and understand the text. Then make notes on the text in your own words.
- To make the notes, identify the main point and the supporting points in each paragraph. The supporting points give us more information about the main point.
- Finally write your own summary text in full sentences, using the information in your notes.

Make brief notes about the winner of the Ethiopian National lottery. Write a summary of no more than five sentences. You may decide to agree or disagree with the writer's point of view. Share your summary with the rest of the class.

B8.7 Fun with words: Spelling auction

Imagine you were given 500 birr to spend. Work in your groups to play the following spelling game.

- Your teacher will write a number of sentences on the board. Each sentence may have the correct punctuation and / or spelling, or it may not.
- In your group, bid for the sentence if you think it is correct. If you win the bid, you may keep the money; if not your teacher wins the money.
- At the end of the game, the group with the most money wins.

B8.8 Reading: Three African countries

1 **What are the names of the places represented by numbers on the map on page 150?**

2 **In your groups, read about one of the following African countries: Tanzania, Uganda and Kenya. Make notes of the main points and complete a chart with the following headings:**

- Name of country
- Capital
- Bordering countries
- Area
- Population
- Local languages
- Lakes and rivers
- Most important products
- Tourist destinations
- Date of independence.

Tanzania is situated on the Indian Ocean coast. It is bordered by Burundi, the Democratic Republic of Congo, Kenya, Malawi, Mozambique, Rwanda, Uganda, and Zambia. The area of the country is 945,087 square kilometres. Over half of Lake Victoria is situated within the borders of Tanzania and about half of Lake Tanganyika. The biggest river is River Rufiji.

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There are 44 million people in the country and many languages are spoken. English is the official language. Kiswahili is commonly used throughout the country. Some Arabic is spoken on Zanzibar Island. There are also many local languages including Gogo, Ha, Haye, Makonde and Nyamwezi. The biggest city is Dar es Salaam, but the capital is Dodoma.

Tanzania produces mainly agricultural products. The most important is coffee. It also produces sisal, tea, cotton, pyrethrum, cashew nuts, tobacco and maize. Extraction of natural gas began in the 2000s. Tanzania is the third largest producer of gold in Africa after South Africa and Ghana, and it produces other minerals. Tourism is important to the economy and favourite destinations for tourists are Ngorogoro Crater, Serengeti National Park, Zanzibar Island, Mount Kilimanjaro.

Tanganyika became independent from Britain on 9 December 1961. The state of Tanzania was created on 26 April 1964 when the newly independent countries of Tanganyika and Zanzibar joined together.

Uganda is bordered by the Democratic Republic of Congo, Kenya, Rwanda, Sudan and Tanzania. The area of the country is 236,040 square kilometres. Just under half of Lake Victoria is situated within its borders and half of Lake Albert. The River Nile, the longest river in the world, starts in Uganda.

There are 33 million Ugandans and many languages are spoken. English is the official language and Luganda is commonly used. Other important local languages are Chiga, Lango, Nyankore, Soga and Teso. The biggest city is the capital, Kampala.

Uganda produces mainly agricultural products. The most important is coffee and also tea, cotton and cassava. It also produces some gold and other minerals, and has largely untapped reserves of oil and natural gas. Tourism is also becoming important. Favourite tourist destinations are Murchison Falls, Kibale Forest and Bwindi Impenetrable National Park.

Uganda became independent on 9 October 1962.

Kenya is situated on the Indian Ocean coast. It is bordered by Uganda, Tanzania, Somalia, Ethiopia and Sudan. The area of the country is 582,650 square kilometres. A small part of Lake Victoria is situated within its borders. Other lakes are Lake Turkana in the north of the country and Lake Naivasha. The River Tana is one of the longest rivers.

There are 39 million Kenyans and many languages are spoken in the country. English is the official language and Kiswahili is commonly used. Other important local languages are Kikuyu, Luo and Luhya. The biggest city is the capital, Nairobi. Other important cities are Mombasa (a large port on the coast), Nakuru in the east and Kisumu on the shores of Lake Victoria.

Kenya produces mainly agricultural products. The most important is tea. It is the biggest producer of tea in Africa. It also produces vegetables and flowers, coffee, maize and many other agricultural products. Tourism is also very important to the economy. Favourite tourist destinations are national parks, such as the Masai Mara and Tsavo, Lake Nukuru, the Rift Valley, and Malindi, which is on the coast.

Kenya became independent on 12 December 1963.

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3 **Share your information about your chosen country with another group. Ask and answer questions with that group about your respective countries.**

B8.9 Language focus: Using the quantifiers *many, much, few, a little*

- We use *much, many, a lot of, lots of, plenty* when we want to talk about a large number of things, for example:
  I have many brothers and sisters.
  He buys a lot of seeds every year.
  Note: We use *how many* before countable nouns, for example:
  How many children are there in your house?
  How many books are there in the library?
- We use *how much* before uncountable nouns, for example:
  How much seed does he buy?
  How much porridge is left in the bowl?
- We use *few, a little, several* when we want to talk about a small number or quantity of things, for example:
  I have a little money.
  Zebida has few friends at school.



Ask and answer questions about the things in the picture using *How much* or *How many*.

Example:

Question: *How much rice do you have?*

Answer: *I have a little rice.*

1 How _____ books do you have?
2 How _____ tea do you have?
3 How _____ water do you have?
4 How _____ shirts do you have?
5 How _____ bottles do you have?
6 How _____ money do you have?
7 How _____ days are there in the year?
8 How _____ buttons are there on your shirt?

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B8.10 Writing: Spelling rules / doubling consonants

English can be difficult but there are some rules which help us to spell new words even if we haven't seen them before.

- Why do we write *shop* with one *p* and *shopping* with double *p* but *work* and *working* with only one *k*?
- Why do we double the consonants of some verbs when we add *-ing* or *-ed* and some adjectives when we add *-er* and *-est?*

There are rules for this:

1 We double the consonant only when a word ends in a vowel and consonant, for example:
stop = *stopping* *big* = *bigger*

2 This rule does not apply if:
   a the word ends with two consonants: *work* = *working*
   b the word ends with two vowels and a consonant: need = *needed*
   c the word has more than one syllable and the second syllable is not stressed: compare *remember* = *remembering* and *prefer*= *preferred*
   d the word ends in *y, w* or *h*: *play* = *playing, few* = *fewer, finish* = *finishing*

1 **Rewrite these words adding *-ing*.**

admit	wait
stay	get
wash	run
happen	begin
swim	come
help	bake
visit	shave
hop	open

2 **Rewrite these adjectives adding *–er*.**

thin slow red black wet cheap hot fast

B8.11 Increase your word power: Homonyms

Homonyms are words which have a different meaning but are spelled the same and sound the same when they are pronounced.

Examples:

She can play tennis. – is an auxiliary verb showing ability

I'd like a can of beans please. – a noun, a kind of container

Look at these pairs of words.

1 **a** date – fruit of the palm tree
   b date – period or time of an event

2 **a** stamp – to put down the foot with force
   b stamp – a sticky piece of paper fixed as a charge for a letter

3 **a** rate – value or price
   b rate – description or speed, fast or slow

4 **a** bill – a piece of paper showing the amount owed
   b bill – the beak of a bird

5 **a** charge – to move at speed
b charge – the price or cost of something
6 **a** statement – a formal declaration of facts
b statement – a piece of paper giving details of an account

Now match the words in the sentences to the correct definition.

Example:

1 = 1b

1 When you write a formal letter, it is important to remember to add the date.
2 You must also remember to put a stamp on the envelope before you put the letter in the post.
3 You can check the rate of exchange for the birr in the currency table in a newspaper.
4 You must pay your bill before you check out.
5 When Yeshi wanted to start a new business, he found the bank charges were too high to borrow any money.
6 I regularly check the monthly statement I receive from the bank to make sure that I do not get overdrawn.

B8.12 Fun with words: Wordsearch

Find the following words to do with banking and finance in the wordsearch; record them in your vocabulary notebook, together with their meanings.

account	cashier	business	loan	bank	interest
cheque	deposit	cash	credit	cost	

O	P	C	S	U	C	W	N	Z
Q	B	A	N	K	H	B	S	A
C	A	S	H	I	E	R	T	D
P	C	H	D	C	Q	V	R	E
F	C	O	S	T	U	Z	B	P
L	O	A	N	X	E	W	Y	O
B	U	S	I	N	E	S	S	S
I	N	T	E	R	E	S	T	I
Q	T	C	R	E	D	I	T	T

Assessment

1 **Reading and writing**

Your teacher will give you a passage to read about the Ethiopian economy. Isolate key words and write basic summary notes about the passage.

2 **Speaking**

Your teacher will give you a list of people and different imaginary situations. Work in groups to make conversations about what they would say and do.

Example:

If I were … I would …

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Unit 9

People and traditional culture

Part A

Objectives

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

- discuss traditional Ethiopian festivals
- listen to a talk about folk dancing
- speculate on the probable or possible
- describe traditional objects
- discuss Ethiopian culture and traditions
- use sequencing words to join sentences
- use adverbs of manner
- use the time expressions *during, while, for*
- express your opinions
- take part in a debate
- increase your knowledge of festival words
- read about a festival in Ghana
- write an informal letter
- pronounce the vowels *fill, feel, file.*

A9.1 Introduction: Traditional Ethiopian culture

Ethiopia has a rich tradition of both secular and religious music, singing and dancing, and these together constitute an important part of Ethiopian cultural life. Singing accompanies many agricultural activities, as well as religious festivals and ceremonies surrounding life's milestones, such as birth, marriage and death.

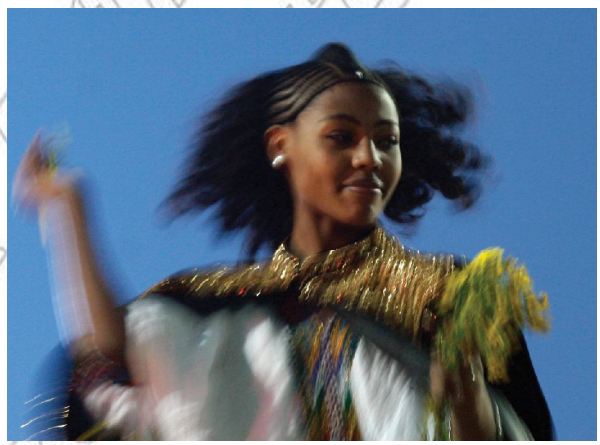
1 **What cultural activities do you know of or take part in?**

2 **Work in groups to make notes of different festivals that involve traditional dancing, and make notes about them.**

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A9.2 Listening: Traditional dances around the world





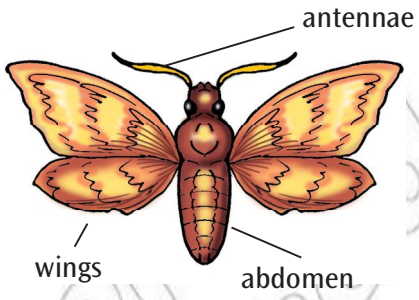
1 **Listen to your teacher read some text about different dances from around the world and point to the pictures of the dancers described.**

2 **What Ethiopian traditional dances do you know? In your groups, choose a traditional dance and describe the movements. Then give instructions to the rest of the class on how to perform the dance.**

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A9.3 Language focus: Probability and possibility

1 **Look at the picture on the right. What is this? It has got a long abdomen, short legs and short antennae. It has four large wings that are usually patterned. It is active at night.**



a It *could* be a cockroach. They are active at night.
b It *might* be a butterfly. They have large patterned wings and short antennae.
c It *doesn't look like* a grasshopper. They have long back legs.
d It *must* be a moth. They have patterned wings, short legs and they fly at night.

2 **In which of the sentences above is the speaker: a) very sure b) unsure?**

We can talk about things that are probable using *must* and *can't, for example*:
a You must be tired. You have been working very hard.
b You can't be hungry. You have just eaten a large meal.
We can also use *probably* and *looks like,* for example:
c You are probably tired.
d It looks like something you cook with.
We can talk about things that are possible using *might, may, could* and *looks like,* for example:
e It might / could be a jug.
f It looks like a jug.

3 **Match the pairs and complete the sentences. Write them in your exercise book.**

1 That must be a grasshopper.
2 Could that be a crocodile?
3 We might see an eagle in the mountains.
4 You may get malaria.
5 That looks like a vulture.
6 There are so many wasps in our house.

a Maybe, but I'm not sure.
b You don't sleep under a net.
c There must be a wasp nest nearby.
d It is large and has got long back legs.
e But we don't see many here these days.
f But it hasn't got a large beak.

4 **Put *must, may, could or can't* into these sentences. Write them in your exercise book.**

1 I _____ go to the park if I finish my homework.
2 That _____ be Ayantu at the door. I asked her to come this afternoon.
3 That _____ be my key. Mine is silver, not brown.
4 Liben's mother _____ be from the north or the west.
5 Halima _____ be playing basketball. She often plays on Thursdays.
6 We _____ have a lot of honey. The bees have been very busy.

5 **Your teacher will bring some mystery objects into class. The objects will be put in a cloth bag. Feel the cloth and try to identify what the mystery objects are. Use the words *might / could / look like* in your sentences to say what you think each one is and what it is used for.**

6 **Complete these sentences using your own ideas. Write them in your exercise book.**

1 You have been studying for two hours. You must …
2 I don't know where I have put my key. Perhaps …
3 I'm not sure exactly where this basket comes from. You can't …
4 Be quiet! The baby may …
5 Something small and black has crawled into my school bag! It might …

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A9.4 Speaking: Traditional objects

What do you think the following traditional objects are? Work in pairs to describe them, discuss what you think they are and where you might find them in Ethiopia.

Example:

Picture 1: *It looks circular with a raised a centre.*
It might / could be an old leather shield.

1 

2 

3 

4 

5 

6 

A9.5 Speaking: What do you know about Ethiopian culture and traditions?

1 **Work in a group to think about Ethiopian culture and traditions; make a note of them in your exercise book. Report your ideas to the rest of the class.**

2 **Work with a partner to role-play a tourist who is interested in learning about different Ethiopian customs and culture from a local person.**

Example:

Tourist: *Can you tell me more about the traditional coffee drinking ceremony in Ethiopia?*
Local Ethiopian guide: *Yes of course. First we …*
Tourist: *What about the different clothes Ethiopians wear?*
Local Ethiopian guide: *Well, the traditional dress for women is …*
Tourist: *What about men?*
Local Ethiopian guide: *Well, men wear …*



A9.6 Language focus: Sequencing words

We often use *sequencing words* and expressions to join parts of a text together. This is to make the text easier to read by showing how the different parts link together. Sequencing words show the time relations between different events. These include:
at first then when while immediately next

1 **Look at the words and expressions in the box above and then put them into the correct groups according to their meaning. Write them in your exercise book.**

One event happening after another in a sequence: *at first*
Two events happening at the same time: _____
One event happening very quickly after another: _____

2 **Add these words and expressions to your groups.**

- before
- at the same time as
- during
- at the end
- after
- for
- finally

Events can be joined in various ways using these sequencing words and expressions. Look at these unconnected events:

Event 1	**Event 2**
I kicked the ball to Ahmed.	*He headed it into the net.*

Join them like this.
I kicked the ball to Ahmed, then he headed it into the net.
When I kicked the ball to Ahmed, he headed it into the net.

3 **Listen to the instructions and follow the sequence of actions your teacher describes.**
Example:
Before you open your book, put your pen on the table.

4 **Join the events listed below in a logical way using one of the linking words and expressions. Write your sentences in your exercise book.**

1. I got up. I had my breakfast.
2. The telephone rang. I answered it.
3. We were doing our exam. Some other students came into the room.
4. I saw your brother, who I haven't met before. I recognised him because he looks just like you.
5. I have something to eat. I get home.
6. We were working in the garden. It started raining.

A9.7 Speaking: Adverbs of manner

Adverbs of manner tell us how an action is or should be performed. Look at the following adverbs of manner.
quickly slowly quietly noisily lightly gently

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Whisper an instruction to your partner, using an adverb from the box and one of the instructions listed below. Your partner should carry out the instruction and other members of the class must try to guess what the instruction was and what adverb of manner you used.

- *raise*
- *lower*
- *turn round*
- *jump*
- *shake*
- *twist*
- *sing.*

Example:

Turn round slowly.

A9.8 Language focus: Time expressions

The prepositions *during*, *while* and *for* are often used with time expressions. Let's take a look at the difference in usage between *during*, *for*, and *while*.

- How to use *during*
  During is a *preposition,* which is used before a *noun* (*during* + *noun*) to say when something happens. It does not tell us how long it happened. For example:
  Nobody spoke during the concert.
  I listened to the radio during the day.
- How to use *while*
  While is used to talk about two things that are happening at the same time. The length of time is not important. Remember that *while* is used with a *subject* and a *verb* (*while* + *subject* + *verb*). For example:
  The phone rang while I was watching TV.
  I listened to the radio while watching the goats.
- How to use *for*
  For is a *preposition* that is used with a period to say how long something goes on, for example:
  Nishan has been sleeping for eight hours.
  I listened to the radio for an hour.

1 **Complete the following sentences.**

1 I've been meaning to call you _____ some time.
2 He fell asleep _____ the meeting.
3 We all stayed inside _____ the storm.
4 Someone stole my watch _____ I was playing football.
5 Please don't smoke _____ I'm eating.
6 They've been out of the classroom _____ ages.
7 He kept talking to me _____ I was trying to read.
8 His mobile rang twice _____ the film.

2 **Give your completed sentences to a partner to check.**

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A9.9 Speaking: Expressing opinions

1 **Revise the different ways of expressing opinions from Unit 6, and the examples you gave on how to agree or disagree with someone.**

2 **When you are discussing something or holding a debate, we often use the following phrases:**

- *In my view …*
- *I support this motion because …*
- *I disagree with the previous speaker as …*

Work in pairs to use these expressions in sentences.

A9.10 Speaking: Debate

1 **Work in groups and suggest some ideas about the importance of keeping Ethiopia's traditional culture. When you have reached an agreement, tell your ideas to your teacher, who will write them on the board.**

2 **Say whether you agree or disagree with the list on the board, and give reasons for your opinions.**

3 **Your teacher will divide the class into four groups. Each group should select five students to take on the following roles in preparation for a debate:**

- Chairperson: who greets the audience and introduces the speakers and topic for the debate.
- Main speaker: who supports the motion. (the proposal / the idea)
- Main speaker: who opposes the motion.
- Second speaker: who supports the motion.
- Second speaker: who opposes the motion.

4 **In your group, prepare to debate one of the following topics, using the expressions you learnt in A9.9 Speaking: Expressing opinions:**

- It doesn't matter that traditional cultures will soon disappear.
- It is better to lead a traditional life in the country than in the city.
- Ethiopia should do all it can to keep its traditions and culture.
- It is not possible for Ethiopia to become a developed country without destroying its traditions and culture.

5 **Draw the following grid (one grid for each topic) on a piece of paper:**

Speaker 1: Arguments in support of the motion	***Speaker 1: Arguments against the motion***
Speaker 2: Arguments in support of the motion	***Speaker 2: Arguments against the motion***

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6 **In your group, think of arguments *for* and *against* each topic. Use your notes to write short speeches for each speaker in the debate.**

7 **Your teacher will invite each group to present their debates to the rest of the class. At the end of each debate, the class will vote whether they are in support or opposition of the selected motion.**

A9.11 Increase your word power: Festival words

1 **Learn these words and then find them in the passage below.**

- *celebrate:* to do something to show that a day is important
- *declare:* to announce
- *festival:* a day for rejoicing
- *palanquin:* a light bed or chair carried on the shoulders of men
- *relations:* those who belong to the same family
- *ritual:* a ceremony that is always done the same way
- *sacred:* holy
- *sumptuous:* costly or expensive

2 **Work with a partner to use these words in sentences of your own.**

A9.12 Reading: A festival in Ghana

1 **Read the following text and answer the questions below it in your exercise book.**

The Ohum festival, which lasts for two days, is celebrated twice a year by the Akyem people at Anyinasin, in Ghana. Ohum Kan usually takes place in June or July, and Ohum Kyire in September or October. The Ohum festival is a time when family members come together. It marks the beginning of the harvest season when the Akyem people remember their ancestors and give thanks to them. The celebration is also to mark the first yam harvest of the year and to ask for blessings for the coming year.

On the Tuesday two weeks before Ohum is celebrated, the chief of Anyinasin goes to an area known as *eban mu*, a sacred grave where the chiefs before him were buried. There, the chief and his elders perform some sacred rituals. After that, the chief declares a two-week ban on drumming, dancing and noise-making. For the next two weeks, the people in the town do not drum or beat the traditional musical instrument, the gong-gong. They are not expected to cry if someone dies. They do not whistle or make any loud noise. Anyone who disobeys this regulation can be punished by the chief.



On the second Tuesday, everybody goes to their farms to bring home the first harvest of the year and to have plenty of food in the house for the duration of the celebrations. The chief and the elders of the town prepare for the big ceremony on the next day. They get their ancestral stools washed

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and the traditional umbrellas and palanquins are cleaned. They also present ritual food to their ancestors in the sacred grave. To avoid making any noise on this day, people do not even pound fufu, the favourite food eaten in the area.

At about five o'clock in the evening, the town crier beats his gong-gong in the town square and declares the lifting of the ban on noise. The people assemble to hear this announcement cry out with joy, dance and embrace one another. They have fun with their families and friends.

Early the next day, the people cook sumptuous meals to share with their families and friends. Others present produce from their farms to their friends and relations. In the evening, the people hold a durbar. The chief, his elders and the townspeople all dress up in their best kente cloths. They wear gold and bead ornaments. The chief, the elders and the Queen Mother are carried on palanquins to the town square where they sit in public for the people to greet them. The chief gives the people his New-Year message and thanks God for taking his people through the year. The people drum and dance and enjoy themselves. The durbar ends before it gets dark, and everyone returns home to a good family dinner.

2 **Answer these questions about the text above.**

1. Where is Anyinasin?
2. What is the name of the festival the people celebrate?
3. Why do they celebrate the festival?
4. When do they celebrate Ohum Kan?
5. In which month do they celebrate Ohum Kyire?
6. What do the chief and the elders do two weeks before the festival?
7. What do the people do to prepare for the festival?
8. What do the people do on the day of the festival?
9. How do the people show that they are happy?

3 **Work with a partner to compare the Ohum festival with a traditional festival in Ethiopia.**



A9.13 Writing: An informal letter

1 **Look at the notes on writing an informal letter in Unit 1. Write a short informal letter to a friend describing a local cultural activity that you have taken part in recently. It can be about a family celebration, a religious ceremony, a festival or a traditional event.**

2 **Exchange your letter with your partner and check the letters for correct spelling, punctuation and capitalisation.**

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Part B

Objectives

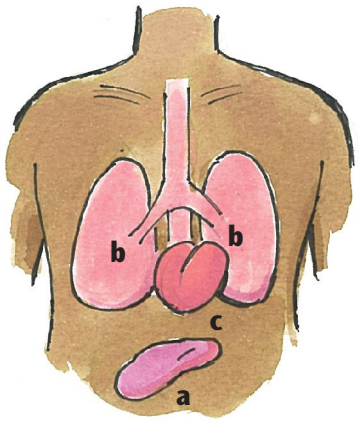
By the end of this part of this unit you will be able to:

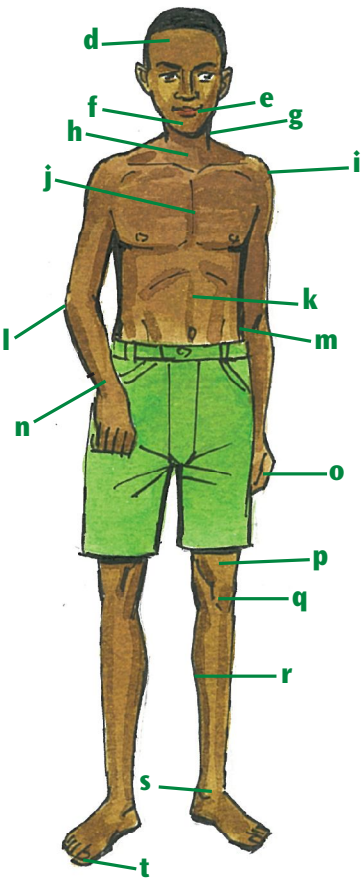
- revise your vocabulary for parts of the body
- recite a Ghanaian poem
- ask for clarification of the meaning of something
- read about three different traditions
- use regular and irregular adverbs
- use *ago* to express an indefinite point in time
- write and complete a paragraph
- use the linking words *and* and *but*
- write about an Ethiopian tradition
- play a game to revise prepositions
- discuss vocabulary strategies
- discuss your speaking skills.

B9.1 Speaking: Parts of the body

1 **Match the letters in the diagram to the numbered list of parts of the body. Write the answers in your exercise book, for example: 1 = g.**

1 neck
2 throat
3 forehead
4 cheek
5 chin
6 shoulder
7 elbow
8 wrist
9 thumb
10 chest
11 waist
12 abdomen
13 thigh
14 knee
15 calf
16 ankle
17 toe
18 heart
19 liver
20 lungs





2 **A pain or an ache? Write the sentences in your exercise book.**

1 I've got _____ *a headache* _____ (head).
2 I've got _____ (leg).
3 I've got _____ (ear).
4 I've got _____ (side).
5 I've got _____ (chest).
6 I've got _____ (tooth).
7 I've got _____ (stomach).
8 I've got _____ (shoulder).

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3 **Work in pairs to match each of the symptoms with the correct forms. Write them in your exercise book.**

a cold my finger diarrhoea aches hurts a headache my wrist malaria ill sick
my ankle awful dizzy hot cold a pain in my side a fever a cough toothache

1 I've got … (*a cold*)
2 I feel … (*sick*)
3 My back …
4 I've broken …
5 I've cut … (*myself*)

B9.2 Reading: Poem Yaa, the Adowa dancer

Adowa is the name of a Ghanaian dance. The poem below is a *sound picture* in which the movements of the dance are described. Read the poem and answer the questions about it.

The tune of *Adowa*
Drives Yaa to frenzy,
Her legs alternate –
    they close
    they cross
    they open
    they part.
Oh what a dancer,
The dancer of *Adowa.*
Her trunk goes –
    to the left
    to the right
    to the front
    to the back.

Oh what a dancer,
The dancer of *Adowa.*
Her hands move –
    backwards
    forwards,
    upwards
    downwards.
Oh what a dancer,
The dancer of *Adowa.*
Her head turns –
    to the east
    to the west
    to the north
    to the south.
Oh what a dancer,
The dancer of *Adowa.*

L.M. Asiedu

1 **How is the rhythm of the dance suggested?**

2 **Describe a dance that you are familiar with, either in poetry or in prose, so that the reader (or listener) feels that he / she can hear the music and join in the dance.**

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B9.3 Speaking: Asking for clarification

1 **Sometimes we are not quite sure of the meaning of something, or have not heard what has been said very clearly. We can use a range of expressions to ask for repetition and clarification, such as:**

- *Please repeat that.*
- *Sorry, I didn't catch the last part.*
- *Sorry, you've lost me.*
- *What was that again?*
- *Are you with me?*
- *Is that clear?*
- *Okay so far?*
- *What I mean is.*
- *What I meant was.*
- *Let me put it another way.*

2 **Your teacher will model some of these expressions. Work with a partner to make sentences using the above expressions, being careful to say them with the correct stress and intonation.**

3 **Work with your partner to practise giving instructions. Give instructions on how to draw a picture. (It could be a picture of your village, your school, a sport for example.) Your partner must interrupt you frequently to ask for clarification. Respond by rephrasing some of your instructions.**

For example:

Student A: *I want you to draw a picture of our village. First draw the road through the village. Then draw the number of houses on each side of the road.*
Student B: *Sorry, I didn't catch the last part.*
Student A: *Draw the houses on each side of the road. Is that clear?*
Student B: *Yes, okay. What next?*
Student A: *Now draw the position of our school in the village.*
Student B: *What was that again?*
Student A: *What I meant was. Draw where our school is in the village …*

B9.4 Reading: Three different traditions

1 **Find the following countries in your atlas: Turkey, Japan, Mexico.**

2 **Work in a small group and read *one* of the following passages about a local tradition from one of these countries. Make notes about the main points. Ask and answer questions with another group to find out about the local festival they have read about.**

The Whirling Dervishes in Turkey

The Mevlevi, one of the best-known of the Sufi orders of Islam, was founded in 1273 by the Sultan Veled Celebi. The centre for the Mevlevi order is in Konya, in Turkey. The Whirling Dervishes perform annually in Konya on December 17th. They believe that union with God can be attained in a dance and music ceremony called *sema*. The dance of the dervishes is one of the most impressive features of life in Islam, and the music accompanying it is of great beauty, beginning with the

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great hymn in honour of the Prophet and ending with short, enthusiastic songs, some sung in Turkish. Sufi whirling is practised by both men and women. The dancers wear traditional dress: a sleeveless white frock, a long sleeved jacket, a belt, and a black overcoat which is removed before the whirling begins. At the start of the dance, the dervish puts on a felt cap in addition to a turban wrapped around the head. The dancer has bare feet and does not have any food or drink for three hours before whirling.

The sheikh, who leads the ritual, stands in the most honoured corner of the dancing place, and the dervishes pass by him three times, each time exchanging greetings, until the circling movement starts. Sufi whirlers begin with hands crossed onto shoulders and may return their hands to this position if they feel dizzy. The whirling is performed on the right foot, with accelerating speed until the whirler's whole body becomes a moving spinning top, and the dancer falls into a trance. There is no fixed time for the whirling – it can go on for hours or even days – but dancers usually continue for at least an hour to get fully into the feeling of the energy whirlpool.

The Japanese tea ceremony



The tea ceremony is a very special event in Japanese culture. The ceremony takes place in a room usually within a teahouse, in the garden away from the main building. A gong or a bell tolls to summon the guests to the teahouse.

When guests arrive, they are led into a waiting room where they choose one person to act as the main guest. They are then led into a garden where they wash themselves in a stone basin before they enter the teahouse through a small sliding door. To enter everyone has to bow, to show that all are equal regardless of status or social position. The last person to enter puts the latch on the door.

There are no decorations in the teahouse except for a scroll painting which is carefully chosen to reveal the theme of the tea ceremony. Each guest admires the scroll, the kettle and the hearth, then they are seated and exchange greetings with the host and other guests.

In the tea ceremony, the green tea is kept in a small ceramic container covered in a fine silk purse. The host enters carrying the tea bowl, then cleans the tea container and tea scoop with a fine silk cloth. He fills the tea bowl with hot water and places three scoops of tea per guest into the tea bowl. He ladles enough hot water from the kettle into the tea bowl then passes the bowl to the main guest first, who bows and accepts it. The main guest drinks some of the tea, wipes the rim of the bowl, and passes it to the next guest, who does the same thing. When all the guests have tasted the tea, the bowl is returned to the host who rinses it, and cleans the tea scoop and tea container. The guests then leave the teahouse. The host bows from the door, and the ceremony is over.

Mexico – The Day of the Dead

El Dia de los Muertos (the Day of the Dead) is Mexico's popular two-day holiday to honour the dead on November 1st and 2nd. The celebrations start after sunset on November 1st, when everyone heads to the large Municipal cemetery. The road leading to it becomes full of people carrying enormous bunches of colourful yellow flowers. A kilometre before the cemetery gates, a carnival is in full swing with amusement rides, music, games of chance, and stalls selling cooked cactus, little cross waffles, flowers, and incense. Inside the cemetery gates, the graves glow with hundreds of candles. Sweet incense fills the air. Prayers are continuously repeated over a loudspeaker and musicians play through the night.

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The locals mark the occasion by building altars in their homes. Candles, incense, fruit and nuts, and special foods the dead enjoyed are placed on the altar, perhaps even a cigar, and always a glass of water – the dead get thirsty! Altars also contain sugar skulls with sequin eyes, and *pain de muertos* (bread of the dead: a roll with a little wooden figure baked into the dough.) There are also humorous skeleton figures made from painted beans that make fun of the dead.

Mexicans believe that the spirit of the departed, if honoured at this time, can return home for a visit. Celebrations take place in public, at home, where there is a feast, and in the cemetery. Families spend much of the holiday in the cemetery, crowding around the graves, cooking meals, sleeping, praying, and telling stories about those who are gone. Mexican bands move through the grounds playing favourite songs of the deceased while children dressed as skeletons eat candy skulls.

This (edited) article first appeared in The Globe & Mail newspaper, Saturday, October 28, 2000.
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B9.5 Language focus: More about adverbs

- Look at these sentences:
  She is a *slow* worker. She works *slowly*.
  She is a *good* cook. She cooks *well*.
- *slow* and *good* are both adjectives – they tell us more about the noun.
- *slowly* and *well* are both adverbs – they tell us more about the verb.

Regular adverbs

- Many adverbs are formed by adding *ly* to the adjective: *bravely, coldly, quickly, rudely, slowly, sweetly*.
- Some adjectives that end in *ll* form their adverbs by adding *y, for example*: *full, fully.*
- Most adjectives that end in *ll* are unchanged as adverbs, for example: *small, still, tall.*
- Adjectives that end in *y* form their adverbs by replacing the *y* by *ily, for example*: *busily, easily, greedily, happily.*
- Adjectives that end in *ible* and *able* replace the final *e* by *y*, for example: *legibly, capably, formidably, miserably.*
- Adjectives that end in *ic* form their adverbs by adding *ally, for example*: *economically, frantically, photographically*.

Irregular adverbs

- Some adverbs are irregular and are not formed from the same root as the adjective, for example: *He is a good worker.* [adjective] *He works well.* [adverb]
- Some adverbs and adjectives are the same, for example: *far, near, deep, fast, little, tall, hard, soft, high, low.*
- Adverbs and adjectives of time are the same: *daily, weekly, monthly, yearly.*

1 **Complete the following table with the correct adverb or adjective.**

Adjective	Adverb
eager	*eagerly*
dirty	
beautiful	
good	
easy	
bad	
quick	
nasty	
small	
terrible	

2 **Complete the following sentences with an adverb from the box. Write them in your exercise book.**

patiently	noisily	well	softly
beautifully	politely	badly	

1 The teacher was pleased that the boys behaved very _____ in class.
2 While they were cooking, they talked _____ to each other.
3 Desperate with hunger, the children waited _____ for their supper.
4 My sister always dresses _____.
5 The girl spoke so _____ that nobody could hear what she was saying.
6 The boys ran out of the kitchen, _____ upsetting the pans as they did so.
7 The teacher said that all those who behaved _____ would be allowed to attend the concert.

B9.6 Reading: Using an encyclopaedia

When we want to find out the meaning of words, we use a *dictionary*. When we want to find out facts, we either use an *encyclopaedia* or look it up on the Internet. Look at the following articles adapted from *Wikipedia*, an encyclopaedia on the Internet:

African People
Main articles: *African people* and *demographics of Africa*
The vast majority of Africa's inhabitants are of indigenous origin. Africa is home to many *tribes*, *ethnic* and *social groups*, some representing very large populations of millions of people, others are smaller groups of a few thousand. Some countries have over 20 different ethnic groups, and are greatly diverse in beliefs.

African Art and Crafts
Main article: African art
Africa has a rich tradition of *arts* and *crafts*. African arts and crafts find expression in a variety of *woodcarvings*, *brass* and *leather* art works. They also include *sculpture*, *paintings*, *pottery*, *ceremonial* and *religious* *headgear* and *dress*.

African culture has always emphasised personal appearance and *jewellery* has remained an important personal *accessory*. Many pieces of jewellery are made of *cowry* shells and similar

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materials. Similarly, *masks* with elaborate designs are an important part of African culture. Masks are used in various ceremonies representing ancestors and spirits, mythological characters and deities.

In most traditional arts and crafts of Africa, certain themes are repeated, including a couple; a woman with a child; a male with a weapon or animal; and an outsider or a stranger. Couples may represent ancestors, married couples or twins. The couple theme rarely shows intimacy of men and women. The mother with the child or children reveals the intense desire of the African women to have children. The man with the weapon or animal theme symbolises honour and power.

Folklore and traditional religion

Further information: African traditional religions and Religion in Africa

Like all human cultures, African folklore and folktales represent a variety of views of African culture. Like almost all civilisations and cultures, flood myths have been circulating in different parts of Africa. For example, according to a *Pygmy* myth, a Chameleon, hearing a strange noise in a tree, cut open its trunk and water came out in a great flood that spread all over the land. The first human couple emerged with the water. Similarly, a myth from *Côte d'Ivoire* describes how a charitable man gave away everything he had. The God *Ouende* rewarded him with riches, advised him to leave the area, and sent six months of rains to destroy his selfish neighbours.

Cuisine

Main article: African cuisine

Africa is a huge continent and the food and drink of Africa reflect local influences, with glimpses of *colonial* food traditions, including the use of food products like *peppers*, *peanuts* and *maize* introduced by the colonisers. The African *cuisine* is a combination of traditional *fruits* and *vegetables*, *milk* and *meat* products. The African village diet is often milk, *curds* and *whey*. Exotic game and fish are gathered from Africa's vast area.

Traditional African cuisine has *starch* as a focus, accompanied by stew containing meat or vegetables, or both. *Cassava* and *yams* are the main *root vegetables*. Africans also use steamed *greens* with hot *spices*. Dishes of green vegetables, *peas*, *beans* and *cereals*, starchy cassava, yams and sweet potatoes are widely eaten. In each African country there are numerous wild fruits and vegetables which are used as food. *Watermelon*, *banana* and *plantain* are some of the more familiar fruits.

Differences are also noticeable in eating and drinking habits across the continent of Africa. Thus, North Africans have different food habits to Saharan Africans who consume a subsistence diet. Nigeria and coastal parts of West Africa love chillies in food. The non-Muslim population of Africa also uses *alcoholic drinks*, which go well with most African cuisine. The most familiar alcoholic drink in the interior Africa is the Ethiopian honey wine called *Tej*.

Traditionally, East African cuisine is distinctive in the sense that meat products are generally absent. *Cattle*, *sheep* and *goats* were regarded as a form of *currency*, and are not generally eaten as food. *Ethiopians* lay claim to the first regular cultivation of *coffee*, and they have a form of coffee ceremony, like the *Japanese tea ceremony*. From Ethiopia, coffee spread to *Yemen*; from there it spread to Arabia, and from there to the rest of the World.

1 **Why do you think certain words and phrases in the encyclopaedia text are underlined?**

2 **Make brief notes of the main points in each paragraph.**

3 **Using your notes, summarise each article and then present your findings to the class.**

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B9.7 Language focus: Using *ago*

The word *ago* is a useful way of expressing *an indefinite point in time* in the past. It is placed *after* the period of time, for example *a long time ago, a week ago, three years ago, a minute ago*.
Example:
Liben left home five minutes ago.
A week ago, I played football.
I passed my swimming exam eight years ago.

1 **Work in pairs to make sentences using *ago* and the time periods and phrases in the table below.**

three days	broke my / her arm
a week	passed my / his English exam
two months	learned to play tennis
ages	went to the concert
sometime	played in the hockey team
a year	had a bad cold

Example:
Amina broke her arm two months ago.

2 **Work with a partner to make similar sentences about a past activity, using *ago* and a period of time.**

B9.8 Writing: Writing a paragraph

A paragraph should contain:
- a topic sentence
- supporting details
- a closing sentence.

When you write a paragraph, focus on the main idea, think carefully and organise your ideas for your paragraph before you begin writing. Here are some tips for writing a good paragraph:

1 Ask yourself:
- What question am I going to answer in this paragraph?
- How can I best answer this question?
- What is the most important part of my answer?
- How can I make an introductory sentence (or thesis statement) from the most important part of my answer?
- What facts or ideas can I use to support my introductory sentence?
- How can I make this paragraph interesting?
- Do I need more facts on this topic?
- Where can I find more facts on this topic?
- What else do I want to say about this topic?
- Why should people be interested in this topic?
- Why is this topic important?

2 Choose the most important point you are going to present in your paragraph. This is called the topic sentence.
3 Look for facts and ideas to support the topic sentence.
4 When you have chosen the facts and ideas put them in an appropriate order.
5 Write clear and simple sentences to express your meaning. Then read your paragraph and make sure it follows the above suggestions.

1 **Your teacher will give you some topic sentences. Write down what you would expect to read in a paragraph about the topic sentences given.**

2 **Look at the paragraphs about the three different traditions earlier in the Unit. Write topic sentences for each paragraph.**

B9.9 Writing: An Ethiopian tradition

1 **Look at the description of the Japanese tea ceremony earlier in the Unit. Now write a similar paragraph about the Ethiopian coffee ceremony, using the reading text as a guideline. Mention in your description: who takes part; where it takes place; what happens; if there are any special clothes or equipment required; and so on.**

2 **Work with a partner to identify the topic sentences in your respective paragraphs. Identify the same key points and any differences. Give appropriate feedback to your partner.**

B9.10 Fun with words: A preposition game

Write *in*, *on* and *at* on separate sheets of paper. When your teacher gives you a time phrase, choose the correct preposition and hold it up. Students who choose the wrong preposition are out of the game.

Example:

Teacher: the weekend Students hold up the word at to make at the weekend.

B9.11 Study skills: Vocabulary strategies

Work with a partner to test each other on the new words you learned in the last Unit. Did you meet your target? Explain to your partner what strategies you used and whether they were successful.

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B9.12 Study skills: Focus on speaking

1 **Work in a group to list the kind of speaking activities used in the classroom. Evaluate each item on your list using faces. Smiley faces should represent activities that you think have been successful; unhappy faces should represent those that have been unsuccessful.**

2 **In your group, brainstorm ways of improving the speaking activities used in the classroom. Write down your group's suggestions in your exercise book, highlighting the ones you use yourself.**

3 **With your group, decide which strategy hasn't been used before or regularly, and practise it in the following lessons.**

Assessment

1 **Reading**

Your teacher will give you an extract about traditions from an encyclopaedia. Read it and make basic notes of the main points.

2 **Speaking**

Listen as your teacher repeats the information about traditional dances from around the world. If there is anything you hear that you do not understand, raise your hand and ask for repetition or clarification using the structures you have learned in this Unit.

Examples:

- I'm sorry. I didn't understand about the use of castanets.
- Can you read that again, please?
- Sorry, but you've lost me.
- What was that about the jumping warriors?

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Revision 3 (Units 7–9)

Listening

1 **Listen to your teacher reading a short passage and write it down. (Dictation)**

2 **Your teacher will read you a text about Mancala. Listen and decide whether the following statements are *True* or *False*.**

1 Mancala is a board game.
2 It is only played in East Africa.
3 It has been played for thousands of years.
4 It is played with four rows of holes.
5 It is played by three players.
6 Three seeds are placed in each hole.
7 Seeds are sown in holes by each player.
8 You put seeds in your store, but not in your opponents.
9 The winner is the person who has no seeds left in his or her hole.

Vocabulary and spelling

Answer these questions with words from Units 7-9. Write your answers in your exercise book.

1 Give another name for the people who live in a country.
2 Dust and dirt in the air.
3 A moving staircase.
4 Places in cities where the very poor live.
5 Roads that go around the edge of a town or city.
6 Somebody who starts a new business.
7 The amount of money in your bank account.
8 The money a bank charges a customer to change from one currency to another.
9 The currency of Ethiopia.
10 A traditional time of rejoicing.
11 The person who keeps order during a debate.
12 Another word for *holy*.

Speaking

1 **Describe someone you know – without giving his or her name! Your description should include:**

a general appearance, such as: height, build, face, hair, complexion
b other details such as the way your friend walks, talks or behaves
c his or her interests or hobbies.

2 **See if your partner can guess who you are describing.**

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Language use

1 **Complete these sentences using the verb in brackets in the present perfect tense. Write them in your exercise book.**

Example:

I have just finished my homework.

1 The boy _____ _____ the car. (wash)
2 The tourist _____ _____ in Ethiopia. (arrive)
3 The cyclist _____ _____ the race.(win)
4 The artist _____ _____ a goat. (draw)
5 The man _____ _____ a fish. (catch)
6 The weaver _____ _____ a piece of cloth. (make)
7 The builder _____ _____ the new house. (build)
8 The priest _____ _____ some prayers. (say)

2 **Match an *if* clause from column A with a main clause from column B. Write the answers in your exercise book.**

A	B
1 If the work is not difficult …	… the whole country will benefit.
2 If the women are better educated …	… I shall go to university.
3 If I get good exam results …	… we can sit outside.
4 If it doesn't rain …	… I shan't need your help.
5 If the trees are all cut down …	… the place will look bare.

3 **Choose the correct option to complete the sentences. Write them in your exercise book like this:**

1 = a.

1 We must always be on time and not late because _____ is important.
   a punctuality
   b punctually
   c punctual
2 The factory in our town does not _____ children.
   a employment
   b employer
   c employ
3 The library is a good place to find _____.
   a inform
   b informed
   c information
4 I have decided _____ at home this evening.
   a stay
   b to stay
   c staying
5 I don't enjoy _____ in a bus for hours.
   a to sit
   b sitting
   c sit

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6 Please stop _____. It is the end of the lesson.
- **a** writing
- **b** to write
- **c** write

7 Please _____ the door.
- **a** to close
- **b** you close
- **c** close

8 _____ the fat in the saucepan.
- **a** Heat
- **b** To heat
- **c** Heating

9 Don't _____ the eggs in cold water.
- **a** to put
- **b** put
- **c** you put

10 I _____ looking after my younger brother. He is a good child.
- **a** can't stand
- **b** don't mind
- **c** hate

11 I _____ it. The taste is awful.
- **a** can't stand
- **b** love
- **c** don't mind

12 While I _____ to school, I saw a snake in the road.
- **a** was walking
- **b** walked
- **c** walk

13 When we _____ it was raining.
- **a** were going out
- **b** went out
- **c** going out

14 When you phoned me we _____ dinner.
- **a** eating
- **b** ate
- **c** were eating

15 I did my homework _____ I got home.
- **a** then
- **b** while
- **c** when

16 _____ the teacher arrived, the class was quiet.
- **a** As
- **b** As soon as
- **c** first

17 _____, our team played well.
- **a** First
- **b** When
- **c** At the start

18 We _____ wear our uniforms to the concert. We can wear what we like.
- **a** must
- **b** don't have to
- **c** can

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19 You _____ borrow my bicycle, if you want.
- **a** can
- **b** must
- **c** don't have to

20 You _____ drink that water. It looks dirty.
- **a** must
- **b** don't have to
- **c** shouldn't

Reading

1 **Read the following text.**

Festivals are times for people to renew their loyalty and pay homage to their chiefs. They also mark the beginning of the harvesting of a staple food, for example teff. Festivals are also occasions for remembering and mourning the dead. They serve as periods for purification of the people and of the land. The purification is meant to strengthen people spiritually and socially, so as to enable them to face the coming year successfully. People also seize the opportunity to settle disputes, quarrels and differences between relatives or friends. They are also occasions that provide the youth with opportunities to make friends and choose partners.

During festivals people resolve to correct their mistakes and plan for the future. Festivals are meant for the transmission and conservation of culture. Either consciously or unconsciously it is during this time that the youth learn and preserve their culture. By taking part in the various activities, they learn about their cultural practices.

Festivals are an occasion for merrymaking or entertainment. These days some modern touches have been added to the celebrations. Football matches, drumming and dancing, picnics, concerts and other forms of entertainment feature prominently. There is always much to eat and drink.

2 **Match the following words from the text with their meanings.**

1	homage	**a**	making clean again
2	mourning	**b**	importantly
3	purification	**c**	decide
4	disputes	**d**	taking part in
5	resolve	**e**	respect
6	conservation	**f**	arguments
7	participation	**g**	keeping safe
8	prominently	**h**	a period of grief

Writing

Write a description of the traditional Ethiopian coffee-making ceremony.

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Unit 10

Newspapers and magazines

Part A

Objectives

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

- discuss what you know about current affairs
- listen to a report about a robbery from a jeweller's shop
- agree, disagree and give your opinions about a topic
- use *all, every, no, none, both, neither, either*
- pronounce words related to newspapers and magazines
- re-arrange sentences to write a paragraph about a bank robbery
- read an article about newspapers
- use the correct word stress
- play a game of *Bingo*.

A10.1 Introduction: What do you know about current affairs?





Work in small groups and discuss your answers to these questions.

1 How often do you:
   a read the news section in the newspaper?
   b listen to the news on the radio?
   c watch the news on TV?
2 Do you think it is important to take an interest in what is happening in your country and the world?
3 How many of these questions can you answer?
   a Name all the presidents of:
      - all the countries in East Africa
      - South Africa
      - the USA.

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b Name two news stories which are current:
- in Ethiopia
- in other countries in Africa
- in the world

4 Do you have any opinions about any of the stories currently in the news?

A10.2 Listening: A news story

1 **Your teacher will show you a number of cards relating to a report in the newspapers. In turn, pick a card at random and read it to the class. The rest of the class must guess what the article is about. When you all agree, listen to the article and see how close your predictions were.**



2 **In your groups, discuss how Inspector Abebe knew that the night watchman had stolen the watches.**

- *Sequencing words* are words that help to link the information in the text so that it follows a logical order and people can follow your ideas. The most common sequencing words are: *first, first of all, to begin with, second(ly), then, next, after, last(ly), finally* and *in the end.*
- *Other sequencing words and phrases include: subsequently, beforehand, prior to this.*

3 **Listen to the text again, and write down the sequencing words that help you follow the structure of the text.**

4 **Using these sequencing words, work in a group to re-tell the story orally.**

A10.3 Speaking: Agreeing, disagreeing and giving opinions

1 **Revise giving your opinion using expressions such as, *I think, I like, I prefer*. Revise expressions for agreeing and disagreeing, for example, *I agree, I don't agree with you*. Work with a partner to make sentences using each of these expressions:**

Example:

Student A: *I think learning to swim is a waste of time.*

Student B: *I don't agree with you. It could save your life one day!*

2 **Learn the following structures for giving your reasons for actions or viewpoints:**

- *The reason why …*
- *Because …*
- *That's why …*
- *For this reason …*
- *Plus the fact that …*
- *In addition …*
- *Also, …*
- *Not only that, but …*

3 **Imagine that your classroom has a line on the floor which shows how much you agree or disagree with something. Your teacher will read out some simple statements on controversial subjects.**

- Move to a position on the line which shows how strongly you agree or disagree with each statement.
- Change your position with each new statement.
- At each new position, think of some reasons to justify your opinion. Your teacher will ask individual students why they hold the opinions they do.

A10.4 Language focus: Using *all*, *every*, *no*, *none*, *both*, *neither*, *either*

The words *all, every, no, none, both, neither, either* go in front of *nouns* and *adjectives + nouns*. They give us information about the noun.

All* and *Every

Examples: *All students feel nervous before exams.*
Every student feels nervous before exams.
All the shops are open now
Every shop is open now.

No* and *none

Examples: *No buses run to the school on Sundays.*
No computer operates without power.
None of the students in this class live (or lives) near the school.
How many bottles are left? 'None.

Both, neither* and *either

Examples: *Both email and the Web use the Internet.*
Both (of the) websites were useful for my project.
Both (of the) computer(s) are working at the moment.
Neither Kasech nor Berihun like(s) ice-cream.
Either Aret or Almaz will meet you at the bus stop.
Does either of your parents speak English?

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1 **Complete these sentences using *all* or *every*.**

1 _____ child needs love.
2 _____ drinking water should be clean.
3 Not _____ computers are linked to the Internet.
4 Not _____ student has passed the exam.

2 **Complete these sentences with *no* or *none*.**

1 _____ of my photographs are good.
2 I had _____ wrong answers in the test.
3 I didn't enjoy the party because _____ of my friends were there.
4 I had _____ difficulty learning how to use a computer.

3 **Complete the sentences with *both, either* or *neither*.**

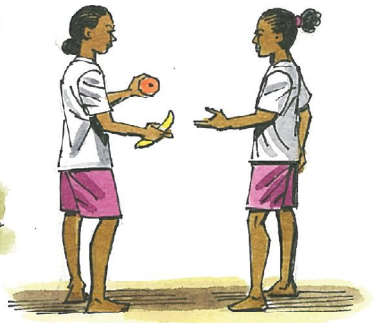
1 Can _____ of you go to the shop for me? I don't mind who it is.
2 _____ of my brothers lives with us.
3 _____ Uganda and Ethiopia have a border with Kenya.
4 I watched two videos last night and _____ was at all enjoyable.

4 **Make sentences about each of the pictures using the given words. Write your sentences in your exercise book.**

1 All *the children are slim.*
2 Every _____
3 None _____
4 No _____
5 All _____
6 Both _____
7 Only _____
8 Both _____
9 Neither _____
10 One _____







5 **Make sentences about your class using these words.**

Example:

None of my friends likes football.
Both of my friends like watching television.

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A10.5 Speaking: Pronunciation practice

1 **Your teacher will write a number of words on the board related to newspapers and magazines. In groups of nine, choose one word each and then stand in the alphabetical order of the words chosen. Your teacher will select groups to check the order and to hear you say the words to check for correct pronunciation.**

2 **If you do not know, or are unsure of the meaning of any of the words on the board, look them up in a dictionary.**

A10.6 Writing: A bank robbery

These sentences tell the story from a magazine article about a bank robbery. Work in a small group to rearrange the sentences to make a paragraph, then add sequencing words (*first, then, next, after that, finally,* etc).



1 Abel watched the cashier give the man a withdrawal form.
2 The bank manager gave Abel a reward, and helped Abel open a deposit account.
3 The cashier called the bank manager.
4 Abel was waiting to be served at the enquiries counter in the bank.
5 The bank manager told the guard to stop the man leaving the bank.
6 The man signed the withdrawal form and the cashier gave him some money from the safe.
7 He saw a tall thin man join the queue at the next counter.
8 The bank manager thanked Abel for helping to stop the man.
9 He wanted to ask about opening a bank account.
10 Suddenly the cashier noticed that the signature was a forgery.
11 Abel watched the man leave the counter and go towards the exit.
12 Abel told the bank manager that the man was about to escape.

A10.7 Reading: What is a newspaper?





1 **Read the following article and answer the questions below.**

There are many different kinds of newspaper: daily, weekly, Sunday, local and national. Magazines and journals often come out weekly or monthly, and are usually only about one subject, such as sport, music, cars or fashion, but newspapers report on any subject. People who collect the news are called reporters. They are sent to report on different events every day. Photographers take pictures of people and events to be printed in the newspapers.

When the reporters have written their stories, the editor chooses which stories and which photographs to print. Then the editor decides what will go on the front page. Headline news, such as a story about the President, is usually on the front page. Sports pages are usually near the back of a newspaper. In the middle, the editor comments on the main news items in the editorial. Regular features may include a correspondence section of letters to the editor, weather report, local and national news, items for sale, women's articles, classified advertisements, job opportunities, a crossword puzzle and a lost-and-found column.

2 **Answer the questions in your exercise book.**

1. How many different kinds of newspaper are there?
2. What is the difference between a newspaper and a magazine?
3. What do reporters do?
4. What is the job of the editor?
5. Where in a newspaper do we find stories about sports?
6. What is usually on the front page?
7. What is an editorial?
8. What are classified advertisements?

A10.8 Speaking: Debate

1 **Your teacher will split the class into groups of eight. In your group select one of the following topics:**

- There should be more articles for young people in the newspapers.
- We no longer need newspapers now we have the Internet.
- Newspapers don't always tell the truth.
- Magazines are more interesting than newspapers.

2 **Divide your group so that:**

- three students argue *for* the topic
- three students argue *against* the topic
- one student makes notes of the points made in support of the argument
- one student makes notes of the points made in opposition of the argument.

3 **Within your group debate your chosen topic; the note-takers should report what was said, using indirect or reported speech.**

Examples:

Yeshi said that few newspapers had a children's page.

Zebida felt that there were not enough articles about international news.

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A10.9 Speaking: Pronunciation – word stress

1 **Look at this information about syllables and stress.**

- Words in English (and other languages) have syllables.
- Some words have only one syllable, like these: *yes, not, town*
- Other words have two or more syllables:
  Pro- nun- ci- a- tion
  1 2 3 4 5
- Not many words in English have more than five syllables.
- Words with more than one syllable always have one strong syllable which is stressed.
  Many words are stressed on the first syllable, *but* not all:
  SYLL – a – ble, ex – AM – ple
- Long words usually don't change their stress with the addition of an extra beginning or ending.
  But some do:
  'kind 'kindness 'humid hu'midity
  'photograph pho'tography 'product pro'ductive

2 **Look at these words: *tall, English, relative, education, characteristics.***

1 How many syllables are there in each one?
2 Underline the stressed syllable in words with more than one syllable.
3 Say the words with the correct stress.

3 **Put the words in the box below into columns according to the stressed syllable. Write the columns in your exercise book.**

breakfast	begin	September	university	newspaper
magazine	machine	family	prepare	information
history	language	understand		

1st syllable	2nd syllable	3rd syllable
breakfast		

4 **Practise saying the words in each column with the correct stress.**

A10.10 Fun with words: Play Bingo!

- Draw a bingo card with nine squares (similar to Unit 2) in your exercise book and complete it with words relating to newspapers and magazines.
- Your teacher will call out the definition of a word, and you must cross out the word on your bingo card to which it applies.
- When you have crossed out all the words, shout *Bingo*!
- Your teacher will check if you have chosen the correct words for each definition.

Part B

Objectives

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

- read and match newspaper headlines and reports
- identify fact from opinion
- read about the Haiti earthquake
- design and write a school newspaper
- conduct an interview by a newspaper reporter
- write a letter to a newspaper
- revise the use of *have*
- develop your dictionary skills
- read and enjoy a poem.

B10.1 Language focus: Past, present and future

How well do you know your tenses? You have five minutes to complete the following table.

	Past	Present	Future
to go			
to buy	bought		
to sing		am singing	
to travel			will travel
to think			
to sweep			
to study			
to write			

Now work with your partner to make sentences with each form of these verbs.
Example: *(to go) I went to a party last week. I am going to a party today. I will go to a party tomorrow.*

B10.2 Reading: Newspaper reports

How often do you read a newspaper? It is a good idea to look at one as often as you can. It will increase your general knowledge and help your reading skills. You don't need to read the whole paper, just the parts that interest you. Reading the headline can help you to decide if the article is going to be interesting or not.

1 **Work with a partner. Look at these headlines and talk about what the articles are about.**

a **Salaries taken**

b ***HIV CLUB OPENS***

c BOY DIES

d ISLAMIC COLLEGE WIN

e **2,000 PASS**

f **LAUGHTER THE BEST MEDICINE.**

2 **Now match the headlines above to these newspaper articles below. Write your answers in your exercise book like this: *1 = b*.**

Article 1
A post-test club has been opened by the AIDS Information Centre at City Hospital with support from some AIDS NGOs. "It is a voluntary club for anyone who has tested HIV positive. All are welcome to come for information and support in a friendly place," said a spokeswoman.

Article 2
For the fifth year, the Provincial Volleyball Tournament has been won by Islamic College. "They are hard to beat," said Desta Tadesse, captain of the runners-up Southern High School, "but next year we will be in a better position to do it." Islamic college captain Fatima Iqbal said all the team had worked hard and played their best, "I am proud of them," she said.

Article 3
Provincial Governor Abebe awarded 2,156 certificates to successful students at the provincial adult literacy programme, last Saturday, at City Hall.

Article 4
Scientists in USA have proved that people who laugh for 15 minutes every day have stronger hearts and live longer. They have also said that depressed people are more at risk of dying of heart failure.

Article 5
Police have arrested a security guard, whose 10-year-old son was killed accidentally on Thursday when he shot himself with his father's gun. A police spokesman said that it was the man's responsibility to make sure his gun was kept in a safe place.

Article 6
A salary clerk working for Africa Chemicals is missing after the 5,386 birr theft of staff salaries from the company. Police are now looking for Dadnachew Bekele, who has not been seen since the day before the theft was discovered.

3 **Find the answer to these questions in the newspaper articles.**

1 Who gave out 2,156 certificates?
2 How much money was stolen from Africa Chemicals?
3 Who did not keep his gun in a safe place?
4 What should we do for 15 minutes every day?
5 Who has won what for the last five years?
6 Where is the new HIV club?

4 **With the rest of the class, share your opinions about some of the articles above and compare them using comparative and superlative adjectives.**

Examples:

The first text is more interesting than the others, because it because gives information about a new AIDS Information Centre.

The second article is the best because it talks about sport.

5 **Work in a group and choose one of the articles above. Answer the following questions:**

1 What is the article about (content)?
2 Write down two facts from the article.
3 Write down one opinion given in the article.
4 What do you think about the writer's opinions?

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B10.3 Reading: Fact or opinion?

- *A fact* is something that can be proven to be true, for example: *At 4,620 metres, Ras Dejen in the Simien Mountains is the highest peak in Ethiopia.*
- *An opinion* is a belief or judgement that is not on based on, or supported by, evidence, for example: *The natural beauty of the Simien Mountains stirs the heart of every visitor to this remote and unique national park.*
- When reading, it can be difficult to tell whether something is based on fact or opinion, as writers often use both in the same piece. Therefore when someone says that something is true, it is always important to question if this is actually the case. They may be expressing their opinion rather than stating a fact.
- Language can help us tell the difference between fact and opinion. It can help us to identify whether a statement is someone's own point of view, or whether there is evidence to prove that it is true.
- We can use particular language to express facts, for example:
  - Scientists have just *discovered*…
  - *According* to the report…
  - The data *confirms*…
  - The results of the survey *demonstrate*…
- We can use other language to express opinion, for example:
  - The members of the committee *suspect* that…
  - Most specialists *claim* that…
  - In the witness' *view*…
  - Some experts *argue* that…
- Beware! Language can be used to manipulate facts and opinions, so that opinions can appear to be facts because of the language that has been used.

Example:
Recent reports issued by the committee confirm that most drivers want further speed restrictions to be imposed.
Although the language used indicates that it is a factual statement, there is no evidence to suggest that drivers have been questioned and their opinions recorded. The only part of the statement based on fact is that the committee have recently issued reports on the subject of speed restrictions.

1 **Work in your group to suggest some statements. The rest of the class should decide into which category each statement should go: *fact* or *opinion*.**

2 **Here is a sample news article. It includes facts from a survey that can be verified, together with statements expressing the opinion of the writer. Copy the article into your exercise book, underline all the items you think are facts and put in *italics* all those you think are opinions.**

Media habits around the world

NOP World yesterday announced the results of a survey that they carried out during December 2004 to February 2005, involving 30,000 people in 30 countries.

According to the survey, consumers in Taiwan spend more of their leisure time on the Internet than any other country, averaging 12.6 hours a week.

It is interesting that consumers in the UK and the US spend on average less time on the Internet than other countries.

When it comes to listening to the radio, Argentinians scored highest with an average of 20.8 hours a week. Surprisingly, consumers in China spend the least time tuned in.

The results confirmed that Indians spend the most time reading – 10.7 hours a week on average. This could be as a result of self-help and aspirational reading. Koreans are at the other end of the scale, spending on average only 3.1 hours a week reading.

B10.4 Reading: The Haiti earthquake

1 **Read the following factual report from a newspaper, and scan the report to answer the questions that follow. Write the answers in your exercise book.**

'Thousands dead' in Haiti quake
PORT-AU-PRINCE, Haiti
January 13, 2010

Haitian President Rene Preval has said thousands of people are feared dead following a huge quake which has devastated the country's capital.
Haitians piled bodies along the devastated streets of their capital on Wednesday after the strongest earthquake to hit the poor Caribbean nation in more than 200 years crushed thousands of structures, from schools and shacks to the National Palace and the UN peacekeeping headquarters. Untold numbers were still trapped.

It seemed clear that the death toll from Tuesday afternoon's magnitude-7.0 quake would run into the thousands. France's foreign minister said the head of the UN peacekeeping mission was apparently among the dead. International Red Cross spokesman, Paul Conneally, said a third of Haiti's nine million people may need emergency aid and that it would take a day or two for a clear picture of the damage to emerge. The United Nations said the capital's main airport was "fully operational" and that relief flights would begin on Wednesday.

Aftershocks continued to rattle the capital of two million people as women covered in dust clawed out debris, wailing. Stunned people wandered the streets holding hands. Thousands gathered in public squares to sing hymns. People pulled bodies from collapsed homes, covering them with sheets by the side of the road. Passers-by lifted the sheets to see if loved ones were underneath. Outside a crumbled building the bodies of five children and three adults lay in a pile.

The United States and other nations – from Iceland to Venezuela – said they would start sending aid workers and rescue teams to Haiti on Wednesday as the start of a major emergency operation. The International Red Cross and other aid groups announced plans for major relief operations in the Western Hemisphere's poorest country.

Tens of thousands of people lost their homes as buildings that were flimsy and dangerous even under normal conditions collapsed in the shaking. Nobody offered an estimate of the dead, but the numbers were clearly enormous. "The hospitals cannot handle all these victims," Dr Louis-Gerard Gilles, a former senator, said as he helped survivors. "Haiti needs to pray. We all need to pray together."

Even relatively wealthy neighbourhoods were devastated. An Associated Press videographer saw a wrecked hospital where people screamed for help in Petionville, a hillside district that is home to many diplomats and wealthy Haitians as well as the poor.

At a destroyed four-storey apartment building, a girl of about 16 stood atop a car, trying to peer inside while several men pulled at a foot sticking out from rubble. She said her family was inside.

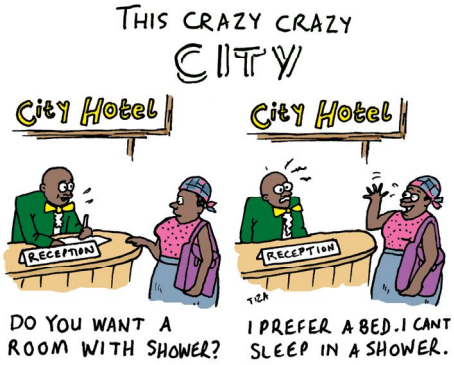
"A school near here collapsed totally," Petionville resident Ken Michel said Wednesday after surveying the damage. "We don't know if there were any children inside." He said many seemingly sturdy homes nearby were split apart.

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1. On what date was the earthquake?
2. How many people were affected?
3. How would relief be supplied to the victims?
4. What happened to the dead?
5. Who made plans for the relief of the victims?
6. Did the wealthy areas escape the devastation?
7. Where was the girl looking for her family?
8. What happened to the school building?

B10.5 Writing: A school newspaper

1 **Many newspapers have a section for children, with articles of interest to children. Can you find examples of any of these in a newspaper?**



- stories about children
- articles about the environment and personal hygiene
- news of exam successes
- school sports reviews
- children's letters and poems
- advertisements for pen pals
- jokes, cartoons and riddles
- quizzes, crossword puzzles and word searches
- entertainments section, with details of cinema, radio and TV programmes
- birthday greetings
- lost and found section.

2 **Your teacher will divide the class into groups and give each group a task from the list below. Work in your group to write your own class newspaper, using as many of the above ideas as possible.**

Group 1: Write some letters to the editor.
Group 2: Write 1-2 paragraphs about something important that is happening in your area.
Group 3: Write a poem or a report about an interesting event in your school.
Group 4: Write about something important that is happening in Ethiopia.
Group 5: Write the *Fun Spot*, with puzzles, jokes and riddles.
Group 6: Write advertisements for pen pals, lost and found items, birthday greetings, and so on.

B10.6 Speaking: Newspaper interview

Work with a partner. One of you is a reporter and the other chooses one of the newspaper stories in this Unit. Prepare an interview.

- Think about possible questions and answers.
- Practise your interview a few times.
- Perform your interview for another pair of students.

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B10.7 Writing: A letter to a newspaper

Write a short article for a magazine in the form of an informal letter, responding to one of the newspaper stories in this Unit.

- Think about the point of view you are going to take.
- Think carefully about your main points: Choose one or two strong points to support your opinion.
- Think about the supporting points for each main point.
- Make a plan before you start writing.

B10.8 Study skills: Using a dictionary

A dictionary gives us a lot of information.

- The *headword* is the word being explained. It helps you spell the word correctly.
- The *pronunciation* of the word helps you to say it correctly.
- The *definition* tells you what the word means. If the word has more than one meaning, there is more than one definition.
- The *part of speech* tells you if it is a verb, noun, adverb, adjective or preposition.
- The *grammar* tells you what kind of verb or noun it is, for example: countable or uncountable noun, transitive or intransitive verb (raise children = T) (run to the shop = I).
- The *example sentence* shows you how to use the word in a sentence.

1 **Look at this dictionary entry. Identify the headword, pronunciation, definition, part of speech, grammar and example sentence.**

pollute /pə'lu:t/ *v* [T] to make air, water, soil etc dirty or dangerous: *companies that pollute the environment* | *The beach was polluted by an oil spill.* —**polluter** *n* [C]

2 **Look at part of the entry for *slip* and answer these questions. Write the answers in your exercise book.**

slip[1] /slɪp/ *v* **slipped, slipping**
1 [I] if you slip, your feet move accidentally and you fall or almost fall: *Be careful not to slip — I just mopped the floor.* | **+on** *Joan slipped on the ice and broke her ankle.* → see box at **FALL** → see picture at **SLIDE**[1]
2 [I] to go somewhere quickly and quietly: **+out of/away/through etc** *Ben slipped quietly out of the room while his father was asleep.* | *No one saw Bill slip away when the police arrived.*
3 [T] to put something somewhere quietly or secretly [= **slide**]: **slip sth into/around etc sth** *Ann slipped the book into her bag.* | *He slipped his arm around her waist and kissed her.*
4 [I] if something slips, it accidentally moves or falls: *The knife slipped as he cut into the wood.* | **+off/down/from etc** *The ring had slipped off Julia's finger.*
5 [I,T] to put on a piece of clothing or take it off quickly and easily: **slip sth off/on** *Ken sat on the couch and slipped off his shoes.* | **+into/out of** *She slipped into her pyjamas.*
6 slip your mind *spoken* if something slips your mind, you forget about it: *I was supposed to meet her for lunch, but it completely slipped my mind.*
7 [I] to become worse or lower than before [= **fall**]: *Standards in our schools have been slipping.* | *The mayor's popularity is slipping.*
8 let sth slip *informal* to say something that is supposed to be a secret without intending to: *Don't* ***let it slip that*** *I'm in town.*

1 What part of speech is *slip* in this entry?
2 Which of these words does *slip* rhyme with:
leap ship sheep tip
3 What is wrong with this sentence? *Brian run on the ice!*
4 Which prepositions can follow *slip*? Name three.
5 Which definition of *slip* is being used in these sentences? Give the number.
a Ibrahim arrived late, but he quickly slipped on his boots and ran onto the football pitch.
b The fish slipped through the water away from the fisherman's net.
c When Ahmed slipped and fell on the banana skin Liben had dropped, we all laughed.
d The glass slipped from my hand while I was carrying it, it fell on the ground and broke.
e We wanted the party to be a secret, but Desta let it slip at school and now the whole class is coming.

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3 **Work in pairs. Use your dictionaries to find out the information.**

1. How do you pronounce *thorough*?
2. What is the noun for the verb *narrate*?
3. What is the main definition for *article*?
4. What part of speech is the word *through*?
5. Suggest two collocations for the word *cast* and give the definition for each.
6. What is the adjective formed from the verb *enjoy*?

B10.9 Reading: Poem – Haiti Survivor

1 **After the earthquake disaster in Haiti, a number of people wrote poems about the tragedy. Here is one of the poems written by Elizabeth Padillo Olesen in January 2010. Read the poem aloud, then work in pairs to answer the questions below it.**

HAITI SURVIVOR

The earth shook
And the buildings collapsed
She and her friends were trapped
Total eclipse.
Light left no trace
In darkness she heard
herself and her friends
crying, sobbing, moaning
in pain so unbearable to bear.



She could not move her legs
Only her hands could touch
a stone, wanting to embrace
her friends but she could not.
Dusts filled her lungs
She coughed, yes, they coughed.
They continued to sob and moan
She screamed calling for help
She yelled in all despair
but nobody heard her.

Those outside had to survive
They were running to find
shelter from the after shocks.
They were pulling bodies
of those whose legs and hands
they could see and touch
But she and her friends were trapped
Down deep in the ruins of dark dungeon.
One week passed
The voices of her friends
were heard no more
Two weeks and three days passed

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And there was no voice for her to shout.
She prayed, she slept, she dreamed
She saw light, she saw herself
willing to start a new life
Then she woke up
to this new dream, to this last hope
and to this new lease of life.

With the last hope in her voice
She cried for help again
And her last voice echoed
to the ears of the French rescuers.
Then slowly the light entered
her will to live on won.
Out from the ruins and rubbles
she was pulled out from total eclipse
to the full shining lights of sun and moon.

2 **Answer the questions.**

1 Why was the poet trapped?
2 Why was she in darkness?
3 Why were the survivors sobbing and moaning?
4 What part of her body was trapped?
5 What were the rescuers busy doing?
6 How long was she trapped for?
7 What gave her hope to call out again?
8 Who rescued her from the rubble?

3 **In your group, discuss the similarities between this poem and the newspaper report in B10.4. What differences can you find? Share your conclusions with the rest of the class.**

4 **Practise reading the poem aloud, with plenty of feeling.**

Assessment

1 **Reading**

Your teacher will give you an article from a newspaper and ten questions about it. Read it through twice and answer the questions.

2 **Writing**

Your teacher will give you a passage about newspapers. Complete the passage with words from the box.

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Unit 11

Endangered animals

Part A

Objectives

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

- name and classify various animals
- match animal words and pictures
- listen and complete a chart about animals
- talk with your partner about your favourite animal
- use the past continuous tense
- revise the present perfect tense
- use *a, an* and *the* correctly
- use some animal expressions to compare things and people
- read about endangered animals
- use conjunctions to express cause and effect
- discuss some endangered animals in Ethiopia
- write a description of an animal.

A11.1 Introduction: Animal families

All animals belong to families. These are some of the most important animal families:
Mammals Birds Reptiles Insects Fish

1 **Name these animals and decide which animal family they belong to.**



2 **What do you know about reptiles, such as the snake in question 1? Try to answer these questions about them.**

1 Do they give birth to live young (babies) or do they lay eggs?
2 What is special about their skin? Is it smooth?
3 If you touch a reptile, is it warm or cold?
4 Do they eat plants or animals?

3 **What do you know about crocodiles? Think about these questions.**

1 How big are they?
2 Where do they live?
3 What do they eat?

A11.2 Increase your word power: Animal words

Match these words to the pictures. Write the answers in your exercise book like this: *1 = k*.

a claws
b beak
c tail
d fins
e wings
f trunk
g jaws
h scales
i fur
j hooves
k feathers
l webbed feet
m antenna



A11.3 Listening: Which animal is being described?

1 **Copy the following chart into your exercise book, then listen to your teacher and complete the chart as much as you can. Note that not all of the columns will be relevant for each animal.**

Animal	Size	Number of legs	Skin covering	What it eats

2 **Work with your partner. Describe another animal, saying what it looks like without saying its name. Your partner must guess what the animal is.**

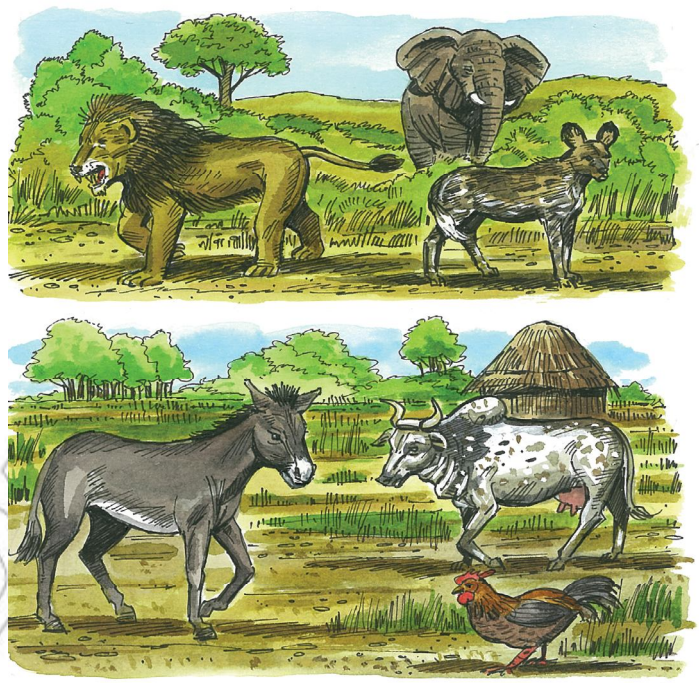
Example:

This animal looks like a leopard. It has four legs, but its fur has stripes instead of spots.

A11.4 Speaking: Talking about animals

1 **Work with a partner. Talk about your favourite animal. Mention:**

- what kind of animal it is
- what it looks like
- why you like it
- if you have ever seen one.



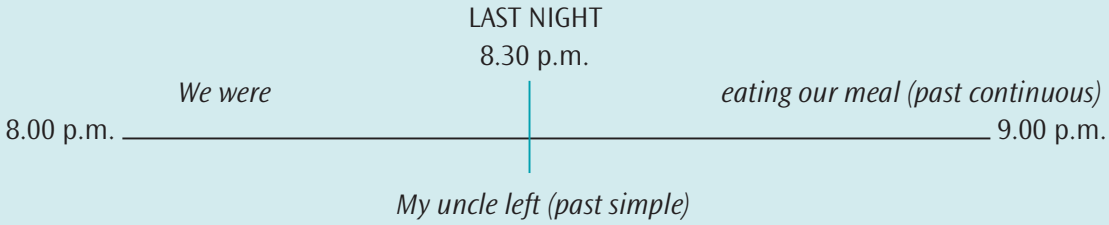
2 **Talk about a time in the past when you met an interesting animal. It could be an animal in your house or compound, or an animal in the wild. Talk about:**

- when it happened
- what kind of animal it was
- what the animal looked like
- what the animal was doing
- what happened
- how you felt about it
- how you feel now when you see this kind of animal.

A11.5 Language focus: Past events

Look at this sentence:

We were eating our meal last night when uncle left.

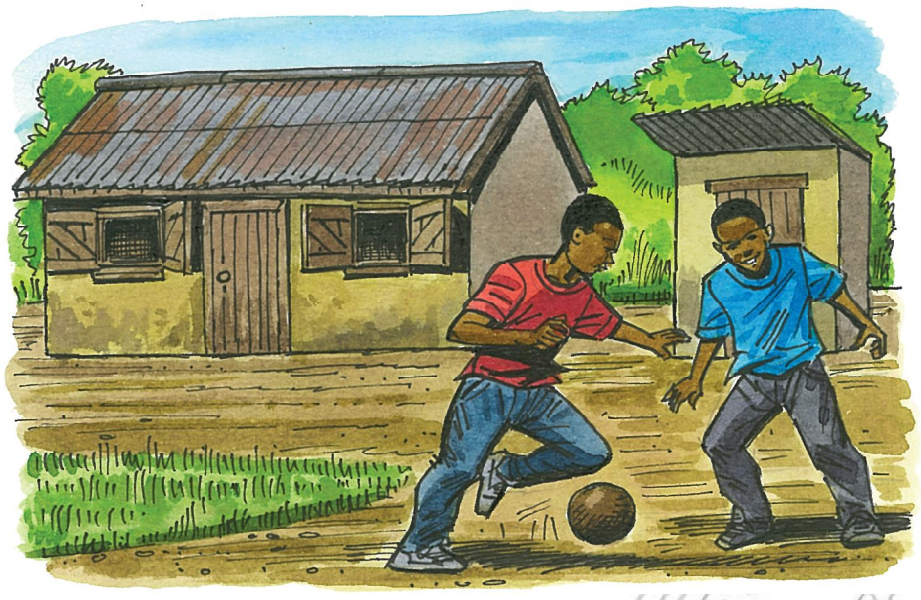


We use the *past continuous* tense when two actions continued for some time together.

Example:

While the deer were grazing, a leopard saw them.

1 **Describe what was happening in the house while the children were playing outside. Use the past continuous tense.**



2 **Look at the pictures and work in pairs to make correct sentences.**

Example:

Grandfather/sleeping on a sofa.

Grandfather was sleeping on a sofa while the children were playing outside.

Inside the house:

1 Uncle Abel / watching the television



2 Mother / reading the newspaper



3 Father / writing a letter



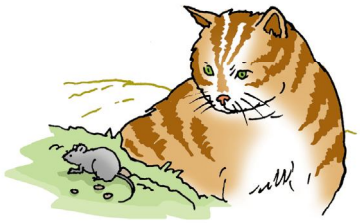
4 Grandmother / playing with the baby



5 dog / chewing a bone



6 cat / watching a mouse



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3 **Now copy and complete this short story in the same way.**

I _____ (walk) home from school when I _____ (see) an accident. A man _____ (cycle) along the road when a car _____ (come out) from a side road. The car _____ (hit) the cyclist and the man _____ (fall off) his bicycle onto the road. Some people _____ (go) to help him. Everyone _____ (talk) excitedly when a policeman _____ (arrive). He _____ (ask) the crowd what had happened. A woman _____ (start) to explain. As she _____ (talk), the car suddenly _____ (drive) off so fast that no one could stop it.

A11.6 Language focus: Revising the present perfect tense

- We use the *present perfect tense* to talk about an action that took place in the past, but we don't know exactly when, for example:
  The elephant has become extinct. (We don't know exactly when).
- Remember in the present perfect tense, we use *has* for one person or thing, and *have* for more than one, and change the form of the verb.

Change these sentences into the present perfect tense.

Example:

This is leading to a decrease in the number of elephants.
This has led to a decrease in the number of elephants.

1. My father is working in his office.
2. The people of Axum are building a new secondary school.
3. Weizero Eden is going to the court house.
4. The soldiers are repairing the bridge over the river.
5. Abeba and her father are going to Aksum.
6. The people are meeting at the king's palace.
7. Ato and Weizero Bontu are working in their vegetable garden.
8. Kasech is meeting her friend in town.
9. Ayana is singing in the choir.
10. I am going to Addis Ababa.

2 **Now change your sentences into questions, and answer in the negative**

Example:

Have they been to see Grandma? Yes, they have.
Has the teacher marked the books? No, he / she hasn't.

A11.7 Language focus: Using *a*, *an* and *the*

Look at these rules for using *a, an* and *the*

1. We use *a* / *an* with singular countable nouns, i.e. things we can count, e.g. dogs, cats.
2. We use *an* before a word that begins with a vowel, e.g. an elephant.
3. We use *the* when it is clear which thing we are talking about, e.g. the students (in the class).
4. We use *the* when there is only one of something, e.g. the Sun, the Moon
5. We don't use *the* with proper names such as the names of people, countries and cities, e.g. Africa, Aksum.

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1 **Now match the rules with these sentences.**

a Yesterday I read a book. The book was about a girl.
b Addis Ababa is the capital of Ethiopia.
c Nairobi is a city in Kenya.
d I like music.
e Would you like an orange?

2 **Write the following paragraph in your exercise book. Put *a, an* and *the* in the gaps.**

Last Saturday I was in _____ big shop in Addis Ababa with one of my brothers. We were talking to _____ assistant when _____ woman came into _____ shop. She was crying. She told us that _____ man had stolen her purse. We ran into _____ street. It was full of people and traffic. It was impossible to know where _____ man had gone. Just then _____ policeman came into _____ shop. He had _____ purse in his hand. When _____ woman saw him, she was very pleased. _____ policeman said that _____ man who had stolen it was _____ thief whom they had been trying to catch for a long time. Now he was at _____ police station.

3 **Look at the list of animals in the box. Write three sentences for each animal using *a, an, the.***

elephant	lion	vulture	deer	eagle	wolf	gorilla

Example:

A crocodile lives in rivers and on land.
Crocodiles live in rivers and on land.
The crocodile is a very dangerous animal.

4 **Which of the following nouns are countable and which are uncountable?**

- lion
- goat
- wolf
- fur
- deer
- sheep
- water
- money

5 **Now use the countable nouns in sentences.**

A11.8 Increase your word power: Animal expressions

1 **The expression *as dead as a dodo* means that there is no hope of life in something. Match up these animals with the adjectives to make similar expressions.**

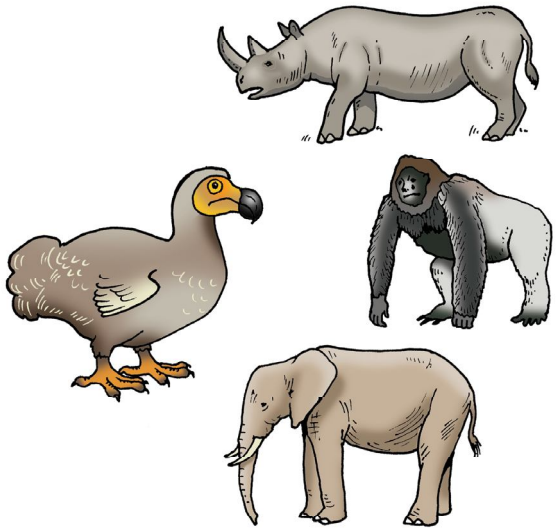
1 mule	**a** cunning
2 ox	**b** busy
3 fox	**c** blind
4 mouse	**d** stubborn
5 tortoise	**e** timid
6 bee	**f** slow
7 bat	**g** strong

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2 **Arrange these words in alphabetical order, then look up their meanings in a dictionary.**

prey	settler	ivory	domestic	extinct	skeleton	tusk	horn

A11.9 Reading: The world in danger



300 years ago, a bird called the dodo lived on the island of Mauritius in the Indian Ocean. It had a round body, short legs, a large head and a very large beak with a hook at the end. At that time there were lots of dodos on the island. Ships went to Mauritius and when the sailors went ashore, they hunted the dodos for fresh meat to eat. The dodos could not fly, so they were easy prey for the hunters. Later on, settlers arrived on the island with their domestic animals. Their pigs destroyed many of the eggs and ate the young dodos. After many years there were no dodos left on the island, and the bird became extinct. All that remains of the dodo today are some skeletons in museums, plus one head and two feet.

Today, elephants are in the same position that dodos were 300 years ago. People are killing so many elephants that soon there will be none left. Men kill elephants because they want the ivory from their tusks to make ornaments and jewellery. People who buy ivory pay the hunters to kill the elephants. When a mother elephant is killed, her newly born babies die too, because there is no one to look after them.

Rhinos are also in danger of extinction because some people in Asia believe their horns have magical powers. In the past there were dozens of different kinds of rhinos in the world. Today, although only five kinds survive, they are still hunted and killed for their horns. If we do not stop people killing elephants and rhinos, they may both die out, just like the dodo.

Some animals become extinct because men hunt them. Others die out because people destroy their food. A lot of animals live in forests, but all over the world people are cutting down and burning the forests. Every minute of the day 40 hectares of trees are destroyed in the world.

We must stop killing huge numbers of animals. The pictures show some of the animals which may die out if we do not stop killing so many of them. We must look after our forests. If we do not, more animals in the world will die out, including humans. Just like the dodo.

Answer the questions about the text

1. Where did the dodo live?
2. Why did sailors kill the dodos?
3. How did pigs help destroy the dodo?
4. Why will there never be another dodo?
5. In what way is the elephant like the dodo?
6. Do people kill elephants to make useful things?
7. Do you think that people should buy things which are made of ivory?
8. What will happen if we do not look after the animals and the forests?

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A11.10 Language focus: Cause and effect

Conjunctions are words that link the different parts of a sentence to express cause and effect. The most important conjunctions are: *because, as, since,* and *so.*
Because, as, and *since* introduce a *cause*; *so* introduces an *effect*. They are used to join two complete sentences (or independent clauses) together. They are often used like this:

First sentence	Conjunction	Second sentence
I stayed at home It was raining,	because so	it was raining. I stayed at home.

You can also reverse the order of the sentences with *because, as,* and *since,* for example:
Because it was raining, I stayed at home.
Note that this is *not* possible with *so*.

1 **Join the following sentences with *because, as, since* or *so*. Write them in your exercise book.**

1 Many species of wildlife are being destroyed. The rainforests are being destroyed.
2 People are destroying the habitats of animals. The animals are running away.
3 Pigs ate all the dodo's eggs. The dodos became extinct.
4 Many forests are being cut down. Animals no longer have food and shelter.

A11.11 Speaking: Endangered animals

1 **Look at the pictures of these animals. They are all found in Ethiopia and are endangered. Work in groups to make sentences about where they live, what they eat and what they look like.**






2 **Discuss in your group why you think each animal is endangered and what the effect might be. You should agree or disagree with the points raised and give your reasons.**

Use the following phrases to express your opinions:

- *In my opinion …*
- *I think …*
- *I believe …*
- *I suggest …*
- *It would be a good idea to …*
- *We should / ought to …*

Use the following expressions to give the counter arguments:

- *Yes, but don't forget …*
- *That would be great, except …*
- *That's a good idea, but …*
- *Even if that is so …*
- *That may be so, but …*
- *Possibly, but …*

3 **Finally, discuss with your group any suggestions or recommendations on how the problem should be resolved. Share your conclusions with the class.**

4 **Using the expressions above, work in pairs to discuss a future plan which causes some argument.**

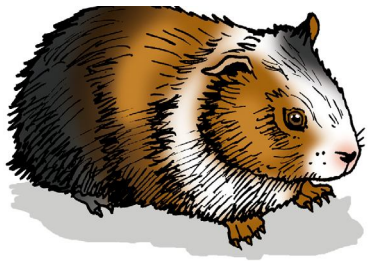
Example:

- *You are going to have a party.*
- *Student A has a plan for the party,*
- *Student B has an objection or reservation: the neighbours might object.*
- *Student A uses a counterargument: invite the neighbours.*

A11.12 Writing: A description of an animal

1 **Look at this description of a guinea pig by a student called Onyango. Read it silently and decide where in the paragraph there is some information about:**

- movement and feet
- general features
- its head.



Description of a guinea pig

The guinea pig I observed is a female and it has white fur. It only about six months old and weighs about half a kilo. When it is still, it is about 20 centimetres in length but its body gets longer when it moves. The ears of the guinea pig are black and are not covered with fur. Its eyes are pink. In its mouth it has four long front teeth: two on the upper jaw and two on the lower jaw. Its back feet are about 4 centimetres in length and have three toes. Its front feet are only 2 centimetres long, but have four toes. Each toe has a long claw. It usually moves quite slowly, but it moves fast if it is afraid of something. It spends most of its time eating green leaves and resting.

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2 **Write a paragraph to describe an endangered animal, for example a Walia ibex or the Ethiopian wolf. Follow these steps:**

- Read the information about writing a paragraph in Unit 9 **B9.8** again.
- Work with a partner to decide on the animal, then decide on the main topic sentence and what supporting ideas you want to include. Check your facts in an encyclopaedia or on the Internet.
- Make some notes about the animal, then sort them into a logical sequence.
- When you are ready, write your paragraph and draw a picture of your animal.

Part B

Objectives

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

- listen to a story about how the elephant got its trunk
- use expressions of quantity
- read an animal fable
- write about an endangered animal
- use the correct stress in sentences
- take part in a group discussion
- read and act a poem
- revise past tense verb forms
- revise verb contractions
- evaluate your speaking and writing skills
- do a word puzzle.

B11.1 Listening: How the elephant got its trunk

1 **Your teacher will read you a short story. Listen and make notes of the main events. Discuss your ideas with the class and list them on the board.**

2 **Work with a partner to re-tell the main events of the story to each other.**

3 **Your teacher will select different students to re-tell the story to the class.**

B11.2 Language focus: Quantities

Some and *any*

- We use *some* in positive sentences: *I've got some money.*
- We can use *some* in polite questions when we are offering or asking for something: *Would you like some water? Can I have some tomatoes, please?*
- We use *any* in negative sentences: *I haven't got any paper.*
- We also use *any* in questions to find out if something is or isn't available: *Have you caught any fish today?*

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1 **Put *some* or *any* into these sentences. Write them in your exercise book.**

1 I must buy _____ fruit.
2 We don't need _____ vegetables today.
3 Please can I have _____ flour?
4 Have you got _____ nice bread?
5 Do you know if there are _____ sweet potatoes in the market today?
6 There isn't _____ oil so we must go and buy _____.

Other quantity expressions

- We can describe an amount or quantity of something exactly, for example:
  I'd like two kilos of tomatoes. I don't want any rice. I'd like three mangoes.
- We can also describe an amount or quantity with expressions like *a little, a few* instead of using an exact measurement, for example:
  I'd like some tomatoes. I'd like a little rice. (uncountable) *I'd like a few oranges.* (countable)
  Some of these quantifiers can only be used with countable nouns, like *tomato* and *tomatoes*, some can only be used with uncountable nouns, like *rice*, and some can be used with both.

2 **Copy the table into your exercise book. Put the words and expressions in the box into one or both columns.**

no / some / a few / one / both / a lot of / most / not many /not much / plenty of / any all

Countable nouns e.g. bananas	**Uncountable nouns** e.g. water
no *a few*	*no*

3 **Complete the sentences with expressions of quantity.**

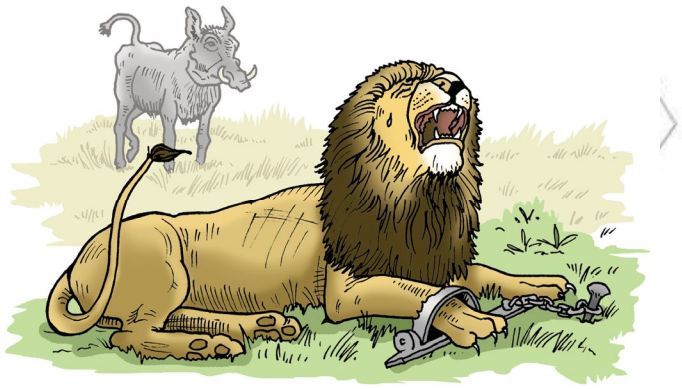
1 Have you seen _____ elephants?
2 We've got _____ birds, but only _____ ibex in Ethiopia.
3 There's only _____ water left. We must buy _____ more.
4 We haven't got _____ tigers.
5 Can I have _____ food for the wolves, please?
6 There's _____ grass in the park because of the drought.
7 _____ lions and tigers belong to the cat family.
8 _____ of the crocodiles are lying on the river bank.
9 There aren't _____ babies on the river bank, only _____ younger crocodiles.
10 There are _____ wild animals in the Ethiopian game parks.

B11.3 Reading: How Lion and Warthog became enemies

1 **This is an animal fable which explains why lions and warthogs don't like each other. Read the story and answer the questions below. Write the answers in your exercise book.**

In the heat of the midday sun, as Warthog led his young back from wallowing in the mud at the waterhole, he came across Lion who was whimpering loudly. Fearful of Lion, Warthog was going to turn and go the other way, but Lion's crying made him curious.

He approached Lion from a distance ready to defend his young. Then he noticed that Lion's foot was caught in a trap. The more he had tried to free his tawny body, the more Lion had become trapped. The strong beast now lay exhausted on the dry grass, flicking his long tail.



"I have been lying here for days and I have not eaten," protested Lion. "Please save me, Warthog."

Warthog and his young stood still as they looked at suffering Lion.

"My body is growing weaker and weaker and I'll die soon," pleaded Lion. Then Warthog had pity on Lion who was weakened by hunger and suffering and he freed him from the trap.

As Warthog trotted away in search of berries, with his tail held up as straight as a tree, Lion watched his muddy youngsters trailing behind him. The sight of the little warthogs running through the long grass made him extremely hungry.

"You have so many warthogs in your litter!" said Lion, suddenly feeling stronger. "Please let me have one."

Warthog replied in disgust, "I have just saved your life and now you want to eat one of my young!"

When Lion began following them, the mother of the litter became anxious and said to Warthog, "Lion is a strong, powerful animal. We shall have to do what he wishes."

Warthog turned to face Lion and said, "When we reach our destination you may have one of my young, but first, let's have a look at that trap."

Lion began to show Warthog how the trap worked. "How did it trap you?" asked Warthog, curious.

Lion held one end of a long thick stick and asked Warthog to take hold of the other and hold it down. "But how was your foot caught?" asked Warthog.

As Lion put his foot in the trap to show how he had been trapped when out hunting alone, Warthog took the stick away and Lion was caught once again.

When the warthogs trotted away, Lion pleaded with them to free him. "You cannot be trusted, Lion," said Warthog from a long distance away. "Free yourself. We set you free and in return you wanted to eat one of my young."

And so Lion stayed helpless in the trap for days and nights until his once powerful body grew weak and limp and he died.

To this day, Lion and Warthog are enemies. And if Lion happens to meet Warthog, he will not hesitate to eat him.

1 What was Lion doing when he was caught in the trap?
2 How long had he been trapped when Warthog saved him?
3 Why didn't Warthog run away as soon as he saw Lion?
4 Why did Warthog decide to help Lion?
5 What did Lion ask Warthog after he had been freed from the trap?
6 Why did Warthog agree to Lion's request?
7 How did Warthog prevent Lion from getting what he wanted?

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2 **In your group, discuss the following questions.**

1. Do you think either of the animals behaved foolishly? Why?
2. Who is the winner and who is the loser in this story?
3. What do you think is the moral of the story?
   - **a** Never trust a big, powerful animal.
   - **b** Look after yourself, not other people.
   - **c** Don't bite the hand that feeds you.

3 **Which of these adjectives describes the behaviour of:**

a Warthog **b** Lion

greedy	selfish	unselfish	trusting	deceitful
clever	stupid	friendly	inquisitive	cowardly

4 **Find words in the story that mean the following:**

1. a yellow-brown colour (adjective)
2. a group of baby animals born from the same mother at the same time (noun)
3. a strong feeling of dislike (noun)
4. to ask for something in an anxious way (verb)
5. not firm or strong (adjective)

5 **Read the story again and list the key content words in the text, then re-tell the story.**

6 **Work in pairs to find and list the different tenses in the story and see how they are used.**

B11.4 Writing: An endangered animal

1 **Find out all the information you can about an endangered animal, for example, a gorilla, a rhino or an elephant. Use an encyclopaedia or the Internet to check your facts.**

2 **Pretend that you are that animal and write a story called *A day in the life of an animal*. Try to make the story interesting by using many adjectives and different tenses.**

B11.5 Speaking: Group discussion

1 **Copy these headings into your exercise book. Add expressions from the discussion above to the correct column. Add some more examples of your own to each list.**

Asking for an opinion	Giving an opinion	Agreeing	Disagreeing
What do you think …?			

2 **Which of these expressions are polite and which are not polite? Write P or NP next to each of the expressions.**

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3 **Practise these expressions by having a short discussion with your partner about each of these subjects.**

1 Girls are better students than boys.
2 Blue is the best colour.
3 Watching violent films makes people violent.

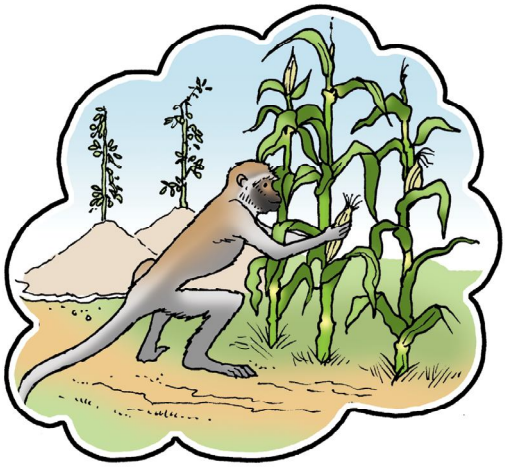
Example:

Student A: Ask B's opinion on the subject.
Student B: Agree or disagree with the sentence. Say why.
Student A: Agree or disagree with B. Say why.

B11.6 Reading: A poem: *Law of the Jungle*

1 **Read and act the following poem in groups of three, each person taking the part of either the poet, the prisoner or the judge.**

Man has decided
He'll defend wild animals
And care very little
About fellow human beings. *Crazy... Crazy!*



For killing the innocent monkey
In that protected game reserve
You get three years imprisonment
With hard labour. *Imagine... Imagine!*

But the innocent monkey
Ate the crops in my small garden
It destroyed the little I had
To feed my wife and twelve children. *Right... Right!*



Why didn't you report
The monkey to the authorities?
Who gave you permission to kill
That innocent monkey? *What... What?*

And who gave that monkey
Permission to eat my maize?
Did you, my judge, did you? *True... True!*

For arguing with the judge
In this court of law
You get additional sentence,
Two plus three equals five
You'll rot in prison for five years. *Aaaah... Aaaah!*

Willie T. Zingani

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2 **Write the answers to the questions in your exercise book.**

1 What has *Man* decided?
2 Why does the person speaking think this is crazy?
3 What is the sentence for killing a protected monkey?
4 What did the accused say the monkey had done?
5 How many children has the accused got?
6 Do you think the poet and the accused are the same person? Why?
7 Do you agree with the prisoner or the judge? Why?

B11.7 Writing: Revising verb forms

Complete the sentences with the correct form of the verb in brackets (*past simple*, *past continuous or present perfect*).

1 How many of the pens have you (give) your brother?
2 I (celebrate) my birthday last week.
3 The woman (wash) her baby already this morning.
4 Since you (arrive) here first, why didn't you knock at the door?
5 My aunt (feed) the baby in the room.
6 Last year the people (bring) a number of gifts to the chief.
7 This morning, Zebida (say) he (feel) very unhappy.
8 When I (get) there, the old man (demand) some money.
9 When she (see) me, she (think) I was you.
10 Are those the children who (play) behind the house?

B11.8 Study skills: Speaking participation

1 **How many times did you take part in the Speaking activities in this unit? Look back at all the exercises, and mark in your exercise book your participation with a smiley face if you think you took part well in a discussion, or a sad face if you think you did not speak very much. Include in this survey not only the specific Speaking activities, but any times you answered questions or discussed an answer with your partner or in the group activities.**

2 **Keep a record of how much you speak in the next Unit and see if you can improve the number of times you take part in discussions and other speaking activities.**

B11.9 Study skills: How well do you write?

1 **Brainstorm in your group what skills you need to write well, and write the results in your exercise book. Now assess your own written answers in this unit, using smiley faces if you think you did well, or sad faces where you think you might need to improve your writing skills.**

2 **In your group, share writing strategies used by other members of the group and note them down. Then choose one of these strategies to work on to help you structure your own writing and improve it in future units.**

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B11.10 Fun with words: From one word to another

Copy the squares 1, 2 and 3 into your exercise book. Change the first word to the second word. You can only change one letter of the word at each step. Each time you change a letter, it must leave a known word. There are some clues to help you.

Example:

S	K	Y
S	A	Y
M	A	Y
M	A	D

1

M	A	N
B	I	T

- You can put this on the floor or sleep on it.
- A mouse with wings

2

C	O	A	T
M	I	S	S

- The price of something.
- The superlative of *more*.
- You can't see very far in this.

3

H	A	N	D
S	E	E	

B11.11 Language focus: Relative clauses

We use relative clauses to give additional information about something without starting another sentence. By combining sentences with a relative clause using relative pronouns such as *who*, *whom*, *which* or *that*, you can avoid repeating certain words.

Complete the following sentences with the relative pronoun who, whom, which or that.

1. This is the bank _____ was robbed yesterday.
2. A boy _____ sister is in my class was in the bank at the time.
3. She told me _____ the man _____ robbed the bank had a gun.
4. He wore a mask _____ covered his face and hair.
5. The robber had come with a friend _____ waited in a car outside the bank.
6. The customers _____ were in the bank were very frightened.
7. One of the cashiers pressed an alarm _____ was connected to the police station.
8. The robber in the bank grabbed the money _____ the cashier handed over to him.
9. He ran towards the door _____ led outside into the street.
10. He jumped into the car _____ was waiting outside the bank but he didn't know the police had already arrested his friend and were waiting for him!

Assessment

1 Speaking

Your teacher will ask you to describe an endangered animal and state one cause of it being endangered; you will also be asked about the effect if this animal becomes extinct.

2 Writing

Your teacher will ask you various questions to help you write a paragraph about an animal or bird that you know. You will be expected to use topic sentences and supporting ideas.

Unit 12

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.**

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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?

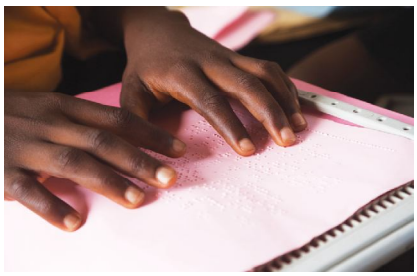
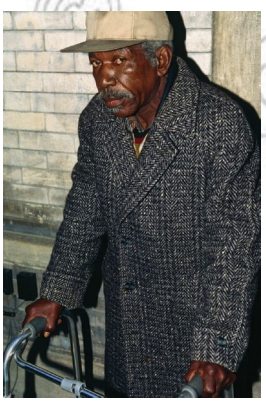
A12.3 Speaking: Discrimination

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*:

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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.

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.**

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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.

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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.

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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.**

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For Pilot Purpose

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 …	But in fact …
Some people say …	But actually …
You've probably heard that …	But the truth is …
It may seem …	

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 <u>to help</u> somebody hear.*
- *These products have greatly helped farmers <u>to grow</u> more.*

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

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

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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.**

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.

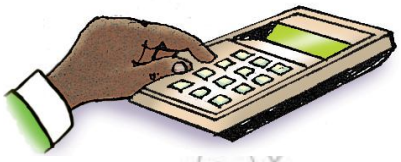
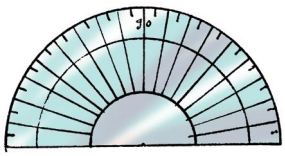
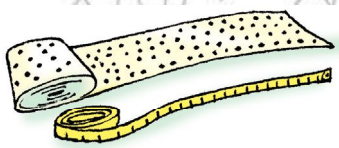
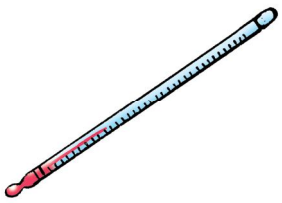
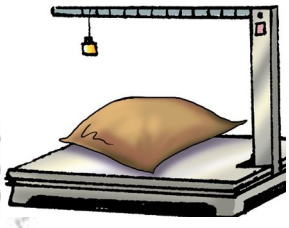
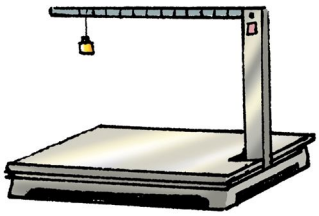
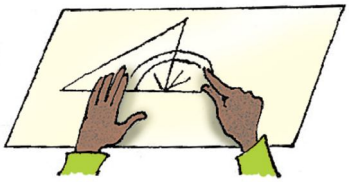
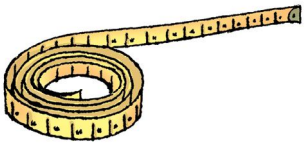
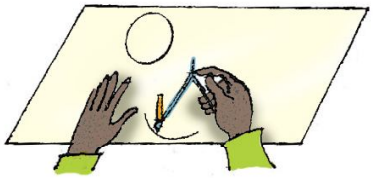
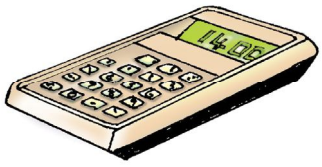
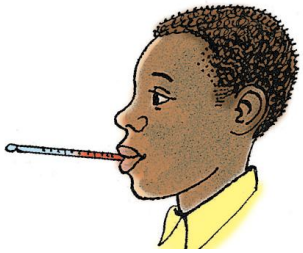








3 **Look at the pictures in the table. Match pictures of the objects with their uses, then make sentences for each object using *to* and *for*. Write them in your exercise book.**

1 	a 
2 	b 
3 	c 
4 	d 
5 	e 
6 	f 

Example:

A pair of compasses is used to draw circles.

A pair of compasses is used for drawing circles.

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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.**

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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: a*lthough, 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.**

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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.

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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.**

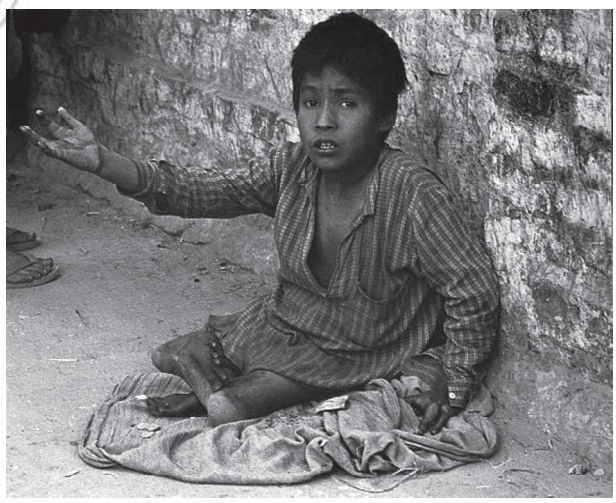
Speaking	Listening	Writing	Reading

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.



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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!*

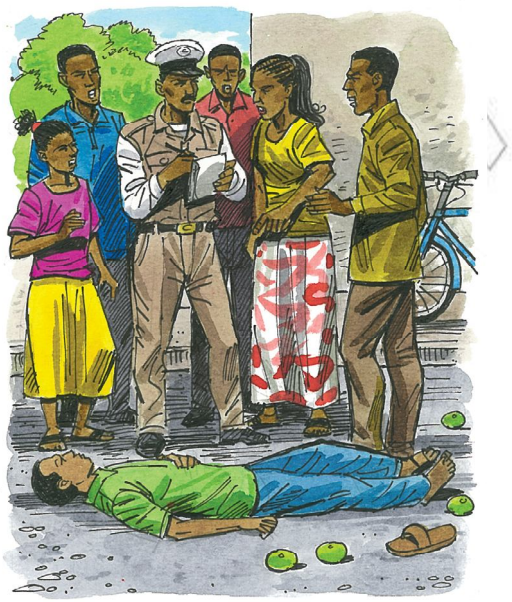
Student B: *My team is better – it won the local league cup!*

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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.

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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 word 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

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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.

a



b



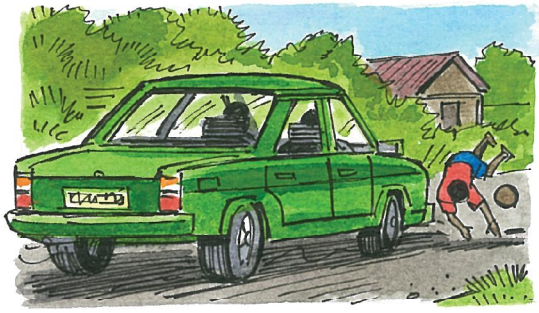
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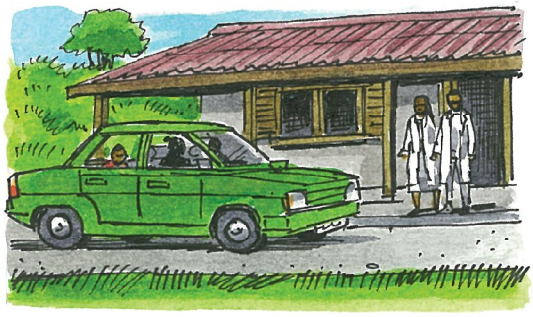
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e



f



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Appendix 1

Verb forms

Regular verbs

Regular verbs have several forms, as illustrated in this table with the verb *play*.

	Example	Form name
Form 1	**A** *I want to play football.* **B** *I play football every afternoon.*	**A** The stem of infinitive as listed in the dictionary. **B** The first person singular in the present simple.
Form 2	*Zebida plays football on Saturdays.*	The third person singular in the present simple.
Form 3	*We played football yesterday.*	The past simple.
Form 4	*They are playing football now.*	The present continuous.
Form 5	*They have just played football.*	The past perfect.

Note:

- Forms 3 and the past participle in 5 are the same in regular verbs.
- Forms 3 and the past participle in 5 are the same in some irregular verbs.
  For example:
  Form 3 *I felt ill yesterday.* (past simple)
  Form 5 *I have felt ill today as well.* (past participle)
- However, Forms 3 and the past participle in 5 are different in some irregular verbs.
  For example:
  I went to the market yesterday. (past simple)
  They have just gone to the market. (past participle)
- The verb *to be* has more than five forms:
  be am are is were been

A large number of commonly used verbs are irregular. Some of them are listed below.

Irregular verbs

Form1 *Infinitive*	**Form 3** *Past simple*	**Form 5** *Past participle*
(As listed in the dictionary)	(Yesterday …)	(He has just …)
awake	awoke	awoken
bear	bore	borne
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten, bit
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt, burned	burnt, burned

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Appendix 1

Form1 *Infinitive*	**Form 3** *Past simple*	**Form 5** *Past participle*
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
dig	dug, digged	dug
do	did	done
draw	drew	drawn
dream	dreamed	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung, hanged	hung, hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leap, leaped
learn	learnt, learned	learnt, learned
leave	left	left
let	let	let
lie (meaning to *lie down*)	lay	lain
light	lighted, lit	lighted, lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
read	read	read

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Form1 *Infinitive*	**Form 3** *Past simple*	**Form 5** *Past participle*
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn, sawed
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sown
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
split	split	split
spoil	spoilt, spoiled	spoilt, spoiled
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
tread	trod	trodden
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written
wet	wet	wet

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Appendix 2

Some important phrasal verbs

be afraid of; to be frightened by:
People have always been afraid of lions.
ask for; to request:
Ask *him for some money.*
break down: 1 to cry:
I broke down at my uncle's funeral.
2 to stop working (of machinery):
The car broke down outside Harar.
break in; to get inside a building by damaging a door or window:
Thieves broke into the house.
break up; 1 to smash into pieces:
They are going to break up the old chairs for firewood.
2 to end or separate (of marriage):
Adem's marriage broke up after five years.
3 to stop an activity:
The police broke up the fight.
call for; to collect someone:
The taxi called for my parents to take them to the airport.
call on: to visit someone:
Zebida called on me last week.
carry on: to continue:
Carry on reading your book.
check in: to register at a hotel or airport:
My parents checked in at Addis in time for their flight.
check out: to leave a hotel and pay the bill:
My parents checked out of their hotel on Wednesday.
check up: to make sure that something is correct, or that someone is well:
Have you checked up on your friend since his illness?
come across: to find unexpectedly:
We came across our friend in town.
come down: to reduce in price:
The price of shoes has come down in the sale.
count up: to find the total number:
Every day the miser would count up his savings.
cross out: to remove from a list:
If you make a mistake, cross it out.
cut back: to reduce expenses:
He cut back on the money he spent on food.
cut down; 1 to make smaller:
The farmer cut down two trees.
2 to use less of:
We must try to cut down on the wood we use.
cut up: to divide into small pieces:
Martha cut up the banana so Baby could eat it.
do without: to manage without:
He did without breakfast.
draw out: to remove:
We drew some money out of the bank.
draw up to prepare in writing:
He drew up a report of the meeting.
fall behind: to drop back or be overtaken:
The bus fell behind the car.
fall out: to stop being friends:
Surur and Tofik have fallen out because they both like Isha.
feel like: to be in the mood for:
I feel like playing football.
fill in: to complete a form:
My sister is filling in a job application.
get across: to communicate:
Some advertisers are very clever at getting their message across.
get at: to reach:
Put the food where we can get at it
get away with: to escape proper punishment:
Kedir cheated in his exams, but no one saw him so he got away with it.
get down: to alight from:
He got down from / off the bus.
get in / into: 1 to enter:
We got in the train.
2 to become involved in:
Don't get into trouble!
get on: 1 to board:
He got on the bus.
2 to be good friends:
Zinet gets on really well with her stepmother.
3 to succeed or make progress:
How did Aziz get on in/at his job interview?
get out of: 1 leave:
We all got out of the house before the fire burned it down.
2 avoid:
We managed to get out of doing homework.
get over to recover from an illness:
It took Mother three weeks to get over the flu.
get through: to pass a test:
He got through the driving test.
give back: to return something:
That is not your pen. Give it back.
give out: to distribute:
The teacher gave out the books.
give up: to stop doing something:
The enemy soldiers gave up fighting.

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go after: to pursue:
The police went after the thief.
go on: to continue:
Your singing is lovely. Do go on.
go out: to stop burning:
The fire will go out if it rains.
hand in: to submit:
Hand in your papers at the end of the exam.
handout: to distribute:
The teacher handed out the exam papers.
hang on: to wait:
I'm not ready to leave yet. Hang on a minute.
hang up: to end a telephone conversation:
When I asked if I could borrow his car, he hung up on me.
join in: to participate:
We *all joined in the game.*
keep on: to continue:
Don't keep on complaining.
keep up with: to go at the same rate:
The dog kept up with the horse.
let down: 1 to lower:
We let the bucket down the well on a rope.
2 to disappoint:
If you don't pass your exam, you will let your parents down badly.
let in: to permit entry:
Please let me in out of the rain.
let out: to release:
When will *they let him out of prison?*
look after: to care for:
Doctors look after their patients.
look for: to try to find:
Please help me to look for the money I have lost.
look out: be watchful or careful:
look out! There's a car coming!
look up: to try to find:
Look up new words in a dictionary.
pay back: to return money:
Thank you for lending me the money. I shall pay you back next week.
pay in: to put money in a bank account:
My sister paid her first wages in to her new savings account.
pay off: to pay a debt:
Silas has finally paid off that loan from his father.
pick out: to select something:
Pick out something nice in the shop for your birthday.
pick up: 1 to lift something:
Pick up that bucket by the handle.
2 to give a ride:
My uncle picked us up in his new car.
pull down: to demolish:
They pulled down our old house.
pull out: to extract:
The dentist pulled out one of my teeth.
pull up: to stop moving:
The car pulled up at the traffic lights.
put aside: to save:
Each week he put money aside for a new bicycle.
put down: to write down:
Be sure to put your answers down neatly.
put forward: to offer:
He put his name forward for chairman.
put off: to delay:
I am so frightened of the dentist that I keep putting off going, even though my tooth hurts.
put in: to submit:
The parcel was damaged so he put in a claim to the Post Office.
put on: to dress:
She put on a new skirt for the dance.
put over / across: to explain:
The teacher put over / across the lesson very well
ring up: to telephone somebody:
I must remember to ring Nejat up on her birthday.
ring off: to end a telephone call:
I must ring off now; it's lunchtime.
run away: to escape:
The animals have all run away from the zoo.
run into: 1 to collide with:
I saw the lorry run into the bus.
2 to meet:
My mother and my aunt ran into each other in the market.
run over: to knock down with a vehicle:
Poor Henry; he was run over by a car.
send for: to order:
I'll send for a new copy of this book.
set off: to begin a journey:
We set off for Addis in *the pouring rain.*
show in: to let somebody in:
Show him in to the office.
sit for: to take an exam:
Jonas sat for a place at university last week.
take away: to subtract or remove:
Waiter! Take away those dirty plates.
take down: 1 to record in writing:
The police took down the names of the men in the fight.
2 to take to pieces:
The builders have taken down the old bridge.
take off: 1 (of an aeroplane) to rise from the ground:
Our flight took off at three o'clock.
2 to remove some clothing:
I took off my jacket when I *got to work.*
take over: to take control of something:
My *father has taken over the manager's job.*
take up: to begin to study or practise something:
Anwar has taken up marathon running.
try on: to see how well some clothing fits:
That dress you tried on first suits you best.
try out: to test:
This bike is very fast. Would you like to try it out?

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turn off: 1 to stop, or switch off, a machine or device:
Turn off the tap. You're wasting precious water.
2 to change direction:
You turn off at the second crossroads.

turn on: to start up, or switch on, a machine or device:
Turn on the televison if you would like to watch the football match.

wear out: to use something until unusable:
If you always keep those shoes on, you will soon wear them out.

work out: to find the answer:
I can't work out the answer to this sum.

write back: to reply:
Cecile was so pleased with her pen friend's letter, she wrote back at once.

write down: to write on paper:
Write down in your diary what *happened.*

write in: to apply for:
If you want tickets for the concert, you need to write in for them.

write up: to make a report:
Write up the results of your experiment.

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Appendix 3

Vocabulary list

Unit 1 Learning to learn

Brazil, Britain, Canada, China, Ethiopia, France, Ghana, India, Kenya, Mexico, Mozambique, Norway, Oman, activities, alphabetical order, argument, author, border, business, context, dictionary, discussion, effective, file, instruction, international, language, necessary, notebook, notice, obligation, panel, passage, politician, poster, programme, scientist, text, transport, underline, understand, visible

Unit 2 Places to visit

accessible, accommodation, alpine, camping, caverns, cisterns, compound, culture, customised, diversity, endemic, eucalyptus, facilities, fascinating, founded by, habitat, hominid, hospitality, hot springs, imperial, incredible, infrastructure, isolated, itinerary, lichen, locality, lodge, manuscripts, massif, medieval, monastery, murals, panoramic, questionnaire, recommend, remote, reservoirs, rugged, site, spectacular, stadium, summit, tourist, transport, travel agent, trek, unique, vacation, volcanic

Unit 3 Hobbies and crafts

activities, batik, casually, chess, choir, clay, crafts, cushions, design, diary, embroidery, explode, glaze, hobbies, impressed, jewellery, karate, kiln, logical, loom, mould, opponent, palettes, papyrus, plaits, pottery, raffia, sisal, statue, stomach, thread, threatening, tie and dye, wall hangings, wax, weapon, weaving

Unit 4 Food for health

balanced diet, calcium, calories, carbohydrates, cereals, conical, cultivate, dairy, diet, diseases, energy, fat, fibre, fizzy, fruit, meat, minerals, nutrient, nutrition, nutritious, orchard, protective, protein, raw, rinse, scent, vegetables, vitamins

Unit 5 HIV and AIDS

abstaining, AIDS, ailment, catastrophic, cells, clan, condoms, contaminated, contextualise, denial, diagnosed, differentiated, discrimination, exploit, HIV positive, hygiene, immune system, infection, media, myths, pandemic, predominant, prejudice, prevalence, prevention, proficiency, redundancy, secretions, semen, sex, sheer, sibling, statistics, stigma, sympathy, symptoms, syringe, tattoos, transmitted, unsterilised, utensils, vaginal, virgin, virus, wound

Unit 6 Media, TV and Radio

accomplishments, advertisements, aerial, article, banned, biased, broadcast, celebrity, channel, charismatic, column, communicate, community, controlled, creative, credit union, current affairs, dedicated, distribution, documentaries, economy, editor, eminence, expand, forecast, headlines, interest, journalist, licensed, limelight, literacy, loan shark, magazines, media, movies, network, newsreader, population, presenter, programme, remote-control, reporter, resisted, satellite-dish, scheduling, script, sovereign, stance, successes, uniformity, unrestricted

Unit 7 Cities of the future

access, air-conditioning, ambassador, beggars, bio-fuel, buildings, commerce, communication, congestion, density, destination, diarrhoea, disease, diversity, drain, environment, escalator, exhaust, extensive, facilities, fumes, generator, gymnasium, high-rise, located, mains drains, malaria, medieval, mosquitoes, motivation, mounds, pickpockets, pollution, revenue, ring-road, role model, rubbish, sanitation, shopping mall, sky-scraper, slums, solar-powered, stadium, traffic jams, transport, wind turbine

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Unit 8 Money and finance

account, aesthetic, ambitious, application form, assembly, assets, balance, bank account, bank teller, benefits, besieged, cash, cashier, charity, cheque book, commercial banks, commission, commodities, counterfoil, credit, credit card, credit union, currency, current account, customers, debt, deposit account, employment, enrolled, enterprise, entrepreneur, environment, exchange rate, expand, exported, finance, foreign currency, forgery, homonyms, impoverished, insurance, interest, invest, investment bank, lottery, migration, opportunity, payee, paying-in slip, poverty, product, profit, receipt, reserves, resources, rural, salary, service, signature, statement, techniques, textiles, transactions, transported, windfall, withdraw

Unit 9 People and traditional culture

altars, attain, cactus, carnival, celebrate, cemetery, ceramic, ceremony, colonial, constitute, consume, cuisine, culture, customs, deceased, declare, dervish, dispute, diverse, dough, durbar, emphasise, ethnic, festival, hearth, incense, indigenous, jewellery, masks, myths, palanquin, relations, ritual, sacred, scroll, secular, sequin, skeleton, status, subsistence, sumptuous, symbolise, tradition, waffles

Unit 10 Newspapers and magazines

advertisements, article, cartoons, classified, column, columnist, contents, correspondence, crossword, editor, editorial, evidence, facts, features, general knowledge, headline, jokes, journal, journalist, magazine, newspaper, opinion, photographer, quizzes, report, reporter, reviews, riddles, spokeswoman, verify, viewpoint

Unit 11 Endangered animals

antenna, authorities, bat, beak, blind, busy, claw, cunning, curious, destination, dodo, domestic, endangered, extinct, fable, fins, fur, game reserve, gorilla, guinea pig, habitat, hooves, horn, ivory, jaws, jewellery, litter, magical, mule, observe, ornaments, prey, scales, skeleton, strong, stubborn, survive, tawny, timid, tortoise, trunk, tusk, wallowing, warthog, webbed feet, whimpering

Unit 12 Stigma and discrimination

academic, advocate, amputate, artificial limb, attitude, autistic, benefits, blind, Braille, confused, consequence, controlled, cripple, crutches, deaf, development, diagnosis, difficult, disability, discrimination, economical, extract, facilities, frustration, healthcare, humiliated, inclusive, independent, invalid, isolated, jealousy, landmine, medications, mentor, misconception, mobility aids, objectives, optimistic, organisations, orphan, orphanage, positive, precious, psychological, responsibility, schizophrenia, secrecy, sign language, special needs, status, stigma, uneducated, unnecessary, withdrawal

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Appendix 4

Listening texts

UNIT 1 Learning to learn

A1.2 Meeting others

My name is Neat and I am 45 years old. I live in the southern part of Ethiopia and I make pots which I sell to tourists.

My name is Ayantu. I live in the capital city, Addis Ababa, and am 32 years old. I am from Asosa and I work as a doctor in the main hospital in Addis Ababa.

My name is Musa. I live in the Somali region and am 28 years old. I am from Werder, where I work in a garage.

My name is Yohannes and I live in Dire Dawa. I am 79 years old and am a respected older member of my community.

UNIT 2 Places to visit

A2.2 Addis Ababa

Addis Ababa was founded by Emperor Menelik II in 1886, in a valley south of Mount Entoto. His wife Tatu built a house for herself near the hot mineral springs, where she and members of the court liked to bathe. Menelik expanded this house to become the Imperial Palace, which remains the seat of government today. Menelik planted numerous eucalyptus trees along the city streets. The town grew rapidly, and recently there has been a construction boom with tall buildings rising in many places.

A2.6 Debre Damo monastery

The most interesting part of my holiday was a visit to Debre Damo monastery. After a four hour drive from Axum – plus a further two hours stiff uphill climb from the point where the road ends – lies the spectacular monastery of Debre Damo, situated on an isolated mountain top in one of the wildest parts of Tigray.

Damo is unique and unforgettable although, as with most Ethiopian monasteries, women are not allowed to enter it. Even so, there is a daunting obstacle to the monastery: the only means of access is a climb of 25 metres up a sheer cliff, Monks lower a safety rope which visitors tie around their waist. Then they use a second, thicker rope to climb with. It may be, because of this arduous, dangerous ascent, the art treasures of Debre Damo have remained intact through the monastery's 1,400 tumultuous years of history.

The treasures include an extensive collection of illuminated manuscripts, among them the oldest surviving fragments of texts anywhere in Ethiopia, and intricate carvings on the beams and ceiling of the ancient church around which the monastery is built. There are no murals as such, but a large number of paintings are preserved there, including several that depict the legend of the foundation of Debre Damo by Abuna Aragawi. He is a Saint who is believed to have been lifted onto the cliff top by a giant serpent. Wrapped in its coils, the Saint reached the top safely, dropping his cross on a stone, which is today kissed by all who enter the monastery.

The rock on which Damo stands offers panoramic views over the surrounding countryside and complete seclusion and peace for the hundred or so monks and deacons who live there. Though local people give food and supplies, the monastic community is virtually self-sufficient, growing selected crops and rearing sheep and goats for their milk and meat. The monastery also has its own reservoirs, spectacular caverns hewn deep beneath the surface of the cliff-top centuries ago. It is only possible to explore the full extent of these ancient cisterns during droughts, when they run dry. Usually they are full and coated by a film of green lichen. If you visit them when empty, however, you will find a maze of tunnels and chiselled hollows strikingly reminiscent of the rock-hewn churches of Lalibela.

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Giving directions

Exercise 1

1 "I'm looking for the stadium. Can you tell me where it is, please?"
"Yes, of course, it's not far away in Menelik Road next to the Sports club."
2 "Excuse me. Is the bus station near here?"
"Yes, it's on the corner of Haile Selassie Avenue and West Street, about 500 metres from here."
3 "Please can you tell me where the Half Moon Hotel is?"
"Yes it's very near here in Frame Street."
"Thanks very much."
4 "Would you mind telling me where the post office is, please?"
"It's quite near here. It's in Flame Street, opposite the Technical College."
5 "I need to find a bank, Can you help me please?"
"No problem. There's one in Government Road, opposite the Ministry of Education."

Exercise 3

1 "Could you tell me the way to the Ministry of Health, please?"
"Turn left outside the station and go along Haile Selassie Avenue. Take the third turning on the right into West Street. Go straight along and into East Street. It's on the left."
2 "I'm sorry to trouble you, but can you tell me the way to the Crocodile Café?"
"Of course. If you're coming from Acacia Street, it's on the right hand side, on Patriot's Road."
3 "Please can you help me? I need to go to Independence High School and I don't know the way."
"Go out of the station and turn left. Take the first turning on the right into Frame Street. Go straight along and into City Way and then Bati Road. The school is on the left, opposite the park."
4 "Please can you direct me to the Palm Tree Restaurant?"
"Yes, turn left outside the station and go straight along Haile Selassie Avenue. At the crossroads turn right into West street. It's on the left."
5 "Can you please tell me how to get to the Police Station?"
"Yes, of course. Come out of the station and turn right. Then take the first turning on the left into Acacia Street. It's on the left."

UNIT 3 Hobbies and crafts

A3.2 My favourite free-time activity

Demissie

I don't really have any hobbies. During my free time, I usually help my father on the farm. There is always a lot of work to be done on a farm. We grow onions, peppers, squash and cabbages and also have a couple of cows. I help my father prepare the soil for planting, and I make sure there are no weeds among the growing plants. When the crops are ready, we harvest them and take them to the nearest town to sell in the market. We also keep bees on our farm and have half a dozen beehives which produce honey which we also sell in the market. I enjoy looking after the bees as they are very fascinating to watch. But we must be careful when we take away the honey combs from the hives or we could get badly stung! I sometimes play football with my friends in my free time, after I have done my homework.

Fanose

I don't belong to a club but my hobby is cooking. I always loved watching my mother prepare our food when I was a child and she used to give me little things to do like peeling vegetables and cutting them up. Gradually, I learnt how to make things and now I often make meals for the family. My speciality though is cakes. I made a cake once for my cousin's birthday and a friend of hers who was at the party asked me to make one for her. I now make birthday cakes quite often and I get paid for them! I suppose you could say my hobby not only pays for itself now but in fact it also makes me some money! But I have to buy expensive ingredients and I've bought one or two pieces of cooking equipment. So the money I make is not all profit. I also help look after our animals and every morning before school I help milk the cow.

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Ibrahim

About two years ago our school was given a computer. A few months later one of our teachers, Mr Hailu, started a computer club and I was the first to join! Now I'm on the club committee. Of course, we only have one computer, but we have to take turns. Mr Hailu has taught us some basic things like how to turn it on and off, how to create a document and also how to use the Internet. I now send emails to my cousin in the south of the country. Everyone's favourite thing though is computer games! We aren't allowed to spend much time playing them as that's not what the club is for. Mr Hailu is always showing us something new about what the computer can do and I am very interested. We have to pay a small subscription every month to be in the club, but that's it. I would like to have a computer of my own at home but that would be far too expensive.

Zebida

I don't have a proper hobby but the thing I like doing best in my free time is reading. I read anything that I can get hold of! I go to the school library and change my book every week. I love detective stories and romantic stories. I also read books about things like nature. I read the newspaper, too. My sister usually brings one in when she comes home from work. Then I collect magazines as well. I'm not allowed to buy new ones, but when I can, I buy an old one and add it to my collection. My mother is getting annoyed by all the magazines, comics and books in my room; she says I should sell them. But when I have nothing new to read I read some of my old things again, so I don't want to sell them.

UNIT 4 Food for health

A4.3 Quiz

1 This vegetable is very hot and can burn your mouth if you are not careful!
2 The middle part of this is yellow and can grow into a baby chick.
3 Mice like to eat this, and it helps to make your bones strong because it contains a lot of calcium.
4 These green leaves keep you healthy and are full of iron.
5 This fruit has a large stone in the centre and is very juicy!
6 Having too much of these white crystals makes your teeth rot!
7 Babies love to drink this and it helps keep your bones strong.
8 Eating too many of these is not good for your weight or your teeth!
9 This green vegetable gives you lots of vitamins.
10 Some people say this is a fruit, others that it is a vegetable. It can be green, yellow or red and always tastes delicious, either raw or cooked.

A4.5 A talk about nutrition

Food and health (Part A)

It gives me pleasure to be with you today, because this school has a very good reputation for the quality of its education. I need hardly say how important the subject of nutrition is, and how essential a balanced diet is for good health. Are you getting enough of the right kind of food? A person who does not get enough food, or gets food of the wrong kind, will be sick and weak. Now there are three main food types. First of all, I would like to mention protein. Protein provides the body with material for growth and repair. Secondly, there are carbohydrates – carbohydrates provide the body with materials for energy and warmth. Finally, there are vitamins – vitamins give the body health and protection from disease.

Food and health (Part B)

Now, our diet in this country is often short of protein. Proteins come from two main sources – animals (milk and meat are examples), and vegetables (for example, beans and groundnuts). Protein is a very important part of a balanced diet. Young people need protein to help them to grow. An expectant mother needs protein to make the baby's body, and later to make the milk to feed the baby. A sick person needs protein for a quick recovery.

To protect our bodies, and to grow healthy, as well as to have enough energy to work and play, we need a balanced diet. We need to eat some foods containing protein, some containing carbohydrates and some containing vitamins, every day. Therefore, a person who wishes to keep well and strong should eat a variety of foods each day.

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As I have already explained, our protein requirements can be obtained from meat and milk. There are a number of other foods valuable for the protein they contain. For example, fish, cheese, beans and nuts are all rich in protein. Generally, we do not lack carbohydrates in our diet. Yam, cassava, bread, rice, potatoes and sugar all provide us with energy-giving food. But we should eat fresh fruit, such as oranges, guavas, bananas and mangoes, as well as fresh vegetables, such as spinach and other green leaves, carrots and pumpkins, if we are to get enough vitamins to protect our bodies from illness. Of course, milk is a good food, because it contains carbohydrates, protein and vitamins.

B4.3 Dictation

1 Beans have many seeds inside. They are full of protein.
2 Spinach is a leafy green vegetable. It is full of iron and vitamins.
3 Cheese is often soft and crumbly. It is made from goat's milk.
4 Mangoes are sweet and juicy. They make very good fruit drinks.
5 Peppers can be red or green. They have a very hot flavour.
6 Sugar can be made into sweets. They are bad for your teeth

UNIT 5 HIV and AIDS

A5.2 Facts about HIV

HIV is a virus and viruses in the body are difficult to kill. When it enters the body it destroys the immune system, which protects our bodies against disease. The virus works slowly and it may be many years before a person carrying it becomes ill. When the person becomes very ill with many diseases, then they have AIDS and will probably die.

The virus is transmitted or passed from person to person through body fluids like blood, semen and vaginal fluid. It is not transmitted through vomit, urine, faeces or pus.

HIV is usually transmitted when two people have sex. That is why it is very important not to have sex with anyone unless both you and that person have had an HIV test. You must be in a strong long-term relationship and you must be certain the other person (and you) is not having sex with anyone else. However, sex is not the only way in which HIV is transmitted from person to person. Using a syringe or a razor that has been recently used by someone with HIV, or being in a road accident with someone with HIV,can put you at risk. Also, some babies born to mothers with HIV may be born with the virus. It is one of the many myths about HIV to think that having sex with a virgin is safe. HIV is not spread by other normal everyday contact with a person such as touching or kissing or sharing cups and plates.

When a person is HIV positive they should not give up hope. To some extent how long they can stay healthy is up to them. By eating well, taking exercise and getting plenty of rest, by getting quick treatment for any illnesses and thinking positively, they may not get AIDS for many years. Making plans and living life to the full are an important part of this. Anti-retroviral drugs can delay AIDS even further. All this means that someone with HIV may have many healthy years.

A person with HIV will sometimes feel depressed. You can help them by being a good friend, by listening and offering support and cheering them up when they need it. You can also help them stick to their healthy lifestyle by eating healthy food with them and doing sports with them. A person with HIV who feels well may want to have sex if they meet someone they like. There are two things to remember: firstly, they may re-infect themselves with the virus and this may mean they get AIDS quickly. Also, they must tell their boy or girlfriend about their HIV. Using condoms can help to prevent the spread of the virus but it is not 100 per cent safe. It is better to abstain from sex if you are HIV positive.

B5.9 Study skills

Exercise 5

Once upon a time a rabbit was walking in a wood and a fox saw him. The fox was hungry and said, "Come here, little rabbit. I want to give you a present." But the rabbit ran away and jumped down a well. The fox could not catch the rabbit, but the rabbit could not get out of the well.
"Oh dear!" said the rabbit. "How can I get out of this well?" Then the rabbit had an idea. She shouted up to the fox, "There's a lot of food down here. Come down and get some, Mrs Fox."

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The fox looked down the well and said, "How can I get down there?"
The rabbit said, "Just jump in the bucket and you'll get down here all right."

UNIT 6 Media, TV and radio

A6.3 Famous people

1 Lulu Gezu, some Internet sources say Lulu, a psychology student at Mekele University, won the title of *Miss World Ethiopia 2009* after stiff competition. The twenty-five contestants were trained in choreography and on the catwalk for only two weeks before the event. Lulu Gezu believes that she prevailed over the other contestants by her confidence and the way she answered questions, in addition to her external beauty.
2 Kibnash Tolossa began making a few extra injera when she was preparing food for her family. She sold them from a stall in front of her house near the centre of Adama. A local hotel asked her to make theirs, so she borrowed some money to buy teff and fuel and began to work full-time. Kibnash has been such a success in her work that she is now part-owner of a shopping mall in little under ten years.
3 Born in Gondor in 1960, Aster Aweke's family moved to Addis Ababa where, as a child, she developed a deep love for singing. As a teenager she sang with the Hager Fikir Theatre, then later with various groups. She recorded several albums before going to the USA in 1979, where she settled in Washington and performs in clubs and restaurants for the Ethiopian expat communities. She often returns to Ethiopia, and in 2009 performed in front of a crowd of 10,000 people at the Millennium Hall in Addis Ababa.
4 Kenenisa Bekele is the reigning two-time Olympic champion over 10,000 metres and many consider him to be one of the greatest distance runners of all time. Bekele is renowned for his ability to accelerate very quickly at the end of a long distance race. When he won the 3,000 m at the World Indoor Track & Field Championships in Moscow in 2006, he became the first athlete in history to be Olympic champion, world outdoor track champion, world indoor track champion, and world cross country champion. On 18 November 2007, Bekele married Ethiopian film actress Danawit Glegziabher at the Sheraton Addis, in Addis Ababa. About 5,000 guests and celebrities attended the picturesque ceremony at the park near the national palace and the African Union building.
5 Making pots is basically women's work where Tabita Hatuti lives in Shento. She first learned the art as a young girl and is now a skilled potter. Her specialty is making large pots for brewing beer. Twice a week she collects the clay she requires, then working at a remarkable speed, she builds the walls of the pot until she has obtained a near-perfect symmetry. She leaves the pot to dry, then polishes it with a smooth stone. Tabita fires her pots on the morning of the local weekly market. The actual firing last about 45 minutes and takes great skill, but she is often assisted by her husband Busho or one of her five sons.
6 Lulseged Retta was born in Addis Ababa in 1952. He attended the Addis Ababa School of Fine Arts and after graduation worked as a stage designer at the Yehager Fiker Theatre. In 1979 he was awarded a scholarship to study art in St Petersburg, Russia. After his return to Ethiopia, he served as a civil servant at the Ministry of Culture and Information as well as the Ethiopian Tourism Commission, where he established a fine reputation as a graphic artist. Lulseged now runs a private studio in Addis Abeba, and has developed a particular interest in mosaics and concern for African motifs. His paintings are noted for their exaggerated, wide-opened eyes which we see everywhere in his work.

A6.8 A news programme

Good evening viewers. Here is the news read by Jemal Ahmed.

First, the headlines. The popular Ethiopian singer, Tilahun Gessesse, has died at the age of 68. Ethiopia is the latest country to be caught up in 'Pop Idol' mania, as hopefuls of all ages audition every week to win the coveted title. The Ethiopian stars Feyisa Lelisa and Atsede Bayisa shine at the Xiamen International Marathon. Fire has broken out in the main market in Addis Ababa. Now for the news in detail …

It is with regret that we announce the death of Tilahun Gessesse at the age of 68. He had been the country's most dominant force in Ethiopian music for more than half a century, and will receive a state funeral later this week. Over the years, his plaintive tenor voice sang of love, family and friendship, as well as the more public themes of liberty, unity and justice. He had been in poor health in recent years and was receiving medical treatment abroad. Tilahun passed away when he was being taken to hospital after he felt

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sick on Sunday April 19, 2009. The majority of Tilahun's recordings are in Amharic, though he has recorded a number of songs in Afan Oromo.

Athletics, Ethiopian pair Feyisa Lelisa and Atsede Bayisa claimed men's and women's titles at the Xiamen International Marathon. Teenager Lelisa, in only his second marathon, lowered his personal best to 2 hrs 8 mins 47 secs, while Bayisa clocked 2:28:53.

Ethiopia is the latest country to be caught up in 'Pop Idol' mania, as hopefuls of all ages audition every week to win the coveted title. Of the 2,000 people who registered for Ethiopian Idols, some 600 contestants have made it through to the second round. Contestants are encouraged to highlight Ethiopia's traditions. Organiser Jamal Ahmed says that no one language is favoured over any other in the contest. The winner could be anyone from anywhere in the country – whoever is the most talented, he says. At just 14, Radiet is one of the younger contestants. She says taking part so far has been a positive experience – she overcame her nerves to make it through to the second round. "At first, I was not impressed with the show but then I saw many young people taking part, so I decided to join in," she said. The current round of judging is only just beginning but it will be a long time before the contestants – and thousands of TV fans around the country – know who has been chosen as the winner.

A fire has broken out in the Merkato district. The flames spread rapidly and many shops and kiosks have been destroyed. Fortunately, nobody has died. Thirty firemen are still trying to put out the fire. The Government has expressed its sorrow about the incident and has promised to assist those whose properties have been damaged.

To end the news, here are the main points again: The popular Ethiopian singer Tilahun Gessesse has died at the age of 68. Ethiopia is the latest country to be caught up in 'Pop Idol' mania, as hopefuls of all ages audition every week to win the coveted title. The Ethiopian stars Feyisa Lelisa and Atsede Bayisa shine at the Xiamen International Marathon. Fire has broken out in the main market in Addis Ababa.

Now here is the weather forecast for Addis Ababa. Tonight the skies will be partly cloudy, with a temperature of 10ºC. Winds will be East North East at 8 to16 kilometres per hour. Tomorrow there will be a few clouds from time to time, with a high of 24ºC. Winds will be East South East at 8 to 16 kilometres per hour. Later in the week will see clear skies with highs in the mid 20s and lows in the low 10s.

A radio interview

B6.3

Interviewer: Good evening, listeners. Welcome to our programme 'Ethiopia talks'. This evening's interview is with a friend and admirer of that great Ethiopian singer, Tilahun Gessesse. What can you tell the listeners about him, Sir?

Tilahun's friend: Well, his real name was Dandana Ayano Gudata. He was born on 29th September 1940, and had been interested in music since he was a child.

Interviewer: Who encouraged him to take up music?

Tilahun's friend: He told me that Mr Shedad, the Principal of Ras Gobena School first encouraged him. Then, when artists from the Hager Fikir Theatre came to the school to perform, he took the opportunity to discuss his interest in music with Ato Eyoel, who said he should go to Addis Ababa if he wanted to pursue a career in music.

Interviewer: So what happened next?

Tilahun's friend: Tilahun left school and hid in the back of a loaded truck to get to Addis Ababa. He got his first job with the Hager Fikir Theatre, where he soon became a leading star singer.

Interviewer: And after that?

Tilahun's friend: He moved to the National Theatre, where his singing made him the most popular tenor singer of the age. During the 1970s and 1980s he helped raise large sums of money to aid famine victims. He received an honorary degree from Addis Ababa University in appreciation of his contribution to Ethiopian music, and won a lifetime achievement award from the Ethiopian Fine Art and Mass Media Prize Trust.

Interviewer: Yes, we can say that Tilahun was the most dominant figure in Ethiopian music for more than half a century.

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Tilahun's friend: During his life, he recorded over 400 songs about love, social and national affairs, among other issues. His death on 19 April 2009 was a great shock for all his friends and admirers. He was honoured with a state funeral attended by thousands of his fellow citizens.

Interviewer: But he still lives on though his recordings of his unforgettable works. Well, thank you very much for giving us so much of your time, Sir. We must sign off now, but next week we will be looking at the life of another Ethiopian celebrity, so don't forget to tune in at the same time to *'Ethiopia talks'* …

UNIT 7 Cities of the future

A7.3 Facts about New York, London and Hong Kong

London, the oldest of the three cities, is situated on the banks of the River Thames. London is the capital of England and the United Kingdom and is Britain's largest and most densely inhabited city. London has an enormous number of different peoples, cultures, and religions living there, and more than 300 languages are spoken within its boundaries. A major settlement for two thousand years, its history goes back to its founding by the Romans, who called it *Londinium*. London's centre, the ancient City of London, known as the *square mile*, retains its medieval boundaries. The *City* is a major centre for international business and commerce. London is a major tourist destination for both domestic and overseas visitors, who enjoy visiting the Tower of London; the historic buildings of Greenwich; St Paul's Cathedral; Westminster Abbey; Buckingham Palace; and Kew Gardens. To celebrate the start of the 21st century, the Millennium Dome and the London Eye were built. London is an important city because the Government of the United Kingdom is located in the Houses of Parliament. London's buildings do not follow any particular architectural style, having been built over a long period of time. With a system serving 270 stations, the London Underground is commonly referred to as The Tube. Dating from 1863, it is one of the oldest, longest, and most widely spread out of underground railway networks in the world.

New York City is situated on a large natural harbour on the Atlantic coast. It is geographically the largest city and most densely inhabited in the United States. New York City is famous as a financial, cultural, transportation, and manufacturing centre. As host of the United Nations headquarters, it is also an important centre for international affairs. The buildings most closely associated with New York City are its skyscrapers. As of August 2008, New York City has 5,538 high-rise buildings, with 50 skyscrapers taller than 200 metres, including one of the tallest buildings in the world, the Empire State Building. This is more than any other city in United States, and second in the world behind Hong Kong. Many districts and landmarks in the city have become well-known to outsiders. The Statue of Liberty, unveiled on October 28, 1886, has greeted millions of immigrants as they came to America in the late 19th and early 20th centuries. Wall Street, in Lower Manhattan, has been an important global financial centre since World War II. New York is notable among American cities for its high use of mass transportation, most of which runs 24 hours a day, and for the overall density and diversity of its population. In 2005, nearly 170 languages were spoken in the city and 36 per cent of its population was born outside the United States. Sometimes referred to as *The City that Never Sleeps*, the city has also been nicknamed the *Capital of the World*, and the *Big Apple*.

Hong Kong, in southern China, consists of Hong Kong Island, the Kowloon Peninsula, the New Territories, and over 200 offshore islands, of which the largest is Lantau Island. Hong Kong's population is 95 per cent ethnic Chinese and 5 per cent from other groups. It is frequently described as a place where *East meets West*, reflecting the mix of the territory's Chinese roots with the culture brought to it when it was a British colony. As much of Hong Kong is hilly to mountainous, less than 25 per cent of its area is built over, with about 40 per cent of the remaining land area reserved as country parks and nature reserves. Hong Kong's long, irregular coastline provides it with many bays, rivers and beaches. Most of the urban development is on Kowloon Peninsula, along the northern edge of Hong Kong Island, and in the New Territories. The high density and tall skyline of Hong Kong's urban area is due to a lack of available space, with the average distance from the harbour front to the steep hills of Hong Kong Island only 1.3 kilometres, much of it reclaimed land. This lack of space caused a demand for dense, high-rise offices and housing, and has resulted in 7,650 skyscrapers.

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More people live or work above the 14th floor than anywhere else on Earth, making it the world's most vertical city and a centre for modern architecture. Hong Kong has a highly developed transportation network, with over 90 per cent of daily travels (11 million) on public transport. The Star Ferry service operates four lines across Victoria Harbour while Hong Kong Island's hilly terrain has some unusual ways of getting up and down the steep slopes. It was at first served by sedan chair, then, since 1888, the Peak Tram provided a vertical rail transport between Central and Victoria Peak. In the Central and Western district, there is an extensive system of escalators and moving pavements, including the Mid-Levels escalator, the longest outdoor covered escalator system in the world.

B7.2 Living in Addis Ababa

My name is Abebe and I live in Addis Ababa. Addis is the largest city in Ethiopia, with a population of around 3 million. It is often called *the capital of Africa*, because of its historical, diplomatic and political importance for the continent. Many people from different regions of Ethiopia live in the city, which has recently had a construction boom with tall buildings rising up everywhere. There are more educated, middle class people living in Addis now than at any other time. The architecture is as varied as the city itself. Tall office buildings, elegant villas, functional bungalows, flats, fashionable hotels, conference halls, shopping malls and theatres, many of which have gleaming marble and metal clad walls, catch your attention. These modern buildings contrast with the traditional homes of wattle and daub, roofed with corrugated iron patched with plastic bags and surrounded by cattle, sheep, goats, and chickens, which are set outside the compound walls of the larger buildings. The city is not divided into rich and poor neighbourhoods; over half of the population of Addis lives in slums. Beggars set up a regular pitch outside churches and on street corners, but traffic lights are prized as prime spots from which to make enough money to feed their children. Daily life in Addis begins before dawn. Each morning, the smoke of cooking fires finds its way through the many gaps in the roofs. By night, the sounds of families going early to bed gives way to the howling and barking of dogs across the city, driven to distraction by the hyenas coming down from the mountain to scavenge under cover of dark.

UNIT 8 Money and finance

A8.2 The importance of money

Money is important in many ways. It can help relieve the suffering that comes with poverty, and prevent cold and hunger. It can help relieve sickness and ill health, and can provide us with the satisfaction of helping other less fortunate people. With money we can get a better education that will help us get a good job and live in a comfortable home. Having enough money also gives us more time to spare for sport, culture and art.

But how do we acquire money? Some people may have inherited money from their parents, but they still need to work hard to make sure that they do their best to improve the fortunes of their families and nation. Everyone should try to increase his or her wealth by getting a job and earning money. Some people may spend their earnings on their daily needs. Others will save their money to pass on to their children, while some prefer to give their money to charity. Whatever their reasons, everyone who is able to earn money should also learn how to manage it properly, so that they have the freedom to choose what they want to with it.

B8.1 A famous Ethiopian entrepreneur

Interviewer: Good evening, listeners. I would like to introduce you this evening to a 30-year-old Ethiopian entrepreneur, Bethlehem Tilahun Alemu. Can you tell me Alemu what gave you the idea to set up the 'SoleRebels' factory?

Alemu: Well, recycling is a way of life here – you don't throw away things you can use again and again. I was trying to think of an Ethiopian product that could become a useful business, when I remembered that the tradition in Ethiopia has been for everyone, from farmers to guerrilla fighters, to turn worn-out rubber truck tyres into cheap, long-lasting footwear. By adding cotton and leather uppers to recycled tyre soles, I have sold many thousands of pairs of handmade flip flops, sandals, shoes and trainers to foreign customers.

Interviewer: How did you start your business?

Alemu: By following international shoe fashion trends on the web, I designed a range of footwear. Nearly all the materials are locally sourced. I found a supplier who could deliver old truck tyres and tubes, and

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hired women to spin, weave and dye pieces of locally-grown cotton, jute and hemp, using skills passed on through generations.

Interviewer: Did your family help with your business?

Alemu: My brother packed pairs of cotton and suede trainers into boxes to be sent to US customers. Shops there agreed to stock the shoes, which were imported duty-free. As word spread, individual customers began to buy directly from the SoleRebels website.

Interviewer: As a former accountant, you have been remarkably successful in this enterprise. Have you received any financial support?

Alemu: I had no outside support other than a government line of credit to help meet large orders. But it was a struggle at first to compete with cheap Chinese imports. SoleRebels negotiates directly with retailers, and we ensure that most of the final sales price remains in Ethiopia. As a result, I can pay my staff good wages by local standards. In turn, the government earns more taxes, helping to encourage more development.

Interviewer: How is the company doing today?

Alemu: Just five years after start-up, SoleRebels employs 45 full-time staff who can produce up to 500 pairs of shoes a day. More will be hired after next month once the footwear range goes on sale online in the UK and Japan.

Interviewer: Do you only market your products abroad?

Alemu: SoleRebels decided to concentrate on the export market, where I reasoned customers would pay good money for uniquely designed products. Workers at the SoleRebels 'factory' – a small house on the outskirts of Addis Ababa – frantically cut, sew and glue sandals to fulfil Internet purchases from customers as far away as Canada and Australia.

Interviewer: What about the future?

Alemu: Our success has enabled SoleRebels to begin construction of a solar-powered factory near the current workshop, to allow for expanded production. People buy SoleRebels because they are good, not just because they are from Ethiopia. Our product speaks for itself.

UNIT 9 People and traditional culture

A9.2 Traditional dances around the world

Juanita: I come from Spain where we are very fond of dancing. Our traditional dance is called the flamenco. In this dance the woman and the man have wooden castanets on their fingers which they click to the rhythm of the dance. The woman wears a gorgeous dress with a full skirt and many frills, while the man wears a traditional black costume. On their feet they wear special shoes which make a tapping rhythm as they dance to the music of the guitar.

Katarin: I live in Brittany which is in the far west of France. Breton people have their own languages and culture. In our traditional dances, men and women dance in a circle with their little fingers linked together. Each town in Brittany has its own costume. Sometimes the girls wear muti-coloured striped skirts, or skirts with rich embroidery, others wear aprons trimmed with lace. On their heads they wear caps of hand-made lace, some of which can be quite tall, while men wear a costume of black or blue, often with a straw hat called a boater.

Masao: I come from the Masai people of Kenya. We have many traditional dances, for example to celebrate when a lion is killed by the warriors, for the blessing of cattle, and dances performed at wedding ceremonies. Most Masai dances are pretty simple, but the best known is usually called the 'jumping dance'. It is performed by the men of the village wearing red cloaks, who leap into the air to show their strength and stamina as warriors. Each young man will jump as high as he can while the others stand in a circle and sing. The voices of the men get higher as the jumping increases. The beads that both the men and women wear create a jingling sound while the Masai jump and dance.

Jemal: In Ethiopia we also have many traditional dances. Possibly the best-known Ethiopian dance is the 'eskista', as performed by the Amhara and Tigray people of the Ethiopian Highlands. The dance involves rapid movements of shoulders, neck and head, and is unlike any other African dancing in sub-Saharan Africa. During the three-day annual Festival of a Thousand Stars, which takes place in

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December at Arba Minch, tribal groups from Southern Ethiopia, many from remote areas, perform their traditional songs and dances. The millennium Festival of a Thousand Stars involved over 1,000 performers representing more than 56 ethno-linguistic groups from all over the south of Ethiopia. People such as the Kafacho (performers from the Kaffa region of south west Ethiopia), the Konso, the Wolaita, the Aari, and the Dawuro dancers entertained the crowds with their dancing.

Dalaja: In my country, India, we have many different dances, from folk dances to classical Indian dances performed at religious festivals. Folk dances celebrate the arrival of the seasons, the birth of a child, a wedding and festivals. The dances, although very simple with a minimum of steps or movement, are full of energy and vitality. Some dances are performed separately by men and women while in some, men and women dance together. On most occasions, the dancers sing themselves, accompanied by musicians with instruments. Each form of folk dance has a special costume and rhythm. Most of the costumes worn for folk dances are very colourful with many jewels and different designs.

Ian: I come from Scotland, where the Highland Sword Dance is a part of our culture and tradition. Popular legends say kings and heroic warriors danced a Highland Sword Dance before a great battle. Dancers executed precise, complicated steps over and between two crossed swords. When the dance went right, a combat was victorious, but when the dancer kicked a sword, it was a bad omen – the chief of the clan would expect to lose the battle. The dancers wear the traditional Highland dress of a pleated tartan skirt called a kilt, tartan stockings, a waistcoat and a white shirt and dance to the music of the bagpipes.

UNIT 10 Newspapers and magazines

A10.2 A news story

At 5.30 this morning, the owner of the Central Jeweller's shop telephoned the police. He said that thieves had broken into his shop and that they had stolen 40 watches.

Inspector Abeba and two policemen went to the shop to see what had happened. When they arrived, they found glass all over the pavement. The owner and his night watchman met them outside the shop. Inspector Abeba took out her notebook and asked the night watchman what had happened.

The night watchman said that he was sitting in his room at the back of the shop when, at about four o'clock this morning, he heard the sound of breaking glass. He tried to switch on the lights, but somebody had turned off the electricity at the main switch, so he picked up his stick and went out into the shop. Somebody grabbed him from behind and put a cloth over his mouth and he subsequently fainted. He thought the cloth was probably soaked in drugs. When he recovered, he saw that the thieves had broken the glass and had opened the shop door. He thought that after this they had come into the shop and turned off the electricity. Then they had drugged him, broke into the cupboards and stole a lot of watches. When he felt better, he had telephoned the owner of the shop and told him what had happened.

Inspector Abeba asked the owner of the shop what he had done. The owner replied that he came as quickly as possible and saw what had happened. The thieves had only stolen the expensive watches. They had left the cheap ones. Then he telephoned the police.

The inspector then turned to the night watchman and asked him to show her the main switch. The night watchman said that the switch was in his room at the back. But Inspector Abeba did not follow the night watchman into the back room. Instead, she turned to the other policemen and told them to arrest the night watchman, who was the thief. He had stolen the watches. One of the policemen put some handcuffs on the offender, and he was taken to the police station.

UNIT 11 Endangered animals

A11.3 Which animal is being described?

1 It has got four legs. It is large. It has got four stomachs. It usually eats grass. It is very useful to humans.
2 It is long and thin. It has got scales. It hasn't got legs. It has got a long thin tongue. Some are poisonous.
3 It is a very big bird with a large beak. It flies very high in the sky looking for something to eat. It eats dead animals. It is often seen in groups.

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4 It is a big, green insect. It has got very long back legs, and wings which it rubs together to make a loud noise.
5 It is a very large, grey animal with a trunk. The females live in groups. It lives to a very old age. It eats leaves and grass. It likes bathing in rivers and waterholes.

B11.1 How the elephant got its trunk

A long time ago, elephants had no trunks. Mother Elephant warned her child never to go near the river because that was where Crocodile lived. For a long time Baby Elephant obeyed his mother and stayed away from the river. However, one day he was very thirsty and he decided to go to the river for a drink. While he was drinking, the Crocodile swam silently up to him and grabbed Baby Elephant's nose with his teeth. Baby Elephant screamed and tried to pull his nose free. Both animals pulled as hard as they could, and Baby Elephant's nose grew longer and longer. At last Baby Elephant pulled his nose free, but it was now a very long trunk. From that day to this, elephants have a long trunk instead of a nose.

UNIT 12 Stigma and discrimination

A12.2 An orphan's story

Birtukan says that Ethiopia is still haunted by the famine of 1984-85. "Both the good and bad parts of my life are the direct consequences of the famine," she says. "In my village, there were children with swollen stomachs and people deranged with hunger. Everyone was dying, so my parents left with my two older sisters to search for food and water. But they died of malnutrition in a resettlement camp. A few weeks later, I was run over by a car. It was days before I could get to see a doctor. When I finally did, my leg was so infected, it had to be amputated. So I lost my leg and my family, but still, I was one of the lucky ones. I was picked up and taken to a local orphanage by an aid worker. I used to cry with jealousy and frustration when other children were adopted from the orphanage and wonder why I was never chosen. But the carers at the orphanage taught me to believe in myself. They funded me through school, where I excelled academically, and they provided ongoing financial support so I could train for a profession. I have a prosthetic limb, but I'm alive." Today, proud and independent, Birtukan speaks without a shred of self-pity, and is optimistic about the future. "I work for the government's education division and now have a boyfriend who loves me as I am. It makes me so proud to be able to support myself financially. I could never have imagined things would work out so well."

A12.8 Chala's story

Chala Roba, 13, had been crawling on his hands and knees since contracting polio in early childhood. He had never been to school or played with other children. Remembering his childhood he says, "When I tried to play with my neighbours' children their parents forbade them to play with me, thinking that my disability was contagious. After some time I was hidden in a room at home to keep my parents' dignity and to prevent my disability from spreading to others.

"Fortunately, my parents heard the Cheshire outreach team was nearby and took me there. They told me my legs could be corrected. I didn't trust them but I was happy to be taken to the Menagesha Home. It is not overstated to call it living in paradise. I saw the children performing drama, presenting poems and dancing in front of the staff. I was surprised at their confidence but eventually I developed the same courage."

Chala has gone through all processes of rehabilitation and has been given walking appliances. He was being provided with gait training during the interview. He was eager to return home and start formal education.

"The staff taught me to read and write. Now I am excited to be going back to my community and to show them all the miracles Cheshire brought to my life. Hopefully all will put their hands to their mouths, being so surprised. I no longer discriminate myself and never allow others to deny my rights. I will teach other people that I don't deserve pity but respect."

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Appendix 4

B12.1 An interview with Tesfahun Hailu

How old were you when you lost your leg?

I lost my leg when I was thirteen years old – six years ago. I was playing with a landmine that my friends and I had found. I was curious. I heard some rattling and wanted to see what was inside. When I tried to open it, it exploded.

How much do you remember?

I remember it very clearly. Surprisingly, I didn't feel any pain, probably because the nerves in my leg were burned. I mostly felt shock because it happened so fast and I didn't expect it.

Where do you live?

I live in a small village and it took a while to get treatment. We first had to see the police, to report the accident. When we reached the hospital, 25 minutes away, they told me I couldn't be treated there. I had to go to another hospital that could help me.

What did you do before the accident?

My mother died when I was five years old so I was always working, doing odd jobs like shoe shining. After the accident I wondered how I could continue to work.

Is it difficult walking with an artificial leg?

I was so eager to walk. When the limb-fitting centre gave me my first artificial leg, I started running and the thing broke! But it wasn't difficult to learn how to walk with an artificial leg. I could do it immediately, even though the first one was heavy and not very comfortable.

How often do you have to replace the artificial limb?

I have had to get a new leg every six months. There have been seven so far, because I've grown so quickly. I'm one metre ninety now, but I don't think I will need to replace it so often because I've stopped growing.

What advice can you give other people in a similar situation?

First, people need to learn about the dangers of landmines. Both parents and children must know what can happen if they hold or play with one. If they are injured like me, they need to accept that they are disabled and not let it defeat them.

Do you think disabled people should be pitied?

A lot of disabled people sit at home and feel useless because society doesn't give them a chance. But if they are given a chance they can really lead full and active lives. They must exercise and practise using their artificial limbs so they can be independent.

What about the future?

Even with a disability, you can do almost everything, but it does take hard work. Me, I plan to go to university to study to become a doctor. In the village where I live, there is only one doctor for 6,000 people. We need more doctors.

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