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English for Ethiopia

Student Textbook
Grade 11

Federal Democratic Republic of Ethiopia
Ministry of Education

ISBN 978-99944-2-028-5

Price: ETB 36.00

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English for Ethiopia Student Textbook Grade 11

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Student Textbook
Grade 11

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Acknowledgments

The development, printing and distribution of this student textbook has been funded through the General Education Quality Improvement Project (GEQIP), which aims to improve the quality of education for Grades 1–12 students in government schools throughout Ethiopia.

The Federal Democratic Republic of Ethiopia received funding for GEQIP through credit/financing from the International Development Associations (IDA), the Fast Track Initiative Catalytic Fund (FTI CF) and other development partners – Finland, Italian Development Cooperation, the Netherlands and UK aid from the Department for International Development (DFID). MOE/GEQIP/IDA/ICB/001/09

The Ministry of Education wishes to thank the many individuals, groups and other bodies involved – directly and indirectly – in publishing the textbook and accompanying teacher guide.

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First edition, 2003 (E.C.)
ISBN: 978-99944-2-028-5

Developed, printed and distributed for the Federal Democratic Republic of Ethiopia, Ministry of Education by:
Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England

In collaboration with
Shama Books
PO. Box 15
Addis Ababa
Ethiopia

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Printed in Malaysia, CTP-PJB

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Unit 1

The African Union

Part A

Objectives

In this part of Unit 1 you will:

- ask and answer questions to find out about another person in your class
- talk about how you can do your best in Grade 11
- write and say the names of some countries and nationalities
- listen to a lecture about the African Union and take notes
- make passive and active sentences
- read about the African Union and answer questions
- make sentences expressing advantages and disadvantages
- discuss the advantages and disadvantages of different sites for a new clinic.

A1.1 Introduction: Getting to know you

1 **Work on your own. In your exercise book make a list of six important or interesting pieces of information about yourself. The sentences in the box may help you.**

I am the eldest of four brothers and four sisters.
I collect coins from other countries.
I like singing.
My mother is a midwife.
My bus journey to school takes nearly two hours.

2 **In your exercise book make a list of six questions that someone could ask you to find out this information.**

Example: *How many brothers and sisters do you have?*

3 **Now find a partner. Choose someone you don't know, or don't know well.**

- Show each other your lists of questions.
- Ask your partner one of his / her questions and listen to the answer. Ask him / her a follow on question.
- Now your partner can ask you one of your questions and then a follow on question.
- Continue like this until you have finished your questions.

Example:

How many brothers and sisters do you have?

I have three brothers and four sisters and I am the eldest.

Really? So do you have a lot of responsibilities?

I have to look after my younger brothers and sisters and go to the market, and lots of other things.

4 **Tell the other students in the class two or three interesting things about your partner.**

A1.2 Study skills: Looking forward to Grade 11

How do you feel about being in senior secondary school? You may feel a little nervous about the next two years. However, you know that others have got through it successfully and that you can too. As you begin, it is a good idea to think about what you can expect from your English course and what you should do to get the best from it. In this way you can all make a commitment to building a positive learning environment for the coming school year.

1 **Look at this list of expectation statements with a partner.**

1. Decide whether or not each of them is suitable for your class.
2. Think of one or two other statements of your own.

a. We will have regular homework, but not after every lesson.
b. We will all do our homework on time.
c. We will record all the new words we learn in our vocabulary books.
d. We will have regular revision of new grammar and vocabulary.
e. We will be told in advance when there is a test.
f. We will all, students and teacher, arrive on time for class.
g. We will be quiet and listen when someone else is speaking.
h. We will speak only English in class.

2 **You are now going to make a class contract in which rights and responsibilities are written down.**

1. As a class decide which of the statements from the list above you want to include in your contract.
2. Each pair should put forward their additional suggestions and the rest of class should decide if they want to include them.

3 **Your teacher will now contribute to your discussion by adding some extra points.**

4 **When you have a list of statements on the board that you are all happy with, write them in the front or at the back of your notebook. Think of a suitable heading.**

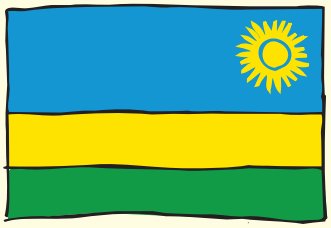
5 **Choose some students to make a class poster of your contract.**

6 **Keep the contract on the wall of your classroom if possible and look at it from time to time.**

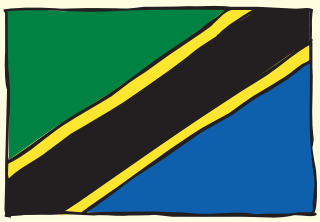
- If one of the rules is broken, any student in the class should draw attention to it.
- You may need to add to it or change some of the points as the year progresses.

A1.3 Increase your word power: Nationalities

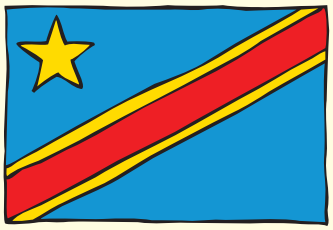
1 **Work in a group. Do you know the countries near Ethiopia? Their names are given here, but you must complete them.**

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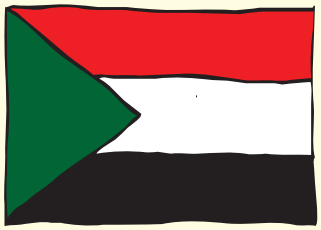
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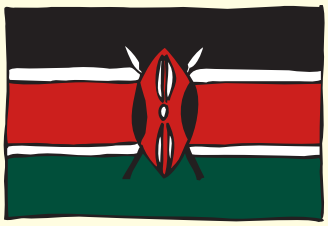
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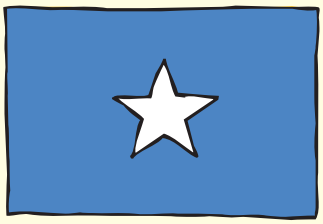
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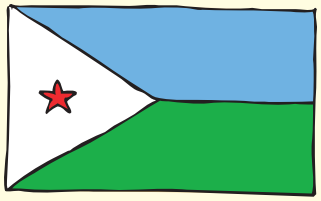
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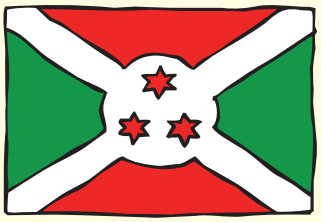
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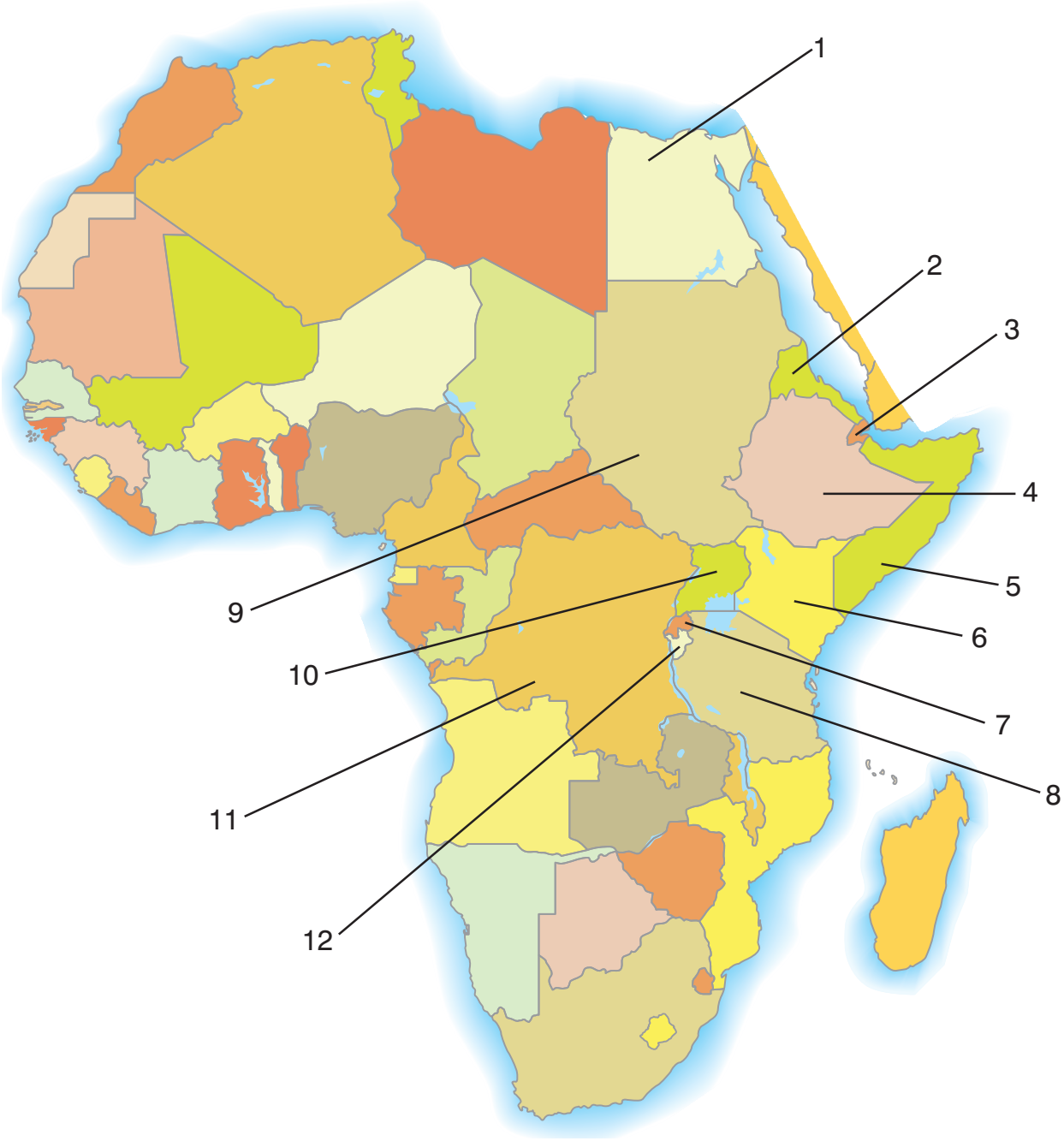
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2 **Match the names of the countries to the numbered arrows on the map.**



3 **Read the information in the box.**

Nationalities

The names for nationalities are similar to the name of countries. Usually it is the ending of the word which is different. Here are some rules, but note: they are often broken!

In Africa

-n

Countries ending in **-a** or **-ia** simply add **-n** → **-an**, **-ian**

Example: *Ethiopian*

Some countries ending **-o**, cut off the **o** and add **-an**

Example: *Moroccan*

-i

Countries ending in **-i**, the nationality is often the same, so don't add or take off anything.

Example: *Djibouti*

Also, a few countries ending **-ia**, cut off the **-a** and the nationality ends **-i**

Example: *Somali*

-ese

Countries ending *-n*, add *-ese* for the nationality → **-nese**

Example:: *Beninese*

Countries ending in **-o**, add -**lese** → -**olese**

Example: *Congolese (Democratic Republic of Congo)*

-abe

Only one nationality in Africa has this ending: Burkinabe, the nationality of people from Burkina Faso.

Other parts of the world

The same endings are also used in other parts of the world. There is also another ending, which is common in Europe:

-sh

Examples: *Britain* → *British, Denmark* → *Danish, Poland* → *Polish, Sweden* →*Swedish*

-ch

Examples: *France* → *French*

4 **Make nationalities from the names of the twelve countries in Exercise 1 above.**

Make a table in your exercise book and write the names of countries on the left and the nationalities on the right. Be careful with spelling! Check them with a partner.

Countries	Nationalities
Ethiopia	Ethiopian

A1.4 Speaking: Pronunciation – word stress

The nationality ETHIOPIAN has five syllables: E – THI – O – PI – AN.
The third syllable is stressed or stronger than the others: Ethi'Opian

Generally, the stress pattern of a nationality is the same as that of the country name. There are some exceptions, though!

1 **Put the names of the twelve countries into groups according to which syllable is stressed.**

Write them in a table like this, showing the stressed syllable.

1st syllable	2nd syllable	3rd syllable	4th syllable	5th syllable	6th syllable
	Rw'ANdan	Ethi'Opian			

2 **Practise saying the words in each column. Say them several times until you can do it accurately and fluently.**

3 **Now say this sentence:**

I am from Ethi'opia and I'm Ethi'opian.

Make similar sentences about the other countries and nationalities. Make sure you use the correct stress in both words.
Be careful! One of the countries has a different stress pattern from its nationality.

Example: *You're from Rw'anda and you're Rw'andan.*

A1.5 Listening: The African Union

1 **Read the information in the box about note-taking.**

Taking good notes

When you listen to a lecture or talk, or read a text book in order to get information, you need to write down some important points that you may need to use later on. What you write is only for you to read, so it doesn't need to be written in sentences and paragraphs. It must be clear, and easy to understand when you come back to it. This kind of writing is called 'notes' and note-taking is an important skill in senior secondary, and also at university.

Good notes have the following features.

- They are a summary of what you have heard or read. It is impossible and unhelpful to write down everything you hear and so only important information needs to be written.
- Underlined headings and numbered or bullet points are used. These make the important information stand out.
- Key words and phrases, abbreviations and incomplete sentences are used. These take up less space and are much quicker to write.

2 **There are many commonly used abbreviations that can be used in English. Match the abbreviations on the left, with the full form of the word or phrase on the right.**

a &	note well (this is a very important point)
b "	the opposite of
c etc	leads to, results in
d e.g.	and
e NB	ditto (the same as the line above)
f →	increase
g ↑	for example
h ↓	means, is the same as
i #	and so on
j =	decrease

3 **You are going to practise your note-taking skills by listening to a short lecture about the African Union (the AU) and taking notes. Before you listen to the lecture, work in a small group and discuss what you already know about it.**



The Headquarters of the African Union, Addis Ababa

4 **Look at the table below. It shows the main points in the lecture.**

1 Look at the table, your teacher is going to read the lecture. As you listen, take notes in the correct place in the table.

The African Union (The AU)

History **1** Reason for founding **2** OAU **3** AU
Organs **1** The Assembly **2** Pan-African Parliament **3** The Commission **4** ECOSOCC **5** NEPAD **6** Peace and Security Council
Planned institutions **1** **2** **3**
Problems **1** **2**
Benefits

5 **Match the words from the lecture on the left, with their meanings on the right.**

headquarters	**a** a meeting between the leaders of several governments
inspired	**b** led an event; provided the space, equipment etc
launched	**c** leaders of countries
hosted	**d** started something big or important
cooperation	**e** when there is not enough of something
integrated	**f** the main office of a large company or organisation
organ	**g** soldiers
summit	**h** when things are combined in a way that makes them more effective
governance	**i** encouraged something to take place
head of state	**j** when people work together to achieve something that they all want
troops	**k** an organisation that is part of a larger organisation
dispute	**l** the way in which government is carried out
lack	**m** a serious argument or disagreement



UN General Secretary Ban Ki-Moon and African leaders at the 16th African Union Summit in Addis Ababa

A1.6 Language focus: Active and passive sentences

Usually in English we use active sentences in which the subject of the sentence is the agent or doer of the verb:

The dog ate the bone.

Sometimes though, we need to use the passive form of verbs:

The bone was eaten.

The passive is used in the present, the past and the future:

The OAU was made up of 32 member states.
The Court of Justice will be set up.

We use the passive in these situations.

- We are interested in what was done, not who does it.

  Compare:

  i) *The Founders of the AU launched the AU at the Durban summit in 2002.*

  ii) *The AU was launched at the Durban summit in 2002.*

  The subject of the sentence in i) is not useful information, and so sentence ii) is simpler and better.

- The person or thing that does the action (the agent) is obvious and does not need to be stated.
  Coffee is grown in Ethiopia.
  We know that the people who grow coffee are farmers.

- The agent is unknown.
  My bag has been stolen.

- Sometimes the agent is given at the end of the sentence when it is introduced with 'by'.
  The representatives took part in a meeting. The meeting was opened by the President of Uganda.

1 **Look at this extract from the Listening text and choose the correct alternative of the underlined verbs: active or passive.**

The Assembly is the highest body of the AU and *makes up* / *is made* up of all the heads of state of the member nations. They *meet* / *are met* at regular summits in cities in different parts of Africa. The voice of the people of Africa *hears* / *is heard* at the Pan-African Parliament, which *situates* / *is situated* in South Africa. The members of this Parliament *elect* / *are elected* by the parliaments of the member states. The AU Commission, which *situates* / *is situated* in Addis Ababa *carries out* / *is carried out* the day to day running of the AU.

Listen to your teacher and check your answers.

2 **Complete these sentences by putting the verbs in brackets in the correct form: active or passive.**
Be careful to use the correct form of the active or passive: present or past.

a In the 1960s the newly independent nations of Africa _____ (face) many difficulties.
b The OAU _____ (inspire) by Kwame Nkrumah, the prime minister of Ghana.
c It _____ (set up) in 1963.
d The launch of the OAU _____ (host) by Emperor Haile Selassie.
e By the 1990s many Africans _____ (feel) that the OAU should do more work on issues of common interest throughout the continent.
f Colonel Muammar al-Qaddafi _____ (put forward) the idea of a more integrated African Union.
g Heads of state of the member nations _____ (meet) at regular summits in cities in different parts of Africa.
h The Headquarters of the AU _____ (situate) in Addis Ababa.
i Jean Ping of Gabon _____ (elect) Chairperson of the Commission of the AU in 2008.
j NEPAD _____ (become) part of the AU in 2004.

A1.7 Reading: The African Union

Symbols of the African Union

1 **With a partner look at the new flag of the African Union. The flag has a green background, a white sun and gold stars. Each of these has a special significance.**
Which do you think represents:
a the member states of the AU
b the hope of Africa
c Africa's bright future?



The flag of the African Union

2 **An anthem is a special song. Every country has a national anthem. It voices the country's history, its values, or hopes. This is the anthem of the African Union. Read it and answer the questions below.**

Let us all unite and celebrate together
The victories won for our liberation.
Let us dedicate ourselves to rise together
To defend our liberty and unity.

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life.

Let us all unite and sing together
To uphold the bonds that frame our destiny.
Let us dedicate ourselves to fight together
For lasting peace and justice on earth.

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life.

Let us all unite and toil together
To give the best we have to Africa.
The cradle of mankind and fount of culture
Our pride and hope at break of dawn.

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life.

1 Find lines or phrases in the song that mean the following:
   - **a** Africa was the place where thousands of years ago the first humans lived.
   - **b** All Africans have many common interests and feelings that link their lives and what will happen to them in the future.
   - **c** Many Africans had to fight for their independence from colonial powers.

2 The phrase 'Let us' is used several times in the anthem. This is a formal way in which a group, or a spokesperson for a group, can make a promise or pledge to do something important. Find the lines that begin 'Let us …' and decide what promises or pledges the people of the African Union make as they sing the song.

2 **Practise reading the anthem aloud as if it were a poem.**

The vision of the AU

1 **The anthem is a poetic expression of the hopes of the African Union. These are more formally stated in documents relating to the African Union's 'Vision and Mission' from which this text is taken. Read the text and answer the true / false questions that follow.**



16th Ordinary Session of the Assembly of the African Union held in Addis Ababa, January 2011

Any institution must have a vision, that is, an idea of what it should be and how it should work. What is the vision of the AU?

> *The Vision of the African Union is that of an Africa Integrated,* ***Prosperous*** *and Peaceful, an Africa Driven by its own Citizens, a Dynamic Force in the Global arena. An Africa* ***reconciled*** *with itself and with its* ***Diaspora****; an Africa using its own resources to play the major role that it can* ***legitimately*** *claim in a world in which there will be no place for the skeletons of the economic, political and ideological systems which characterised the previous century: these are the goals which the African Union is seeking to accomplish within the space of a generation.*

This vision is captured in eight key ideas which form the basis of the foundation of the AU:

1 Political integration leading in time to a federation of the United States of Africa.
2 **Substantial** economic development.
3 Empowerment of the states to allow them to drive their own economic development.
4 Recognition of the role of the people, leading in time to a democratic AU.
5 Recognition of the rights of women and those with **disabilities** in all policies and strategies.

6 **Mobilisation** of youth to serve as a driving force in the attainment of the goals of the AU.
7 Mobilisation of the Diaspora to play a part in the successful management of AU programmes.
8 The situation of all integration policies within specific **time frames**.

Specifically the African Union has set for itself the ambition of building by the year 2030:

*"A united and integrated Africa; an Africa imbued with the ideals of justice and peace; an inter-dependent and **robust** Africa determined to map for itself an ambitious strategy; an Africa underpinned by political, economic, social and cultural integration which would restore to Pan-Africanism its full meaning; an Africa able to make the best of its human and material resources, and keen to ensure the progress and prosperity of its citizens by taking advantage of the opportunities offered by a globalised world; an Africa capable of promoting its values in a world rich in its **disparities**."*

Adapted from: *STRATEGIC PLAN OF THE AFRICAN UNION COMMISSION Volume 1: Vision and Mission of the African Union May 2004. Prepared by the African Union Commission 2004.*

1 True or false?
- **a** Africa needs to work on its own, without the rest of the world.
- **b** The United States of America will play a part in the AU.
- **c** The AU will work to reduce poverty in Africa.
- **d** Ordinary people will play a part in the AU.
- **e** There will be equality for women in the AU.
- **f** Young people have an important role in the AU.
- **g** Africans who have left the Continent should not play a part in its development.
- **h** The goals of the AU must be achieved by 2030.

2 Some of the words in the text have been highlighted. Match each of the highlighted words to these definitions.
- **a** reasonably and legally
- **b** large in amount or number
- **c** encouragement to support something in an active way
- **d** strong and healthy
- **e** rich and successful
- **f** the period of time during in which you expect or agree that something will happen or be done
- **g** differences
- **h** permanent illnesses or injuries that make it difficult to do ordinary things such as seeing, walking, etc
- **i** the movement of people of African origin to other parts of the world
- **j** having a good relationship after having had difficulties or disagreements

3 With a partner, pick out four or five key words or phrases from the anthem and the Vision and Mission document which, in your opinion, express the goals of the African Union.

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A1.8 Language focus: Discussing advantages and disadvantages

1 **Read the dialogue. Four classmates are having a conversation during break.**

Masantu: *You know I think we've all done very well. We're in Grade 11, and we've finished our first week. Why don't we have a little party?*

Abdisa: *What do you mean?*

Masantu: *Well, a little party to welcome each other to the class. There are still people who I haven't spoken to.*

Abdisa: *Yes, that's true. So do you mean a class party?*

Masantu: *Mmm. I don't mean a really big party. Just a small, informal party here in the classroom. We could all bring something: soft drinks, snacks, music.*

Betriya: *That's a good idea. But when can we have it?*

Masantu: *What about on Saturday afternoon?*

Wakene: *Yes, there are only a few people around the school at that time, but on the other hand, I'm busy at home on Saturdays and for students who live a long way from the school, it's too far to travel. I think a weekday evening is a better idea.*

Abdisa: *I don't think that's a good idea. Although it's nice to have a party in the evening, we have homework to do and there's still the problem of those who have a long way to travel.*

Masantu: *I don't think our teacher would like it either. Despite the fact that I suggested the idea, I'm beginning to think it's not practical.*

Betriya: *Oh, it can be, we just need to think of a good time for it.*

Abdisa: *Although a big noisy party in the evening would be fun, you are right, it's not practical. Look, you said just a small, informal party. Something like that could be directly after class, say Friday afternoon? We can invite our class teacher.*

Wakene: *I think you're right.*

Masantu: *In that case, I agree.*

Betriya: *We'll suggest it to the others, then.*

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

a Who suggests they should have a class party?
b Do the others agree?
c What is the reason for the party?
d What kind of party is it going to be?
e Where is the party going to be held?
f When is it?

3 **Find expressions in the dialogue to express the following.**

a To make a suggestion.
b To ask someone to explain something.
c To agree with what someone has said.
d To disagree with someone.

4 **What are the advantages and disadvantages of having the party at these different times?**

a On Saturday.
b On a weekday evening.

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5 **There are some special expressions in the dialogue to express advantages and disadvantages:**

- *Yes, there are only a few people around the school at that time, <u>but on the other hand</u>, I'm busy at home on Saturdays.*
- *<u>Although</u> it's nice to have a party in the evening, we have homework to do and there's still the problem of those who have a long way to come.*
- *<u>Despite the fact that</u> I suggested the idea, I'm beginning to think it's not practical.*

Notice that each of these statements is in two parts:
(Advantage) *but on the other hand* (disadvantage)
Although, (advantage), (disadvantage)
Despite (advantage), (disadvantage)

Note:

- *although* and *on the other hand* are followed by clauses (noun + verb)
  <u>Although</u> there aren't many books in the library, it's a quiet place to study.
  There aren't many books in the library, <u>but on the other hand</u> it's a quiet place to study.
- *despite* is followed by a noun or noun phrase
  <u>Despite</u> having few books, the library is a quiet place to study.
  <u>Despite</u> the fact that the library has few books, it's a quiet place to study.

6 **Look at this list of advantages (+) and disadvantages (–) of studying at home (rather than at school) and use these ideas to make three sentences with *although*, *despite* and *on the other hand*.**

+	–
You can have drinks and snacks when you want. Your books are there. You can study at any time of day or night.	There are too many distractions. You may be only person studying and feel lonely. You may be disturbed by your brothers and sisters.

A1.9 Speaking: Discussion – where will the new health post go?

The situation

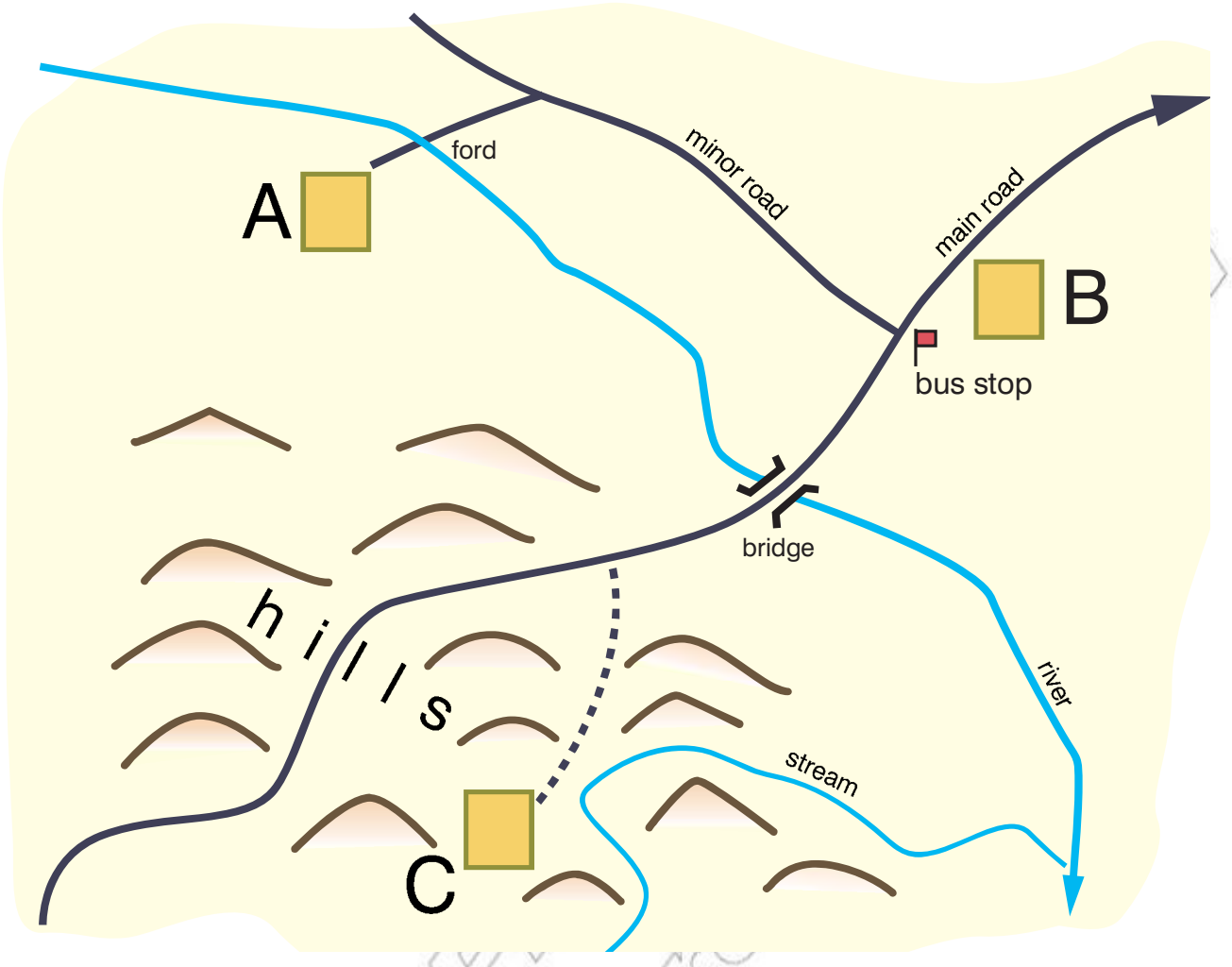
The Regional Health Bureau in your area wants to construct a new health post. It will be fully equipped and will serve three villages. A map of the area is shown on the next page. A decision has to be made about where the health post will be located. Will it be in village A, B or C? An area meeting has been called at which representatives will state the case for having the health post in their village.

Village A
Population: 250
Mainly old people as the land is too poor to farm and there is no other work. Some children who go to school in the town.
Distance from main road: 6 kms
Access to main road: A tarred road.
Other facilities in village: Some small shops.

Village B
Population: 800
Mainly shop keepers and stall holders and their families. Children go to school in the town.
Distance from main road: 0 kms
Access to main road: On main road near bus stop.
Other facilities in village: A few shops, a market, a church.

Village C
Population: 1200
Mainly farmers and their families.
Distance from main road: 10 kms
Access to main road: A track, very steep in places.
Other facilities in village: A few shops, a market, post office, primary school, a church.

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Your teacher will tell you which village you represent. You must now prepare for the meeting.

1 **Work with a partner. Study the information on page 15 and make a list of:**

- the advantages and disadvantages of all the villages as sites for the new health post
- why it is important for your village to have the health post.

2 **Now get together with other students from your village.**

- Think of a name for your village.
- Compare your prepared lists of advantages and disadvantages and the reasons why you should have the health post.
- Prepare a list of the best points to support your case to have the health centre.
- Think of some ideas for overcoming the disadvantages.
- Practise ways in which you can present your points. Use the language you have already practised to express advantages and disadvantages.

3 **When you are ready, your teacher will organise a class discussion to decide where the new health post will go.**

- Your teacher will ask for points to be made for and against each of the three villages.
- You must then all try to reach an agreement.

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Part B

Objectives

In this part of Unit 1 you will:

- talk about strategies you can use to improve your English language skills
- read more about the African Union, take notes and write a summary
- make sentences in the present perfect and past simple and with *since, for* and *ago*
- write a report on the African Union
- practise the language of meetings
- take part in a formal discussion
- complete a questionnaire to find out your preferred learning style
- take part in an assessment activity.

B1.1 Study skills: What can you do to improve your English language skills?

By Grade 11, most of your school work is in English. How do you feel about your English language skills? Unless English is your mother tongue, there are always aspects that need to improve. So how can you improve your English?

1 **Have a class discussion about what you can do to improve your English a) in class b) on your own outside class. Your teacher will put your ideas on the board.**

2 **Now read this text.**

What good language learners do

We know that young children learn languages easily. As we grow older this ability seems to disappear. In fact, experts don't really understand the reason for this.

However, we do know that some people are more successful than others at learning new languages and studies have been made of why this is so. It seems that good language learners naturally do the same things to improve.

1. *Good language learners use the language as much as possible. They look for opportunities to speak or listen to or read or write the language.*
2. *Good language learners experiment with the language, take risks, make guesses and aren't afraid to make mistakes.*
3. *Good language learners notice language patterns and the way words are used by good speakers of the language or in books or on the radio or in films.*
4. *Good language learners are active learners in class: they ask questions when they don't understand something.*
5. *Good language learners are independent and don't rely on their teachers to direct their learning.*
6. *Good language learners take time to memorise, repeat and revise new words.*
7. *Good language learners are realistic: they know that language learning takes time and continued effort and that progress is not always fast.*

3 **Work in a group. Go through the seven strategies used by good language learners and discuss to what extent:**

a you do the things good language learners do

b you could start doing these things.

4 **Share your ideas with the whole class.**

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B1.2 Reading: The African Union

You have already listened to and read quite a lot about how the AU was founded and its various institutions. A good question to ask is: 'What has it achieved?'

1 **Look at this table.**

The Achievements of the African Union

Greatest achievements **1** **2** **3**
Work of the organs of the AU **1** **2** **3**
Behind the scenes work **1** **2**

2 **Read the text below and take notes on the main points in your table.**

Look back at the Listening activity in A1.5 for guidance on note-taking. Note-taking from reading texts can be done in more or less the same way as listening and note-taking.

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The Achievements of the African Union

The African Union as it is today has been in existence since 2002. Although it is a complex organisation with many constituent institutions, to many Africans, the AU is embodied by the six-monthly summits which **grab the headlines** in the various capital cities of Africa. However, there is a lot more to the AU than summits.

Greatest achievements
Its most important achievement is that the AU presents a united African front to the world in its response to the issues facing the continent. As such it has achieved international recognition, with **observer status** at the United Nations and a strong partnership with the European Union.

Also of great importance has been the establishment of the AU out of the OAU. The Sirte Declaration of 1999 at which the structure of the AU was proposed was a sign that African nations were ready to work more closely together and achieve greater integration.

The work of the AU
The Sirte Declaration reflects high **ideals**. While they are often far from the daily reality of life for many Africans, they are goals which give hope: good governance, democracy, economic development, human rights and equality for women. Thus we can say that the AU's institutions are a great achievement in themselves. It is hoped that they will in time make significant progress towards the achievement of their goals.

- The Pan-African Parliament is a recognition that directly elected representatives of the people should have a say in the affairs of the AU.
- The Commission of the African Union is a body which has to carry out the day-to-day work of the AU with limited funds, yet somehow it manages to do so.
- The AU peace-keeping troops have been present at many of the continent's most difficult conflicts. They lack funds to be as effective as they should be, but they are a **visible** sign of the continent's **commitment** to peace.

The AU has also been successful in its behind the scenes diplomacy, out of the glare of publicity. Examples include the part it played in bringing reconciliation rather than **confrontation** in Zimbabwe. Other useful work is going on to resolve many of Africa's other conflicts, as well as against enemies such as HIV / Aids, poverty and climate change.

3 **Some of the words in the text have been highlighted. Match each of the highlighted words to these definitions.**

a Standards that you would like to achieve.
b Able to be seen.
c A strong determination to achieve something.
d Be a big story in the news and radio and TV news.
e An argument or fight.
f As a non-member without permission to speak at meetings of the General Assembly of the UN, but with permission to attend and listen.

4 **Write a summary of the information in the text in this way.**

1 Using the information in your table only, write up your notes into sentences.
2 Write your sentences under the same headings and using the same numbering as in your table.

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B1.3 Language focus: The present perfect

1 **Choose the correct form of the verb in each of these sentences.**

a The African Union as it is today *has been / was* in existence since 2002.

b The AU presents a united African front to the world. As such it *achieved / has achieved* international recognition.

c The Sirte Declaration of 1999 at which the structure of the AU *has been proposed / was proposed* was a sign that African nations were ready to work more closely together.

d The AU *has also been / was also* successful in its behind the scenes diplomacy, out of the glare of publicity.

e Examples include the part it *has played / played* in bringing reconciliation rather than confrontation in Zimbabwe.

2 **Read this information about the present perfect.**

Form:

The present perfect is formed as follows:

Subject + *have* or *has* + the past participle of the main verb. (Regular verbs end with *-ed*.)

Examples:

The lesson has started.

We have started this exercise.

We can use the present perfect in the passive:

The Library has been painted.

Use:

We use the present perfect to show that an action is related to both the past and the present:

- The action started in the past and continues into the present.

  I have been at this school for two years.

- The action was in the past but in a time which is related to the present.

  I haven't seen Semhal today.

- The action was in the very recent past.

  The President has opened a new hospital in our town.

The past simple shows that an action took place in the past. It has no relation with the present.

I went to the market yesterday.

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3 **Complete this text with the correct forms of the verbs.**

Some of the world's top footballers _____ (be) in Rwanda this week to play a charity match in support of the country's genocide survivors. On Thursday night 20,000 football enthusiasts _____ (fill) Rwanda's Amahoro stadium. Tutsis, Hutus, the young, and the old _____ (cheer on) Rwanda's Amavubi Stars' victory against an All-Star team led by Cameroon and Barcelona striker Samuel Eto'o.

The idea of using football to help unify _____ (already prove) successful in Rwanda. Last October Rwanda's National Unity and Reconciliation Commission _____ (begin) reintegrating genocide perpetrators back into the same community. To help this process, they _____ (decide) to hold a series of football matches. Since then a number of matches _____ (take place) in various parts of urban Rwanda. Social events for the two sides _____ (follow) each match. "We _____ (start) to build trust," said a spokesman.

since, for and ago

The OAU was established half a century **ago**.
The OAU was in existence **for** almost 40 years.
The African Union has been in existence **since** 2002.
The African Union has been in existence **for** nearly a decade.

Notice how **ago**, **for** and **since** are used as time expressions.

- a period of time + **ago**
  ago is used with verbs in the past simple
- **for** + a period of time
  for can be used with verbs in any tense or form
- **since** + a point of time in the past
  since is used with verbs in the present perfect

4 **Complete these sentences using *since*, *for* or *ago*.**

a I started school ten years _____
b We've lived in our house _____ five years.
c I haven't seen Kiros _____ Saturday.
d My older sister has worked in the bank _____ five years.
e I met my best friend seven years _____ at primary school.
f I haven't had anything to eat _____ six o'clock this morning.

5 **Work with a partner. Make similar but true sentences about yourself.**

Example:

I started school eight years ago.

Really? I started school eleven years ago.

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B1.4 Writing: A report on the African Union

In this Unit you have listened to and read a lot of information about the African Union. Now you are going to write a report about it. You should work with a partner and divide up the work between you.



- Include information about the following:
  – departments
  – history
  – examples of its work
  – its successes
  – its future role.
- Write your report in a formal style.
- Divide it into sections. Each section must have a heading.
- Include a short introduction.
- Write about 350-400 words.
- Include illustrations (pictures or diagrams) if you wish.

Follow these steps.

1. Decide who you are going to work with and then with your partner spend some time brainstorming information to go in each section (look back at the notes you made on the listening activity and the reading text in A1.5 and the summary you made of the reading text in B1.2).
2. Discuss how you want to organise your report: which section headings you are going to use.
3. Decide how you are going to divide up the work between you.
4. Spend some time researching more information for your part of the report. You can use:
   – any information you can find in a library
   – any information you can find on the Internet
   – articles in newspapers about the African Union.
   Make notes from these sources of information and collect possible illustrations too.
5. With your partner, present the information you have found to each other and decide what you want to use. Be critical about what you have each found!
6. Write a first draft of your part of the report. Show it to your partner. Check each other's work for the quality of the information: suggest changes or cuts if necessary. Check grammar, spelling and punctuation as well.
7. Write up the final version of your report neatly and add your illustrations, if you have any.
8. Proofread your report carefully before presenting it to your teacher.

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B1.5 Language focus: The language of meetings

The role of the chairperson
A formal meeting is led (or 'chaired') by a chairperson. It is he or she who controls the meeting and makes sure the procedure is followed within the time allowed for it.

1 **Match the responsibilities of the chairperson which are listed on the left with the language used for each of them, which is given on the right.**
Note: One of the functions on the left has three examples of suitable language on the right and another has two.

a Get attention and start a meeting.	**i** *Have we reached agreement on this, then?*
b Announce the business of the meeting.	**ii** *I'd like to introduce the participants in today's meeting. First, …*
c Remind the group of the important facts.	**iii** *Well, does anyone have anything else to say?*
d Introduce the participants.	**iv** *Right, now. Who would like to begin?*
e Invite someone to participate.	**v** *Please, don't all speak at once.*
f Begin the discussion.	**vi** *Ladies, and gentlemen! Can I have your attention please? It gives me great pleasure to welcome you to today's meeting.*
g Keep the discussion to the point (x 2).	**vii** *X would you like to say something about this?*
h Keep order (x 3).	**viii** *The issue we have to discuss today is …*
i Lead the discussion to a conclusion.	**ix** *Perhaps we can discuss that at another time. Let's get back to the point.*
j Confirm there is agreement.	**x** *Please can I come to you when X has finished?*
k Close the meeting.	**xi** *Thank you, ladies and gentlemen for your valuable contributions. This meeting is now closed.*
	xii *As you know, …*
	xiii *Please give X a chance to speak.*

The other members of the meeting have to obey the chairperson and they must be polite to each other, even when feelings are high!

2 **Complete this table with the language below.**

The language of discussion

Express your opinion:	
Interrupt politely:	
Ask for clarification:	
Comment on what someone has said:	
Agree:	
Disagree:	

I totally agree.

I'm not sure.

That's a good point.

That's very interesting.

May I come in here, please?

I think / feel / believe …

I'm sorry I didn't follow what you said.

Could you explain what you mean, please?

Excuse me, but can I just say …

I agree up to a point.

I just can't agree.

I see your point.

3 **Work in a group of three or four students. Look at the list of opinions below. Discuss each one using the language of discussion in your table.**

1. Africa's problems can only be solved by the African Union.
2. African Nations should be unified into one state.
3. Wars never solve anything.
4. Smoking is dangerous and should be illegal.
5. Mobile phones cause more problems than they solve.

Example:

I think people should be allowed to smoke if they want to.

I just can't agree. It's very bad for your health.

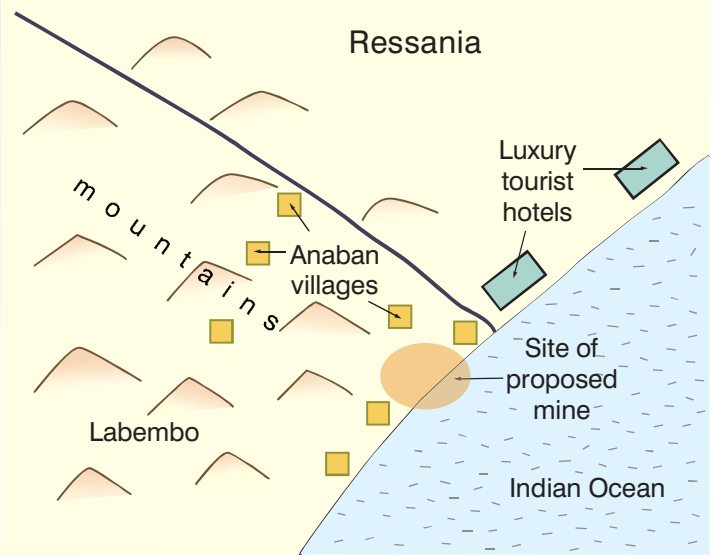
Excuse me, but can I just say that smoking is expensive and some people can't afford to waste money.

I see your point, but I think people should be free to make up their own minds.

B1.6 Speaking: The coltan mine debate

Background to the meeting

The situation



The republic of Labembo is on the east coast of Africa. Most of the country is mountainous, except for a narrow coastal strip. It is a poor country with few natural resources and limited agriculture. Recently deposits of coltan have been found. This is a very valuable and rare mineral which is used in the manufacture of electronic goods such as mobile phones and digital cameras. The deposits are in the north-east of the country and extend under the sea. The Ministry of Natural Resources is planning to construct a large mine on the coast, close to the border with Ressania, Labembo's bigger and richer neighbour. Ressania is unhappy about this as the mine is likely to cause pollution which will affect their own tourist beaches close by. Tourism is an important part of the Ressanian economy. Also, unhappy are the Anaban people who live on both sides of the border. They live by traditional fishing and fear that the mine will lead to a decrease in fish stocks. The matter is getting serious with Anaban rebels speaking of acts of sabotage and Ressania putting a lot of pressure on its poorer neighbour.

The matter has been taken up by the African Union which has organised a special meeting to try to resolve the matter.

Groups present at the meeting:

- The AU Commissioner's special representative who will chair the meeting
- Representatives of the Labemboan Ministry of Natural Resources
- Representatives of the Labemboan Ministry of Finance
- Representatives of the Ressanian Ministry of Tourism
- Representatives of the Anaban people
- Observers from other AU countries unaffected by the issue.

Agenda for the meeting

1. The Chairperson opens the meeting and gives a brief summary of the situation.
2. The Chairperson invites representatives of each group to state their case. They have two minutes to speak.
3. The Chairperson opens a general discussion at which any of the representatives and observers can speak or ask questions. During the discussion a solution to the problem should be agreed on.
4. The Chairperson closes the meeting.

Preparation for the meeting

1 **Decide which group you are in and read through the instructions for your group (see below).**

2 **Discuss some more points that you can make, and questions that you can ask.**

3 **Think of some ideas for a solution to the problem.**

The Chairperson: The AU Commissioner's special representative who will chair the meeting.

- Read through the section on the role of the chairperson in the language focus activity above.
- Decide on the order of the speakers who will present their case at the beginning of the meeting.
- During the general discussion, make sure everyone has an opportunity to speak, including the observers. Don't let any group dominate the discussion.
- Encourage the participants to come up with a solution that will please as many as possible.
- Make sure the meeting finishes at the appropriate time.

Representatives of the Labemboan Ministry of Natural Resources

- This mine is going to be very important both to Labembo and to the world, as there is a shortage of coltan.
- The site near the border is the best place for the mine as it is where the biggest deposits of the mineral are found.
- The mine is going to do as little damage to the environment as possible.

Representatives of the Labemboan Ministry of Finance

- Labembo is struggling with a large foreign debt.
- The country is undeveloped in every respect and is the poorest in the region. Unlike Ressania it has only a small agricultural sector.
- Revenues from exports of the mineral will be of huge benefit to Labembo.

Representatives of the Ressanian Ministry of Tourism

- Tourism is an important part of your country's resources.
- The mine will cause air pollution (from smoke) and water pollution (from waste water) this will be harmful for tourism as the famous white beaches and clear blue sea are what attract tourists.
- In your view, Labembo could develop its own tourism sector along the coast instead of the mine.

Representatives of the Anaban people

- Your people live a traditional life of fishing and subsistence farming.
- They also earn money by entertaining tourists at hotels in Ressania with traditional dancing.
- The mine will interfere with your traditional way of life. There will be few jobs as they will go to foreigners or people from the towns.
- The mine will scar your beautiful homeland and pollute the sea which you depend on for fishing.

Observers from other AU countries unaffected by the issue

- Decide which countries in Africa you represent.
- It is your job to listen to the different sides and help them to come to a fair solution to the problem. You should think of some questions before the meeting starts and during the meeting as you listen to different speakers.

After the meeting

1 **Work in a small group made up of people who had different roles. Prepare a short oral report of the meeting to give to the press. Your report should consist of a sentence or two in summary form about each of the following:**

- **a** What was discussed in the meeting: *We discussed …*
- **b** The key issues that were identified: *We identified …*
- **c** The suggestions that were put forward: *We put forward …*
- **d** What all the different representatives agreed on: *We agreed …*
- **e** What all the different representatives disagreed on: *We disagreed …*
- **f** The final outcome: *We decided …*

2 **When you are ready, nominate someone in your group to present your report to your teacher and the rest of the class.**

3 **While you are listening to the reports of other groups, notice if they have reported the meeting differently and if you agree or disagree with the differences.**

B1.7 Study skills: What kind of language learner are you?

Earlier in this Unit you have discussed how to improve your study habits and what good language learners do. Individuals are different, though, in the way they can adapt and apply these strategies.

1 **On your own, look at these fourteen statements and think carefully about the extent to which they are true for you. Give those that are very true ***, those that are to some extent true **, and those that are not true *.**

	***	**	*
1 I am better at history and social studies than science and maths.			
2 I have personal goals or ambitions that I think about a lot.			
3 I can work out how much change I will get when I'm shopping.			
4 I can see clear visual images of things in my head.			
5 I often hum, whistle or tap tunes.			
6 I like to do regular physical activity or sport.			
7 I hear words in my head before I speak or write them.			
8 I like taking photos or drawing.			
9 I don't like being alone.			
10 I can easily recognise tunes that I hear.			
11 I like being on my own (though not all the time).			
12 I like working with my hands.			
13 I like to know how things work.			
14 People come to me for advice.			

2 **Interpret your score by turning to the end of this unit.**

3 **Work in a group. Discuss your results with some other students.**

- **a** Do you think they are true for you?
- **b** How do you think you can adapt or apply these ideas?

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B1.8 Assessment

1 Speaking and listening

Where should the new secondary school go?
The Ministry of Education has decided to open another secondary school in your region. Members of the public have been asked to give their opinions about where the new school should be located.

With a partner you must discuss some possible sites for the new secondary school and select one. You must consider the advantages and disadvantages of different locations. Bear in mind the following:

- how close it is to an area of large population
- how close it is to main roads, main bus routes and if relevant, a railway station
- if there is space for a sports field.

When you have chosen your location, be prepared to tell the rest of the class about it.

Before you start:

- Prepare for the activity carefully, as you have for the other discussion activities in this unit. Make a list of points to make.
- Look back at ways of expressing advantages and disadvantages in A1.8 and the language of meetings in B1.5. Try to include some of this language in your contributions.

2 Writing

Your teacher will assess the report on the African Union you wrote in B1.4.

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Unit 2

Education

Part A

Objectives

In this part of Unit 2 you will:

- talk about your education
- listen to some statistics about education in Ethiopia
- learn some words related to education
- listen to a description of the education system in Ethiopia
- talk about education in the past, present and future
- use the language of comparison
- practise linking words to connect your speech
- discuss how your primary school compares with your secondary school
- write an informal letter to a friend
- make conditional sentences with *if* and *unless*
- discuss and then read about some barriers to learning
- learn some word building patterns
- make sentences in direct and reported speech
- think about your need for English in the future and assess your current ability.

A2.1 Introduction: Your education

You are now in Grade 11, so including primary school, you have been at school for ten years so far. This makes you an expert on education! Work in a small group and share your opinions on these questions.

1 Which of your school subjects are:
   a the most enjoyable
   b the most useful for your daily life outside school
   c the most important for your future studies and career.
2 Is there anything that you would like to study at school, but which isn't part of the curriculum?
3 Do you think boys and girls should study the same things or different things?
4 Apart from the subjects on the curriculum, what else do you learn at school?
5 What are the pros and cons of staying on to senior secondary school?

A2.2 Listening: Some statistics about education in Ethiopia

1 **What do you know about the numbers of children (boys and girls) who go to school in Ethiopia? Work in a small group and discuss these questions:**
   a Has the number of pupils in primary and secondary schools increased, decreased or stayed the same since 2000?
   b Are there more girls than boys, more boys than girls, or, are there equal numbers of boys and girls in primary and secondary schools?
   c In which regions of the country do more children go to school? In which regions do fewer children go to school?

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2 **Now look at the tables. They show some statistics about school enrolments in Ethiopia, but they are incomplete. Copy the tables into your notebook.**

3 **With a partner discuss how to complete each table with the figures below each one. Write the percentages you agree on in the tables.**

Table 1: Enrolment rates at primary level in percentage

Year	Male	Female	Total
2003			
2004			
2005	67		63
2006	72		69
2007	79		76
2007			

Source: United Nations Statistics Division 2010

43 47 48 51 53 55 59 66 73 76 79 82

Table 2: Enrolment rates at secondary level in percentage

Year	Male	Female	Total
2003	26		
2004	28		
2005			25
2006			29
2007	38		
2008	39		

Source: United Nations Statistics Division 2010

15 16 19 20 22 26 28 31 32 33 36

4 **Your teacher will now give you the correct percentages for each table. As you listen, check the figures you have written and write the correct ones next to yours, if they are wrong.**

A2.3 Increase your word power: Education

Complete the descriptions of the education of Murad and Nasise. Use the words in the boxes.

1. Murad

illiterate fees adult education uniform
homework schooling school principal

Murad had just four years of primary education before he was forced to leave school because his parents could not afford the (1) _____ or the school (2) _____ He then stayed at home and helped his mother working in the garden, fetching water, preparing meals and so on. When he was 14 he got a job back at his local primary school as a cleaner. He was a good worker and caught the attention of the (3) _____ who persuaded him to go back to school. He enrolled in an (4) _____ class and completed his primary (5) _____ . It was hard to find the time to go to class and do his (6) _____, but he succeeded. The principal then gave him a job in the school office.

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2. Nasise

secondary	honours	graduated	kindergarten	exams
bachelors degree	primary	boarder	post-graduate	
scholarship	diploma	senior	grades	

Nasise went to (1) _____ when she was four-years-old. It was near her home and her mother took her there every morning before she went to work. When she was six, Nasise moved to her local (2) _____ school. She did well and when she was 13 she moved to (3) _____ school. Selam was a (4) _____ because it was a long way from her home. At the end of Grade 8 she passed her (5) _____ At this point she wasn't sure what she wanted to do. She was interested in maths and thought she could leave school and do a (6) _____ course in accounting. However, her teachers persuaded her to move into (7) _____ secondary school. She got good (8) _____ and went to Addis Ababa University to do a (9) _____ in economics. She (10) _____ with a very good (11) _____ degree. She was then able to do a (12) _____ degree in business as she got a (13) _____ to pay for her studies.

A2.4 Listening: The education system in Ethiopia

1 **How much do you know about the education system in Ethiopia? Discuss the missing information in exercises a) and b) with the students sitting near you.**

a Complete the dates on the right.

Event	Date
1 The first Christian schools in Ethiopia.	…… century.
2 The first schools run by European missionaries.	…… century.
3 The first Islamic schools appeared.	end of the …… century.
4 The first non-religious government schools.	early …… …century.
5 The current education system.	……

b Complete this diagram of the current education system.

Kindergarten			
Primary education			
1st cycle	Grades 1 – 4	Basic education	_____ **and** _____ **education**
_____ cycle	Grades _____ – _____	_____ _____ education	
_____ education			
_____ cycle	Grades _____ - _____	_____ _____ education	
_____ cycle	Grades _____ – _____	_____ education	
_____ education			

2 **Now listen to your teacher reading a text about the education system and complete the missing information in exercises a and b.**

A2.5 Speaking: The education system past, present and future

Work with a partner or in a small group and discuss your answers to the following questions.

a Did your parents go to school? What kind of education did they have?
b Compare your education with your parents'.
c To what extent do you think education has improved in Ethiopia since your parents' time?
d What kind of education do you think YOUR children will have?

Talking about events at different times	
The past	My mother **went** to primary school, up to grade 6.
The present	I **have been** to primary school and junior secondary school… Now I **am** in senior secondary school.
The future	I hope my children **will go** to good schools. I **would like** one of my children to be a doctor.

A2.6 Language focus: Comparing things

Useful language

Comparing number and quantity

a **More** children go to school now **than** (they did) in 2003.
b **Fewer** children are illiterate now **than** (they were) in 2003.
c There is less illiteracy now than (there was) in 2003.
d Most children in Ethiopia now go to school.

Comparing the qualities of things

e Our school is **bigger than** (it was) 10 years ago.
f Our school is **more beautiful than** (it was) 10 years ago.
g Our school is **the best** in the region

Qualifying comparisons

h **Nearly as many** girls went to secondary school in 2003 as in 2004.
i **Far more** boys **than** girls went to secondary school between 2003 and 2008.
j Our school is **by far the most successful** in the region.
k The percentage of boys that went to secondary school was **a bit bigger** in 2008 than in 2007.

1 **Which of sentences h to k means:**

a there is a big difference
b there is not a big difference?

2 **Complete these sentences with the words and phrases in the box. You need to look back at Tables 1 and 2 in A2.2.**

less than half almost the same by far the greatest
nearly doubled about a third more far fewer

1 _____ children went to secondary school than to primary school during the period 2003-2008.

2 The percentage of girls at secondary school was _____ the number at primary school.
3 There were _____ boys than girls at secondary school in 2008.
4 The percentage of girls at secondary school _____ between 2003 and 2008.
5 The rate of increase in the total percentage of children at both primary and secondary school between 2003 and 2008 was _____.
6 _____ increases in the number of children at primary school took place between 2005 and 2007.

3 Work with a partner or in a small group. Discuss the situation now. Do you think the figures are very different from those in 2008?

4 In your group, make true sentences using these phrases

1 more people …
2 nearly as big as …
3 by far the most difficult …
4 not nearly as tiring as …
5 much further than …
6 a bit more expensive than …
7 by far the best …

Example: *Shopping isn't nearly as tiring as studying*

A2.7 Speaking: Pronunciation – Connected speech

When we speak, we usually say more than one word at a time. In English we often connect or link words so that our speech sounds fluent and smooth.
There are two kinds of linking:

a words which end in a consonant sound are linked to words which begin with a vowel sound
Example: *Not_a big difference*

b words which end in a vowel sound are linked to words which begin with a vowel sound
Example: *Addis Ababa_is by far the biggest*

In this situation, the words are linked by adding a soft w or y or r sound
Example: *Addis Ababa_r_is by far the biggest Now_w_ I_y_ am*

Words which end in 'r' followed by words which begin with a vowel are linked with an r sound
Example: *There_r_is*

Do these exercises with a partner.

1 Identify the links in these sentences:

1 My house is not as big as yours.
2 I think I heard a car outside.
3 You ought to do all the exercises.
4 Switch off the light. It's almost eight o'clock.

2 Identify the links in the sentences in exercise 2 in the Language Focus section on comparing things above. Practise reading the sentences with the links.

3 Now identify the links in the sentences you made in exercise 3 in the Language Focus section on comparing things above. Practise reading the sentences with links.

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A2.8 Speaking: Comparing schools

With your partner, talk about your primary school. Compare it with the school you go to now. Think about;

- the number of pupils
- the number of teachers
- the size of the building
- the facilities
- the subjects you studied
- the sports you did
- how convenient the location was for you.

A2.9 Writing: A letter to a friend

Many young people have friends abroad of more or less their own age, who they communicate with by letter or email. Imagine you have such a friend and write a letter about your school and the education system in Ethiopia.

1 Before you start, think about:

a The information in your letter;

- What nationality is your friend and where does he or she live?
- What do you know about him / her?
- How long have you been writing to him / her?
- What information are you going to give about Education in Ethiopia and your school?

Here are some ideas of what you can write about.

– *how education in Ethiopia is organised (see Listening 2 in this unit)*
– *the name of your school*
– *where it is*
– *what kind of school it is*
– *how many students there are*
– *how many teachers there are*
– *how many classes there are*
– *the school facilities*
– *what class you are in*
– *what subjects you study*
– *how you are getting on in Grade 11*
– *what exams you will have to do.*



b How to organise your letter;

- the lay out of your letter
- how many paragraphs you need
- what you are going to say in each paragraph.

c Do you know how to write an informal letter? Work through the exercises in this box.

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How to write an informal letter

a True or false?

An informal letter is the same as / different from a formal letter.
In an informal letter, the sender's address goes in the top left / top right corner.
You begin / close the letter *Dear or Hi* + the name of the person you are writing to.
You can close the letter with *Yours sincerely / Yours faithfully / Best wishes*.
The date goes over / under the sender's address.
You can / cannot use contractions in informal letters (e.g. isn't instead of is not).
You can / cannot use informal language.
The body of your letter must be / must not be in paragraphs.

b Match the examples of useful language to the list of the functions of the paragraphs they come from on the right.

1 *It's several months since you last wrote to me. Sorry it has taken me so long to reply. I am happy to hear that you passed …*	**a** Opening greeting
2 *Hi Reta*	**b** A reference back to your last contact
3 *My main news is that the new school year has started and I am now in Grade 11. In Ethiopia there are 12 grades in total …*	**c** A brief mention of something interesting that has happened or that you have done recently
4 *Best wishes to you and your family.*	**d** The main topic of your letter
5 *Please write back and tell me something about schools in Canada.*	**e** A request for your friend to write with some information about his / her education.
6 *A big event for my family recently has been my sister's wedding.*	**f** Close

2 Now write your letter.

- **Begin by writing a draft of the body of your letter, thinking carefully about what you need to include.**
- **When you have finished your draft, check it carefully and ask your partner to check it too.**
- **Write a neat, final version of your letter.**

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A2.10 Language focus: Conditional sentences

If a child completes both cycles of primary school, he or she receives at least eight years of education.
Conditional sentences like this one are used to express something that depends on something else.

There are various kinds of conditionals;

1 The sentence above is an example of the 'zero' conditional. This is used for general truths that happen under certain circumstances. It uses the pattern:
If + present simple + present simple.

2 *If I do well in Grade 12, I will go to university.*
This is an example of the first conditional. It is used to talk about possible future situations. It uses the pattern:
If + present simple + *will* or *can*

3 *If we don't increase the number of children going to school, our country won't develop.*
Or
Unless we increase the number of children going to school, our country won't develop.
We can use *unless* instead of *if* … *not* in conditional sentences.

Note: each part of a conditional sentence can go either first or second in the sentence.
Our country won't develop unless we increase the number of children going to school.

1 **Complete these sentences with *if* or *unless*.**

a _____ you hurry you will be late!
b _____ I come across a new word, I look it up in a dictionary.
c Our teacher doesn't get annoyed with us _____ she thinks we are being lazy.
d _____ you feel nervous about walking to the bus top on your own, I will go with you.
e I always have lunch, _____ I have had a good breakfast.
f _____ the government builds more schools, illiteracy will increase.
g _____ you work hard, you will have no problems in Grade 11.

2 **Rewrite these sentences in the way indicated.**

a If you don't come to school tomorrow, you'll miss the test.
Unless you come to school, you'll miss the test.
b I'll bring you some mangoes from our tree tomorrow, if I don't forget.
……., unless I ……
c Unless we work together, we won't get the job done.
If we ……, ……..
d If I don't do any homework today, I will have a lot to do tomorrow.
Unless I ……, ……..
e I'm not going with you unless I finish my homework first.
……., if I ……..
f The porridge will stick to the pot if you don't stir it.
…… unless you ……..
g Our team will continue losing matches unless it improves.
……, if it……

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3 **Complete these sentences in your own way. When you have written them, show them to your partner.**

a If I ……, my family will be pleased.
b Unless I ……., I won't achieve my goal.

A2.11 Speaking: Barriers to learning

1 **Work in a small group. Discuss your answers to these questions.**

1 Look back at tables 1 and 2 in A2.2. What information do they give you about the total number of children:
   a not in primary school in 2008?
   b not in secondary school in 2008?
2 Is the number of children not in school still a problem in Ethiopia?
3 Why do so many children not go to school? Make a list of as many reasons as you can.

Useful language: Identifying and thinking about a problem	
The trouble is …	This is a problem because …
I think the biggest problem is …	This is due to the fact that …
Another problem is …	This is due to …
Don't forget that …	This is caused by …

2 **Compare your answers with those of other groups in the class.**

A2.12 Reading: Barriers to learning

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

Better education for a better future

In 2004, a group of young Ethiopians got together to take a close look at their own country's education system. Known as the Ethiopian Youth Forum, the group has been lobbying the government to help children, and girls in particular, attend school.



They launched a survey to understand which children were not attending school and to find out why. Members of the survey group interviewed 550 students in 20 primary schools to collect information.

The survey conducted by the Forum and supported by UNICEF was small in scope but served as a reminder that more than 7.8 million Ethiopian children – including 4 million girls – were missing out on education.
The findings about why these children were staying out of the classroom were also startling.

Results of the survey
1 (69%): _____
2 (29%): _____
3 (18%): _____
4 (13%): _____
5 (8%): _____
6 (7%): _____

"These problems have been around for a long time. But they have often been overlooked," notes UNICEF Ethiopia Education Officer Maekelech Gidey. "So the survey is a great achievement in itself. We still need to do a lot more follow-up work in the future."
Two years on, there have been significant advances in the move towards free primary education for all, which the Ethiopian Government has vowed to achieve by 2015 as one of the Millennium Development Goals.
"There is no development without education," said Elleni Muluneh, a founder member of the Ethiopian Youth Forum. "The more we educate children, the more we become developed in the long run. Maybe one day we will manage to get every child in the country behind a school desk."

Adapted from *In Ethiopia, better education for a better future* by Andrew Heavens www.UNICEF – Ethiopia

a Complete these sentences using information from the text. Use your own words as much as possible.

i) The survey was carried out by _____
_____.

ii) The purpose of the survey was _____
_____.

iii) The Ethiopian government hopes to _____
_____.

iv) Elleni Muluneh thinks education is important because _____
_____.

b Now, using your ideas from your discussion at the beginning of this section, think about how to complete the survey results.

2 **Listen to your teacher, and complete the survey results.**

A2.13 Speaking: Overcoming barriers to learning

You have discussed and read about the reasons why so many children don't go to school. In your group, now think about what can be done to improve the situation. How can we solve some of these problems?

a Look back at the survey results. For each one, think of a strategy for helping to deal with it. It could be something to be done by:
- the government
- or, the school
- or, the local community
- or, families

Before you start, study the language in the box.

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Thinking about a problem and trying to solve it
In this situation, the government has to take action.
If the government builds more schools, **more children will be able to get to school**.
Unless the government builds more schools, **many children won't be able to get** to school.

b Present your ideas to the rest of the class.

A2.14 Increase your word power: Word building

Recognising words that belong to the same family can really increase your word power! For example, if you know the word: photograph, you should be able to recognise that photographic and photographer are part of the same family.

If you recognise the word endings, that will tell you what kind of word it is and help you to understand how it is being used.

Example: - *ic*: many adjectives end with this suffix
- *er*: is often added to verbs to describe someone who does this action

1 **Try to complete the words in the table (white part only). A form of all of them can be found in this Unit. Note: in some cases there are two possible words.**

Verb	Noun (thing)	Noun (person)	Adjective
achieve			
attend			
develop			
educate	education	educator	educated
	enjoyment		
	enrolment		
	government		
		graduate	
		interviewer/ interviewee	
			significant
			successful

2 **Pronounce each family of words in the table. Pay attention to the stressed syllable: it may be different in each form of the word, for example,'educate, edu'cation. Make the stressed syllable in each word.**

3 **Complete each of these sentences in your exercise book with two forms of the words in brackets. Note: You may have to make further changes to some of the words.**

a Hundreds of students are queuing outside the school office to *enrol* in Grade 11. There has been a 15% increase in *enrolments* this year. (enrol)

b My brother is a very _____ businessman. His _____ is due to the fact that he works very hard. (successful)

c My sister _____ from Addis Ababa University last year. The whole family went to her _____ ceremony. (graduate)

d The manager of the football team was _____ on the radio last night. The _____ asked him why the team has lost the last six matches. (interview)

e There has been a _____ increase in the amount of food farmers are producing. This is of great _____ for everyone in the country. (significant)
f The new _____ of the province has said that he is going to make the provincial _____ more efficient. (government)

4 **Make your own sentences with four other words (not ones you used in the previous exercise).**

A2.15 Language focus: Reported speech

1 **Read this dialogue. It takes place in a school classroom, first thing on Thursday morning.**

Aziza: Hi Hanna. How are you? You weren't at school yesterday.

Hanna: No, I wasn't feeling well, but I'm a bit better today, and I didn't want to miss any more work.

Aziza: That's the problem when you are ill.

Hanna: How was maths?

Aziza: Well Mr Bekele was in a good mood [1]he said we have all done well in the test, and he is going to give the tests back to us on Friday.

Hanna: That's a relief! Any homework?

Aziza: [2]He said we must look at page 57–58 in the textbook in preparation for Friday's lesson.

Hanna: Okay.

Aziza: Oh and something funny happened in the lesson. You know Muhe, who's really good at maths and likes everyone to know it. Well, Mr Bekele asked a question, which wasn't very difficult and [3]Muhe immediately put his hand up and said that he knew the answer. So [4]Mr Bekele asked him what it was, but the answer Muhe gave was completely wrong, so [5]Mr Bekele sighed and said Muhe had forgotten to turn on the engine before starting the car! That made everyone laugh, and maybe Muhe will be less big-headed now.

Hanna: Maybe, but he's not a bad person, really.

2 **Look at the five underlined sentences in the dialogue. They are written in indirect or reported speech. Write them in direct speech.**

Example: 1 *Mr Bekele said, "You have all done well in the test, and I am going to give the tests back to you on Friday."*

3 **Study the information in the box.**

When we report what someone has said, we have to change some of their actual words:

- **Pronouns change according to who is reporting what someone said.**

a *Mr Bekele said, "You have all done well in the test" He said we have all done well in the test*

- **Words that refer to place and time, depending on when and where the speech is being reported.**

b *Mr Bekele said: "I am going to give the tests back to you on Friday." He said he is going to give the tests back to us on Friday.*

Note: '*on Friday*' doesn't change in this dialogue because when Aziza reported Mr Bekele's words, it was just the day after he spoke, and Friday was still in the future.

But, if Aziza reported Mr Bekele's words two or three weeks later, she would say:

c *He said he was going to give the tests back to us the following Friday.*

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- **Verb tenses can change depending on when something is reported**

d *Mr Bekele: "Muhe has forgotten to turn on the engine." Mr Bekele said Muhe had forgotten to turn on the engine.*

The tense changes because the event is in the past. Look back at example b) and you can see the tense doesn't change. This is because the event is still in the future. The tense doesn't change in sentences about things which are always true:

Mr Bekele said the area of a circle is calculated using πR^2.

Reported statements	Context
1 *Bacha says he's going to Addis next week.*	a Reported before next week begins
2 *Bacha said he's going to Addis this week.*	b Reported during 'next week'
3 *Bacha said he was going to Addis last week.*	c Reported the week after 'next week'
4 *Bacha said that he was going to Addis the following week.*	d Reported at an unknown time after 'next week'

When we are reporting something that was said at an unknown time and in an unknown place, it is called '**indefinite reported speech**'. It is the kind you are most likely to need in an English examination. Certain changes are made to the tense of the verb, to the time of adverbial time expressions and to pronouns.

4 **Match the sentences on the left in direct speech to the corresponding sentence in reported speech on the right. Write your answers in your exercise book like this: 1 = e**

Direct speech

1 "I work hard."
2 "I can work hard."
3 "I'm working hard at the moment."
4 "I'll be working hard for the rest of today and tomorrow."
5 "I was working hard all last week." *
6 "You are going to work hard all week!"
7 "We worked hard yesterday." *
8 "We had worked hard all week."
9 "You have never worked hard."
10 "You must work hard!"
11 "We may have to work hard today."
12 "You should work harder!"

(indefinite) Reported speech

a He said he was working hard at that moment.
b He said he was working / had been working hard all the week before.
c He said they were going to work hard all that week.
d He said she had never worked hard.
e He said he worked hard.
f He said they should work harder.
g He said they might have to work hard that day.
h He said she must / had to work hard.
i He said they had worked hard all that week.
j He said they worked / had worked hard the day before.
k He said he would be working hard for the rest of that day and the next.
l He said he could work hard.

* Note: when reporting the past simple you can choose to use either the past simple again or the past perfect. Similarly when reporting the past continuous you can choose to use either the past continuous again or the past perfect continuous. In both cases the past perfect is strictly correct, but often sounds too 'heavy' or formal.

5 **Change the words and expressions on the left which are used in direct speech into indefinite reported speech.**

Direct speech	(indefinite) Reported speech
here	there
this	
these	
now	
today	that day
yesterday	
next Saturday	the following Saturday
last Tuesday	

6 **Imagine the following statements were said by members of your class yesterday. Put them into reported speech as if it was the next day.**

1 Teferi said, "I think we are all making good progress."
Teferi said he thinks we are all making good progress.
2 Hanchamo said, "Our test is next week."
3 Demekech said, "I've been revising geography all week."
4 Our teacher said, "The headmaster always insists on politeness."
5 My teacher said, "I am pleased with the work you have done today."
6 Haimanot said, "Although I can run fast, I couldn't be an athlete as the training is too hard."
7 My friend said, "We watched the race last night on Ali's TV."
8 Our teacher said, "I will have marked your compositions by lunchtime."

7 **Now report the same sentences using indefinite reported speech.**

1 Teferi said he thought they were are all making good progress.

A2.16 Study skills: Setting goals

English is the most commonly used language in the world for people who want to communicate with others who don't speak their first language. So if someone from Algeria wants to speak to someone from China, and neither speaks the language of the other, then they will use English. English is also the most commonly used language in written communication such as letters, emails, books, newspapers, academic journals. So there are many reasons why English is a useful language to learn.

1 **Why are YOU learning English? Of course, you have no choice because it is part of the school curriculum, but think about the future. What do you think you will need English for? Work on your own. Tick the relevant statements.**

I think I will need English for these purposes.	Yes	No
To study at university		
To go abroad to study		
To work with non-Ethiopians here in Ethiopia E.g: in business; in tourism; in development work		
To keep up with foreign news		
To keep in touch with foreign friends I have made on the Internet		
For entertainment e.g. films and music		
To travel abroad		
(Add some of your own ideas here)		

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2 **Bearing in mind your answer to question 1, what kinds of things do you think you will need to be able to do English?**
Work on your own. Tick the relevant statements.

I think I will need to do these things in English	Yes	No
Read academic books and journals		
Read newspapers and magazines		
Listen to lectures and take notes		
Take part in meetings		
Communicate with tourists in hotels and other centres		
Read and write business documents e.g. letters, reports		
Communicate with staff at airports and in hotels and restaurants abroad		
Take part in international conferences		
Listen to films and songs		
Write academic assignments e.g. essays, lab reports		
Take part in seminars and tutorials		
(Add some of your own ideas here)		

3 **Now think objectively about your English at the moment. On your own, assess your ability in each of the language areas in the table below.**

Use this 1–5 scale.
1 = I am more or less at the standard I need to reach
2 = I am nearly at the standard I need to reach
3 = I have quite a long way to go to be at the standard I need to reach, but I am on the road to getting there.
4 = I am a long way from the standard I need to reach, but I have started down the road to getting there.
5 = I am a very long way from the standard I need to reach and I am not even on the road to getting there.

	1	2	3	4	5
Speaking (e.g. in conversation or making a speech)					
Listening (e.g. to talks or films)					
Reading (e.g. factual texts, novels)					
Writing (e.g letters, essays)					
Grammar (do you speak and write accurately?)					
Vocabulary (do you understand the words you come across in texts? Are you able to use a variety of words when speaking?)					
Pronunciation (how clearly do you speak? Can others understand you easily?)					

4 **With a partner, compare the decisions you have made in these three tables.**

- Justify your decisions.
- Discuss ways in which you can improve the language areas you have rated between 2 and 5.

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Part B

Objectives

In this part of Unit 2 you will:

- discuss the solution to a riddle
- read an extract from a novel
- listen to an old woman talking about why she didn't go to school
- discuss why many girls don't go to school
- add prefixes to some adjectives and verbs
- practise contrastive sentence stress
- write a magazine article
- read about how to study on your own effectively
- think about how to become an effective independent student
- do a reading assessment task.

B2.1 Speaking: Who is the surgeon?

Work in a small group. Read this text and try to find the solution to the problem.

A surgeon and his son were driving fast in the family's new car when they were involved in an accident. They were both seriously injured. In fact, on arrival at the hospital, the surgeon was dead. The boy was taken into the operating room for emergency surgery. A surgeon came in to perform the operation, looked at the boy's face and said, "I cannot operate on this child. He is my son."
The question is, who was the surgeon who didn't want to perform the operation?

B2.2 Reading: Oweka learns a lesson

This text is an extract from a novel written by a Ugandan writer. Survey the text for a few minutes and then answer the questions below.

The children grew up. It was difficult to tell which was the first and last born among the children of the second wife. Nonetheless, Oweka was very proud of them. They were sent to school, but only the three boys. Oweka refused to send his three girls to school. It was not their privilege to learn. Their work was to learn how to dig, cook and later on get married. Maria's mother, unlike the second wife, would not listen to Oweka. She wanted her daughter to go to school. She knew her position well. Maria was her only child and if she was to lead a poor life then she had no other child to look to as a source of comfort. She was very poor but she scratched everywhere to get money to send her daughter to school. She made a contract with a shopkeeper in the nearby trading centre. She sold him firewood at a meagre price and thus had to carry firewood for six months in order to pay the school fees for one term. In a year she was able to pay for only two terms. The shopkeeper, however, realised her good intentions and agreed to lend her money. Every morning she got up, went to her garden and after digging she would come back, make breakfast, eat and carry firewood to the shopkeeper. In the afternoons, she went to the bush to collect firewood for the next day. In the evening she would go to her garden. She always slept exhausted. Oweka did not like this at all. Maria was failing to learn the ways of the kitchen and she might in future fail to get married. He tried to

stop his wife from earning money but she protested bitterly. Each night, Oweka beat her to stop her but each morning she carried firewood to the shopkeeper. Oweka gave up.

At school, Maria did well. She showed a very keen interest in learning and she was always among the top five. She was a very good example to other girls. She endeared herself so much to her teachers that they secretly encouraged Maria's mother not to give up educating her daughter. Her half-brothers on the other hand were very poor at classwork. They never cared about school and were always late. They studied Primary One until they had almost developed beards. Oweka got tired of paying their fees without seeing any development. When he saw that Maria was doing well, better than her brothers, he decided to take over responsibility from his wife. He started paying for Maria's school fees.

One day, his children came back from school very amused. Oweka was milking at the time they came back, but he was near enough to hear their conversation.

"Mother," one of them started, "the Inspector came into our classroom at school today. He was startled to see male teachers making a noise with the young children and surprised and cross when he discovered they were pupils! Mother, do you know, the Inspector thought we were teachers!" Their mother laughed in merriment but Oweka, who had stopped milking and was listening attentively, felt embarrassed. After milking, he decided to call his sons together and inform them that they were to stop school and look after the cattle.

Adapted from *Sour honey* by Mary Abago

1 Choose the best option to complete these sentences about the text.

1 As his children grew up, Oweka wanted to educate …
   - **a** all his children.
   - **b** all the children of his first wife.
   - **c** three of the children of his second wife.
   - **d** the boys of his first and second wives.

2 Maria's mother …
   - **a** was Oweka's second wife.
   - **b** made her learn to dig and cook.
   - **c** wanted to educate her only child.
   - **d** did what her husband told her to do.

3 Maria's mother raised money to pay school fees for the whole year …
   - **a** by digging every morning.
   - **b** by working at the nearby trading centre.
   - **c** by carrying firewood for six months.
   - **d** by selling firewood and borrowing money.

4 Oweka believed …
   - **a** his wife was wasting her time educating a girl.
   - **b** his wife was exhausting herself, which was not right.
   - **c** at first that Maria should be educated, but changed his mind.
   - **d** at first that Maria should not be educated, but changed his mind.

5 Maria's teachers …
   - **a** liked her very much.
   - **b** wanted her to give up school.
   - **c** kept Maria's prospects secret.
   - **d** said she was the best in the class.

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6 Maria's half-brothers …
- a liked school very much.
- b became teachers of Primary One.
- c developed beards at a young age.
- d repeated the same class many times.

2 **What lesson do you think Oweka learned from this experience? Briefly cite evidence from the text in support of your answer. Write one or two sentences only.**

3 **Find words with these meanings in the places indicated in the text.**
- a _____ (lines 5–10) too small and much less than needed.
- b _____ (lines 15–20) strong and deep.
- c _____ (lines 20–25) made herself well-liked.
- d _____ (lines 30–35) surprised or slightly shocked.
- e _____ (lines 30–35) fun and enjoyment.

4 **Discussion questions**

1 Comment on the meanings of these quotations in the text:
- a she had no other child to look to as a source of comfort. (lines 7-8)
- b Maria was failing to learn the ways of the kitchen and she might in future fail to get married. (lines 15–16)

2 In what ways was Oweka's second wife like or unlike Maria's mother?

3 When Oweka found out that Maria was doing well at school, why do you think he decided to pay her school fees?

4 In your opinion, why was Maria a better student than her half-brothers?

5 What is your opinion of a) Oweka and b) Maria's mother? Think of some words to describe them.

6 In what ways is the culture depicted in this text:
- a similar and
- b different from your culture?

B2.3 Listening: An old woman speaks

Listen to the words of a woman from Wello speaking about her education and that of her daughter and grandchildren.

1 **As you listen make notes in the table.**

1 Age when married	
2 Home duties when a child	
3 Education	
4 Number of children	
5 Daughter's education	
6 Age her daughter was married	

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7 Number of granddaughters	
8 Granddaughters' education	
9 What she thinks about girls going to secondary school	

2 **Work in a small group. Discuss your answers to these questions.**

1 In what ways is this woman's story similar to that of older people in your family (your grandmothers or older aunts?)

2 How do you feel about her views on girls in secondary school? Do you agree or disagree? Why?

B2.4 Speaking: Why don't many girls go to school?

In A2.2 we looked at two tables giving the figures for school enrolments. We saw that in general a lower percentage of girls attend school than boys.

Work in a group of boys or girls (not mixed). Think of some of the reasons why girls don't go to school at all, or drop out of school early.

1 **Look at this list.**

Reasons for the poor performance of female students

a Many girls lack confidence and so they participate very little in class.
b Many girls get married at a young age.
c There are not enough female teachers, and many parents don't want their girls to be taught by men.
d There is a cultural expectation that girls should be submissive and so they are dominated in class by male students.
e Parents are worried that teenage girls will be at risk from sexual attack by boys in the school.
f Girls are often disregarded by their teachers, particularly male teachers.
g There is a common perception that education is wasted on girls as they will become wives and mothers and do not need qualifications.
h Many girls are over-concerned with their personal appearance, particularly when they become teenagers.
i Many girls are unable to study or complete homework due to family commitments.

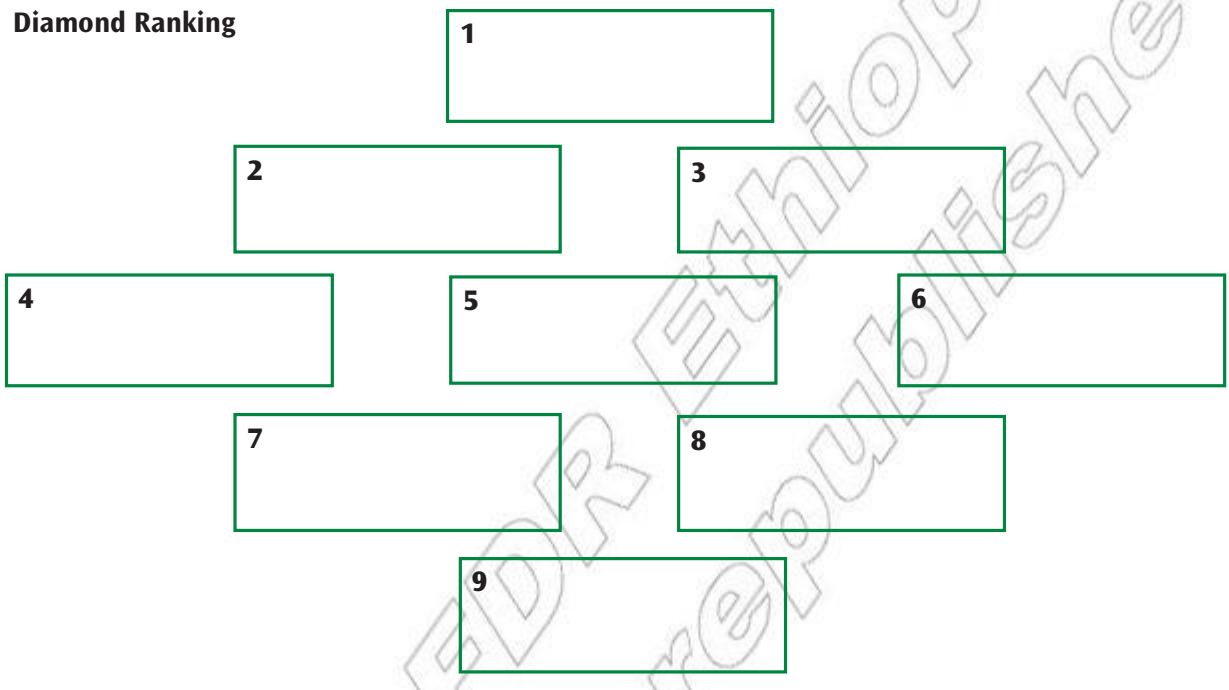
In your group, make a diamond ranking of the statements in the list, using the diagram on the next page.

- Put the most important reason for girls' poor performance at school at the top, the two that you want to put in second place in the second row, the three in fourth place in the third row, the two in seventh place in the fourth row and the least important reason at the bottom.
- You must reach a consensus as a group. To do this, you can move ideas around until you reach an order with which you all agree.

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Giving an opinion	Agreeing
I think …	I agree with … because …
In my view …	So do I / Me too.
	Disagreeing
	I disagree with … because …
	I don't agree with …
	Neither do I / Me too.

Diamond Ranking



2 **Put your diagram on the wall. Label it 'G' for girls or 'B' for boys, according to your group.**

3 **Look at all the diagrams and try to see if there are significant differences between the boys' rankings and the girls'.**

1 In your group make some sentences using *although* and *whereas* comparing boys' and girls' rankings. Before you start, study the language in the box below.

We can contrast two things, or note the differences between them, using *although*, and *whereas*.

- Go back to A1.8 to revise the use of *although*.
- Look at these example sentences:

Although most of the boys thought early marriage an issue, the girls didn't.
Whereas most of the boys thought early marriage an issue, the girls didn't.

Note:

1 Both *although* and *whereas* are followed by a clause (noun + verb)
2 Both can go before two contrasting clauses or between them

Most of the boys thought early marriage an issue, although the girls didn't.
Most of the boys thought early marriage an issue, whereas the girls didn't.

3 These two expressions cannot always be used in the same way. We will look at the difference between them in B8.5.

2 Read out your sentences to the rest of the class.

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4 **Now, in your same group, spend five minutes discussing ways in which girls' participation in class can be encouraged. Then, compare your ideas with a group of the opposite sex.**

B2.5 Increase your word power: Prefixes

A prefix is a group of letters added to the beginning of a word which changes its meaning and makes a new word.

Many prefixes give the opposite meaning to the word they are put in front of. They are;
un- , *in-*, *dis-* These can be added to many adjectives
Example: *unhappy, incomplete, dishonest*
in- changes to *im-* before adjectives beginning with 'm' or 'p'
Example: *impatient*
in- changes to *ir-* before adjectives beginning with 'r'
Example: *irresponsible*
in- changes to *il-* before adjectives beginning with 'l'
Example: *illegal*
un- and *dis-* These can also be added to many verbs
Example: *unlock, disappear*

1 **Disagree with these statements in the same way as the example. Write your sentences in your exercise book.**

1 These chairs are comfortable, aren't they?
Example: *I disagree. In my view they are uncomfortable.*
2 Most of the people in this village are literate.
3 Don't worry, this bicycle is repairable.
4 Aberash was conscious after the accident.
5 I think the information in this book is relevant to our project.
6 Young people today are aware of the dangers of drinking too much alcohol.
7 In my view punishment encourages students to work harder.
8 Young people today are generally polite, aren't they?

There are many other prefixes which change the meanings of the words they are added to in a variety of ways.

2 **Look at these prefixes and their meanings, then add an appropriate suffix to the incomplete words in the sentences below. Write the sentences in your exercise book.**

anti-	against e.g. *antisocial*
bi-	two / twice e.g. *bicycle*
de-	removed or decreased e.g. *deboned, devalued*
eco-	relating to the environment e.g. *ecological*
extra-	beyond / outside / not included in something e.g *extracurricula*
mid-	middle e.g. *midday*
mis-	bad / wrong e.g. *mispronounce*
multi-	many e.g. *multicultural*
over-	too much / across or above e.g. *overpaid*
pre-	before / earlier than e.g. *prefix*
re-	again or back e.g. *redo*

self-	of or by your self e.g. *self-control*
semi-	half e.g. *semi-conscious*
sub-	under or below e.g. *subzero*
super-	more or greater e.g. *superstar*
trans-	change or move e.g. *transport*
under-	not enough e.g. *underage*

1 I've broken my glasses! I must ____place them as soon as possible as I can't read without them.
Example: *1 = replace*
2 You have ____spelt that word it is r-e-c-e-i-v-e not r-e-c-i-e-v-e.
3 Put some ____septic on that cut on your hand. It looks dirty.
4 Many towns now have ____markets that sell all kinds of things.
5 The countries of East Africa may suffer from ____population if the number of people continues to grow so fast.
6 Beniam is a good guitarist but he isn't ____-confident enough to play in front of an audience.
7 Fossils were created in ____historic times, millions of years ago.
8 Amina's results in the exam were ____ordinary. Nobody expected her to do so well.
9 Most Africans are ____lingual, speaking at least two but usually three or four languages.
10 Our school magazine is ____monthly. The last one was in March so the next one will be in May.
11 Whole villages were ____merged by the flood.
12 This chicken is ____cooked. There is blood coming out of it.

3 **Find some words with prefixes in the suggested list of reasons for the poor performance of female students in B2.4.**

4 **With a partner, make a list of other words beginning with at least six of the prefixes we have been looking at.**

Example: *underwater*

B2.6 Speaking: Pronunciation – Contrastive sentence stress

In every sentence, important information words are stressed. Sometimes, though, one word in a sentence is given very strong stress.
Example: A: Can you 'play the gui'tar?
B: No, I can play the 'drums.
In the second sentence *drums* has very strong stress because it is new information and contrasts with *guitar*. *Play* is also stressed, but weakly because it does not give any new information.

1 **Listen to your teacher reading these questions and answers and mark the main stress in the answers.**

1 Are you going to Simien National Park in the holidays?
No, I'm going to A'wash National Park in the holidays.
2 Are you going to Simien National Park in the holidays?
No, I'm not going to Simien National Park in the holidays.
3 Are you going to Simien National Park in the holidays?
No, my brother's going to Simien National Park in the holidays.
4 Are you going to Simien National Park in the holidays?
No, I'm going to Simien National Park at the weekend.

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5 Are you going to Simien National Park in the holidays?
No, I went to Simien National Park in the last holidays.

2 **Practise reading the questions and answers with a partner.**

3 **Look back at exercise 1 in the Increase Your Word Power section on prefixes above. Practise reading the questions and answers with the correct stress.**

B2.7 Writing: A magazine article

1 **Read this magazine article and answer the questions below.**

A Point of View...

Each week a member of the public writes on a topic they feel strongly about. This week Dawit from a village in Gambella writes about why he likes his life in the countryside.

A country life for me

Why do so many people move to the city? They say city life is the good life with opportunities that people in the countryside can only dream of. However, in my view the peace and quiet of the countryside has many advantages over the hustle and bustle of city life. So what exactly does the countryside offer?

Many people think they can earn more money in the city. But I say in the countryside you don't need much money. You can grow your own food on your own land, and live in your own house. In the city, however, everything has to be paid for.

A further point is that life is healthier in the countryside. I think everyone will agree that the air is cleaner, the water is purer and the food is fresher. People may say that in the countryside it is harder to find a clinic when you are sick. Of course, there are many poor people in the countryside with health problems, but if you eat your own home grown food and have at least some money to buy a few extra things, you are less likely to get sick than in the town where the unhygienic conditions mean that diseases spread very quickly.

Finally, it's certainly true that life is a lot safer in the countryside. You can trust your



neighbours not to steal your possessions when you're away from home and you can walk home at night without fear of being attacked and robbed. In the city both of these are commonplace. There are also dangerous temptations for young people in the city such as drugs and gangs. These are rarely found in the countryside.

To sum up, life in the countryside is better in many important ways. No doubt the city does have its attractions: its well-paid jobs, smart shops and entertainments, but to my mind these are less important than the advantages the countryside offers.

If you feel strongly about something, write in to us saying what it is and why you feel the way you do.

1 What is the topic of the article?
2 What is the writer's opinion?
3 Do you agree or disagree with his point of view?
4 What do you think are the features of a magazine article that make it different from an essay?

2 Complete this outline plan with notes about the article

OUTLINE PLAN FOR A MAGAZINE ARTICLE
Title: A country life for me!
Introduction: Why people move to cities
My view: the country life has many advantages

Main points:
1 Earn less money in countryside, but money not so important.
Supporting points:
a Countryside: you don't need as much money as in town: own land, house, well
b City: you have to pay for everything

2 _____
Supporting points
a _____
b _____
c _____

3 _____
Supporting points
a _____
b _____
c _____

Conclusion:
My opinion _____
_____
_____

3 The article expresses the writer's opinion in a fairly informal way, so he comes across as an individual. With your partner, pick out expressions Dawit uses to put forward his opinion. In what way are they different from the kind of language used in a more formal essay?

4 In this unit we have discussed the importance of education for girls. Using the ideas you have come up with in your discussions, and any other of your own ideas, write an article for *A Point of View* arguing that Ethiopia needs more educated women to help run the country.

Follow these steps:

Step 1: Brainstorm ideas
Make notes of some ideas to include in your article.

Step 2: Select your points
It is generally better to make a few good points (say, two or three) and to support each one in some way by expanding it, explaining it or giving an example. So, your next step should be to decide which of the points in your list you are going to include and how you are going to support each one.

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Step 3: Make a plan

a Copy the outline into your exercise book.

b Begin by listing the main points and supporting points that you are going to make for and against.

c Think about how you are going to introduce the topic of your article. You need a sentence or two about the situation of women today, to begin your essay. Note this is a magazine article not a formal essay, so you can begin in a lively way, for example with a question.

d Now think about how you are going to conclude your essay. You should restate your opinion and offer some advice to girls who are struggling at school.

Step 4: Write your article

Once you have written your plan, you can write your first draft. Use the article "A country life for me" as a model. As it is a magazine article it can include expressions of your personal opinion. Don't forget to give your article a title.

Step 5: Check and edit your article

When you have finished, check your first draft thoroughly for ideas, accuracy, and length.

Step 6: Ask someone else to read your article critically

Make any changes they suggest, if you agree with them!

Step 7: Write a neat, final version of your article

Make it look like a magazine article by writing it in columns or adding a picture (you could cut out a newspaper photograph of a famous woman with a career).

B2.8 Reading: Studying on your own

1 Work in a small group or with a partner and discuss your answers to these questions. Discuss them honestly and also comment on how effective you think your choices are.

1 When you are studying outside class on your own (doing independent study), what do you do?

2 How much time every day do you spend doing independent study?

3 When do you do independent study?

4 Where do you do your independent study?

5 Do you study alone or with someone else?

This is what a student called Bekele said:

I study in the evening from about 8pm to 10pm. I usually do it in the living room with my family around me. Actually it's not a good place, it's noisy and I'm often interrupted, but it's the only room in the house with a table.

2 Now read this text. As you read, underline any words or expressions which are new to you.

How can you become an effective independent learner?

The most intelligent student in the class is not necessarily the most successful. Intelligence is not an issue by the time you get to Grade 11. You have already proved that you are intelligent enough to succeed in senior secondary school and beyond. Whether or not you succeed depends now on how *effectively* you study. Effective independent learning is a life skill that you can use throughout your life: it will help you to achieve your goals.

In class

Of course you go to school every day and attend your classes: that is the basic minimum. If you miss class, you miss important work and catching up is difficult. In class you participate actively in the lesson: listening to your teacher and the contributions of other students; trying to understand the topic, asking questions, answering questions.

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In your own time: independent study

In senior secondary school, going to class is not enough. You also have to study independently. Many students find this difficult, so it is a good idea to think carefully about what you should be doing and how you organise your independent study.

1 What do you do in independent study time?

Homework set by your teachers

You may have a chapter to read in preparation for your next lesson, you may have an essay to write, or some exercises from your textbook to do. It is important to do your homework. If you don't do your homework it is your problem, not your teacher's: you are the one who will suffer. If you do it, you will keep up with the work and the marks you are given will give you useful feedback about your progress.

A review of your lessons

- read through your notes and the relevant sections of your textbook
- add new words to your vocabulary notebook
- redo exercises on points you still don't understand.

Private study

- do extra exercises from another textbook (borrow one from the library) on a topic you are studying, or one you have already studied which you still don't understand
- do some reading. Read chapters in your textbook, read chapters in other books on the topic you are studying. Reading is the most effective way of increasing your knowledge of your subject and improving your English. Have a dictionary nearby when you read so you can look up some new words
- focus on the language areas you need to improve to achieve your goals (look back at A2.16).

2 How much time should you allow for independent study?

Discuss with your teacher how much time you should spend on your homework per week. In Grade 11 it may be 2 hours per day, or 10 hours per week. However, in order to gain the maximum from your course, you should aim to do a few hours more for reviewing your lessons and private study. This may be another 5–10 hours per week. Whenever you study, set a realistic time limit for how much you are going to do each day. Note: when it comes to exam time you may have to increase your study time.

3 When do you do your independent study?

What are the options?

- Get up early and do a couple of hours of study before you go to school.
- After your classes. When you finish classes for the day, you could go straight to the library. Or perhaps you prefer to go home and study there as soon as you get home.
- In the evening, after your meal. However, don't leave it too late.
- At weekends: Limit your study time at weekends. Allocate specific times e.g. on Saturday afternoon and Sunday morning when you are going to study. Otherwise use the weekend for relaxing, doing some sport or family duties.
- Moments during the day when you have a little spare time, e.g. on the bus going to school, during the lunch break.

4 Where do you study?

An effective place to study is where you feel motivated to study and where you can study effectively. Some people find the library is a good place to study, if it is open after school. At home you need to find a space you can call your own to keep your books and not be disturbed as you study. The best place may be your bedroom. Trying to study in the living room with the

family around you is far from ideal. You may have to discuss this matter with other members of your family so that they understand and respect your need for a quiet space.

If possible you need a table where you can keep your books and study materials safely. If that is not possible, keep them on a shelf, or even in a cardboard box. Don't leave them all over the house. If you don't have a table, sit on your bed and use a piece of wood to rest your books on.

5 Who do you study with?

Is it better to study alone or with someone else? Studying can be a lonely occupation, but if you try to study with a friend, you may spend more time chatting than studying.

There are occasions when it is helpful to study with someone else:

- to discuss a text you have both read
- to discuss a new topic you don't understand very well
- to test each other, e.g. reviewing a unit in your text book.

If you do study with someone else, set a time limit and plan to do something fun afterwards

6 What resources do you have to help you study?

At school you have:

- your teachers, who give you all kinds of information and help
- your classmates, which can help you in many different ways too
- books: this text book, any other books your teacher gives you, maybe you also have a school library which has all kinds of books in English such as dictionaries, grammar books, novels and encyclopaedias.

At home too, you may have some books.

You may also have access to the Internet:

- at school
- at home
- at an Internet café.

In many schools there is an English club, where you can:

- talk in English
- watch films or listen to music
- put on plays.

There may be many other ways in which you can use and improve your English.

3 In your group, discuss the following.

1 Any words or expressions you have underlined
2 Do you already study in any of the ways suggested?
3 Are there some ideas here that can help you?
4 Are there any ideas that would not help you?

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B2.9 Study skills: Becoming an effective independent learner

After reading the text above, Bekele made this table about effective independent learning. Look at what he wrote about how he needs to change and decide if you think it is: a) realistic b) too challenging c) too easy

	What I do at the moment	What I need to do to change
What I do when I study – Homework – Review my lessons – Private study	 *Yes* *Sometimes* *No*	*I need to review my lessons regularly and I need to do some private study of topics which I don't understand very well.*
How much time I spend on independent study – Each day – At weekends	 *About 2 hours* *Nothing*	*I need to increase my study time so that I can review my lesson and do some private study. I should do 3–4 hours a day and 3–4 hours at weekends too.*
When I study	*Before I go to bed. After school there is an hour before my bus leaves*	*I need to add some extra study time. I could get up at 4 a.m. and study for 2 hours or more before going to school. Good.*
Where I study	*In the living room*	*I need a better place to study: I'm going to ask my brother to help me find a piece of wood I can use to study in my bedroom.*
Who I study with	*Usually alone* *Sometimes with a friend*	*This is okay.*
Additional study resources I have access to (besides teachers, classmates and textbooks)	*At home I have a dictionary and some English magazines I have collected* *I sometimes go to an Internet cafe*	*I could also listen to the radio and watch films sometimes.* *I need to read magazines regularly either in print or online.* *I could also borrow books from the school library.* *We could form a Grade 11 English club and meet every week to watch a film on DVD and then talk about it, for example.*

1 **Copy the table (without Bekele's comments) and complete it for yourself. Look at your partner's table. Discuss what your partner has written critically.**

Say whether he or she is being;

- realistic (s / he should be able to meet these expectations and if so, will make good progress)
- too challenging (his / her expectations are too high: s / he will find them too difficult to meet)
- not challenging enough (his / her expectations are too low: s / he needs to work harder).

2 **Make any changes you need to your table to make it more realistic. Be ready to report what you have decided to the class.**

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B2.10 Assessment

1 Writing

Your teacher will assess the informal letter to a friend you wrote in A2.9.

2 Reading

In 1967 former president Julius Nyerere of Tanzania made an important speech known as 'The Arusha Declaration'. In part of this speech he called for education systems in Africa to change to enable individuals, African nations and the African continent in general to be more self-reliant and less dependent on others.

Your teacher will give you an extract from President Nyerere's speech. Read it and then do these two tasks.

1 True or false?

- **a** Nyerere wanted Africans to depend less on outsiders.
- **b** Society cannot move forward without education.
- **c** Schools should teach only practical skills.
- **d** There should not be a relationship between the amount of knowledge one has and the amount one earns.
- **e** Modern technology has no place in Africa.
- **f** Some well-educated African people do not value their own society enough.

2 The words in the box are taken from the text. Use them to complete the sentences. Note: you must change the form of some of the words.

domination	liberation	monetary value	commodity
imbalance	advances	integrate	adopted

- **a** The African continent was _____ from European imperialism in the second half of the 20th century.
- **b** Many _____ are exported from Africa to other parts of the world.
- **c** There were _____ systems of government in many parts of Africa before Europeans arrived.
- **d** There is an _____ between the amount of time I spend studying and being with my friends.
- **e** The government is trying to achieve the _____ of all sections of society into the education system.
- **f** Many countries in Africa were _____ by European powers for centuries.
- **g** Although my ring is of little _____ , it is precious to me as it was my mother's.
- **h** The _____ of a new official school song has been agreed by the staff and students.

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Unit 3

Traditional and modern medicine

Part A

Objectives

In this part of Unit 3 you will:

- speak about treating some medical conditions
- listen to a traditional healer talking about his work
- discuss traditional versus modern medicine
- listen to a doctor of modern medicine talking about TB
- learn the names for different medical staff and medical equipment
- make sentences with *make* and *let*
- make sentences containing defining relative clauses and non-defining relative clauses
- give a one-minute talk to members of your group
- write a for and against essay
- read about a medical innovator and tell other members of your group about her / him
- read about and discuss some motivation problems you may face when studying
- read a poem.

A3.1 Introduction: How do you treat these medical conditions?

1 **Work in a small group and discuss the medicines you use at home to treat the following medical conditions.**

a burns
b earache
c colds and coughs
d snakebite
e headache
f stomach ache and diarrhoea

2 **Do you know the names of plants used by traditional healers to treat different medical conditions? Make a list of the plants you know and the conditions they are used to treat.**

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A3.2 Listening: A traditional healer speaks

You are going to hear a traditional healer talking about his work

1 **As you listen, complete the notes in the table.**

Traditional plant name	Part of the plant used	How it is prepared	Use
a *umeeraa*		powdered and added to water to make a drink	
b *harmee*			ear ache (dhukuba guraa)
c *botoroo*	Bark		
d *wociinoo*	Leaves		
e *togoo*		boiled and mixed with sugar to make a drink	anaemia (hiireenaa daga)

2 **According to the healer, why do people come to him for treatment? List the reasons he gives.**

3 **Discussion questions**

a Do you know the names of these plants in your mother tongue? Add the names to the left-hand column of your table.

b How effective do you think these treatments would be? Do you know any other treatments for these conditions?

c Do you agree or disagree with the reasons the healer gave for why people go to him?

A3.3 Speaking: Traditional versus modern medicine

What are your thoughts on this issue?
Do you prefer modern medicine or traditional medicine?

Useful language
Expressing preferences
I'd prefer to go to a traditional healer *because* …
I'd rather go to a doctor *because* …
In my view traditional healers *are preferable to* doctors because …
Expressing reservations
What worries me about traditional healers is …
What bothers me about modern medicine is …
I don't see how …
I doubt that …



Work in a small group. Discuss your answers to these questions.

1 **Which of these statements do you agree with:**
- **a** I'd always prefer to see a doctor.
- **b** I'd always prefer to see a traditional healer.
- **c** I'd rather see a doctor for some conditions and a traditional healer for other conditions.

2 **Make lists of;**
- **a** reasons why people like modern medicine
- **b** concerns people have about modern medicine
- **c** reasons why people like traditional medicine
- **d** concerns people have about traditional medicine.

3 **Do you think modern medicine and traditional medicine are compatible? Can they be used to treat the same patient for the same condition at the same time?**

4 **What do you think modern medicine and traditional medicine can learn from each other?**

5 **Be ready to report back to the rest of the class with a summary of your answers to these questions.**

A3.4 Listening: A doctor of modern medicine speaks

1 **What do you know about TB? Discuss these questions in small group. See how many you can answer.**
1. What does TB stand for?
2. What causes the disease?
3. What are the symptoms?
4. Why do some people get it and not others?
5. How can doctors be sure that you have TB?
6. Is it a killer disease? Is there a treatment that can cure it?
7. Why are there so many people with TB?
8. Is there anything that can be done to stop people getting it?
9. Is it advisable to go to a traditional healer if you have TB?



2 **Now you are going to listen to a doctor talking about TB. As you listen, make notes of the answers to the questions above.**

3 **Explain these expressions from the listening text in your own words.**
- **a** side-effects
- **b** immune system
- **c** drug-resistant

4 **Discussion questions**
- **a** Is TB a problem in your area?
- **b** Do you know anyone who has had TB? What were their symptoms? Did they have treatment? Did they have someone to support them during their treatment?

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A3.5 Increase your word power: Medical treatment

1 Medical staff

Make sentences about the roles of different medical staff with the words in the table. Put one word from each column in your sentences. You can make more than one sentence about each of the medical staff.

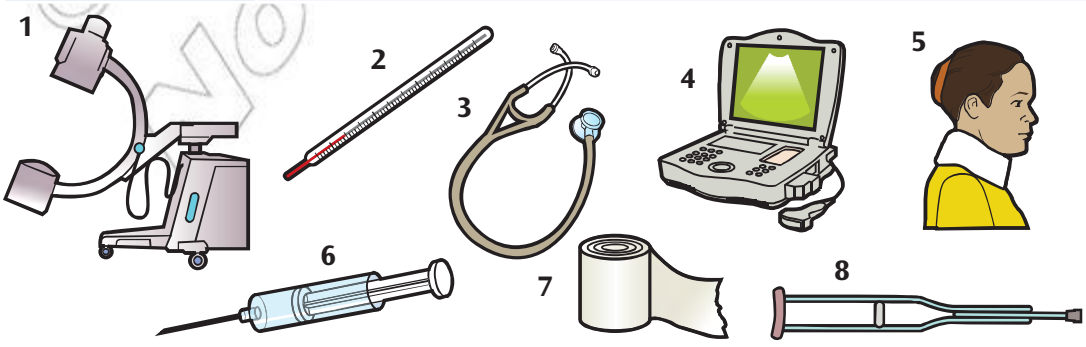
Example: *A dentist fills teeth.*

dentist	care for	animals
	check	operations
doctor	cut open	babies
	deliver	
	diagnose	blood pressure
surgeon	examine	conditions
	extract	
	fill	eyes
midwife	look after	glasses
	make	illnesses
nurse	perform	medication
	prescribe	
	polish	mental illness
optician	take	patients
	take care	
	test	teeth
psychiatrist	treat	temperature

2 Medical equipment

Match each piece of medical equipment on the left with its purpose on the right and then with the pictures below.

bandages	a uses sound waves to identify internal medical problems or look at an unborn baby
crutches	b used to cover and protect open wounds
neck brace	c supports a weak or broken neck
stethoscope	d used for listening to the heart or breathing
syringe	e used for taking blood from someone's body or putting liquid, drugs etc into it
thermometer	f put under your arms to help you walk when you have hurt your leg
ultrasound scanner	g used to photograph the inside of someone's body
x-ray machine	h used for measuring body temperature



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A3.6 Increase your word power: *make* and *let*

make

One meaning of *make* is to force someone to do something or cause something to happen

Examples:

- *A policeman made me get off my bicycle as I was wobbling too much.*
- *The film made me cry it was so sad.*
- *My brother can make almost any broken car work.*
- *My mother doesn't make me work in the garden; I do it to help her.*

Note the structure:
Subject + MAKE + person or thing + infinitive without TO

let

The verb *let* can be used in this way, with the meaning of allow

- *I'm letting my hair grow.*
- *The librarian lets us study in the library until 7 p.m.*
- *The librarian doesn't let us bring food into the library.*

The structure is the same as make:
Subject + LET + person or thing + infinitive without TO

1 **Complete these sentences in a logical way. Note: all the sentences must contain *make*, *let* or *doesn't* + *let***

1. Hot weather makes me …
2. My mother lets me …
3. My father doesn't let anyone in the family …
4. Crutches let you …
5. Our teachers don't let us …
6. Regular exercise makes you …
7. A neck brace makes you …
8. An ultrasound scan …
9. A mobile phone …
10. The Internet …

2 **Compare your answers with those of other students.**

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A3.7 Language focus: Defining relative clauses

Adding information with relative clauses

You already know some different ways of joining sentences using relative clauses.

Example:

a Many people can't afford to go to a hospital or buy medicines. They come to me as they have no choice.

The information in the second sentence tells us more about the first so we can join the two with a relative clause, introduced by a relative pronoun.

b Many people **who** can't afford to go to a hospital or buy medicines come to me as they have no choice.

In some cases you can omit the relative pronoun.

a *I received the message. You sent it to me last week.*

b *I received the message (which) you sent me last week.*

To do this, we may have to change the word order

a *We caught a lizard yesterday. It has escaped.*

b *The lizard (which) we caught yesterday has escaped.*

1 **With a partner, discuss how you can join the following sentences using a relative clause. Omit the relative pronoun where possible.**

1. Traditional healers use plants. They generally grow wild.
2. The woman has just left. She wanted to speak to you.
3. The road needs to be repaired. It leads to the school.
4. Our play was a great success. It had been written by the students without any help from their teacher.
5. We had *Qita* for lunch yesterday. It didn't taste good.
6. The mango tree stands outside our house. It is very shady.
7. John made a honey cake. It was the best cake in the class
8. My brother presents a radio programme. We listen to it every day.

Defining and non-defining relative clauses

Look at this sentence from the listening text.

Many people who can't afford to go to a hospital or buy medicines come to me as they have no choice.

The relative clause tells us exactly which kinds of people come to the healer as they have no choice. The relative clause serves to define or make clear what the sentence is about. We call this kind of relative clause a defining relative clause.

Note: Don't use commas in a sentence containing a defining relative clause.

We can replace *which* or *who* with *that* in a defining relative clause.

Many people that can't afford to go to a hospital or buy medicines come to me as they have no choice.

We said above that in some kinds of relative clauses, *which*, *who* or *that* can be omitted. In fact this can only happen in defining relative clauses in which *which*, *who* or *that* are the object not the subject of the clause.

a I like the dress (which) you were wearing yesterday. = we can omit **which**

b I spoke to the woman who was wearing a black dress. = we cannot omit **who**

Now look at this sentence.

I can treat hiireenaa daga or anaemia by making a drink with fresh togoo leaves, which I boil and mix with sugar.

The relative clause *which I boil and mix with sugar* is a non-defining relative clause. It does not tell us which togoo leaves we are talking about – it is talking about any togoo leaves. The words *which I boil and mix with sugar* add extra information.

Notes

1 Non-defining relative clauses are separated from the rest of the sentence by commas.
Compare these two sentences:

a *Atiga has two brothers who serve in the army.*
Without commas, this sentence means that Atiga probably has more than two brothers but only two of them serve in the army: it is defining the two brothers.

b *Atiga has two brothers, who serve in the army.*
With commas, this sentence means that Atiga has only two brothers, both in the army: it is adding information about the two brothers.

2 We cannot replace *who* or *which* with *that* in non-defining relative clauses.

2 **Go back to exercise 1. Write the sentences you joined with relative clauses in your exercise book with or without commas.**

3 **Join the sentences on the left with an appropriate sentence on the right using *who* or *which*. Use commas and relative pronouns where necessary.**

1 I ate all the porridge	who	**a** He became the Heavyweight Champion of the World for the third time in 1978.
2 The Nile flows through many different countries		**b** He is leaving this term.
3 A traditional healer prepared the umeeraa root		**c** It is one of the most important rivers in the world.
4 Mutiso has just won a scholarship		**d** You had prepared it.
5 Muhammed Ali was probably the greatest boxer the world has ever seen	that	**e** He writes only in his mother tongue, Gikuyu.
6 The planet Jupiter is nearly 800 million kms from the Sun		**f** It has twelve moons.
7 Everyone likes our sports teacher		**g** He is one of the hardest working students I know.
8 Ngugi wa Thiong'o is one of the most famous East African authors	which	**h** My mother believes it cured her tumour

4 **Complete these sentences so that they are true for you.**

1 The neighbours who live next door to us are …
2 The subjects I like best are …
3 My school, which is situated near…, is …
4 My favourite music, which is …, is …
5 The athlete I admire most is… because …

5 **Compare your answers with those of other students.**

We can use defining relative clauses to give definitions:
- *An x-ray machine is a piece of equipment which uses radiation to photograph the inside of someone's body.*
- *A surgeon is someone who performs operations.*

6 **Work with a partner. Go back to the Increase your word power: Medical treatment section above. Student A should have the book open and ask Student B to give a definition of one of the medical staff or a piece of medical equipment.**

Example: *Student A: Give me a definition of a nurse.*
Student B: A nurse is someone who looks after patients.
Student A: Correct.

Student A should ask four questions and then exchange roles with Student B, who should then ask four questions.
- The student giving the definition should do it from memory, without looking in the book.
- Use defining relative clauses in your definitions.

A3.8 Speaking: One-minute talks

Work in a small group (maximum four people) and follow these steps:

1 **Choose one person to start. That person must choose one of these topics.**
- a useful piece of equipment
- a job I would like
- hospitals
- traditional healers
- things to see in our area
- an interesting place I have visited.

2 **When your teacher says 'start', speak for one minute on that topic.**
- Do not pause!
- Do not go off the topic and start talking about something else.
- The other people in the group must listen and not interrupt you.
- Try to keep talking for one minute – until your teacher says 'Stop!'

3 **You can get a maximum of three points:**
- If you keep going for one minute = one point
- If you keep talking and don't pause = one point
- If you keep to your subject = one point

4 **Now choose another person in your group to have a turn. Each person must choose a different topic.**

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A3.9 Writing: An essay – modern versus traditional medicine

1 **Read this essay and answer the questions below.**



"Life in the countryside is better than in the city". Discuss the arguments for and against this statement.

Most people in this country live in the countryside. However, more of us are giving up our lives in the country, to go and live in the city, where it is commonly thought life is better.

Certainly life in the city has disadvantages. The cost of living is much higher with expensive market prices, bus fares and the high cost of buying or renting accommodation. In addition, the city is dirty: there are often piles of refuse on street corners and we can never be sure that our water is clean. Perhaps the worst thing about the city is the noise and the crowds; Sometimes you can't walk down the street, there are so many people and then there are police sirens, cars hooting, street vendors shouting. All of these can be very stressful and mean that it is difficult for people to relax.

On the other hand there are very good reasons why people come to the city. If you are willing to work hard and if you have ability, you can earn far more in the city than in the countryside. All the top jobs are in the city: in government, business, hospitals, education and so on. The countryside doesn't offer nearly the same opportunities for young ambitious people. One final point is that life is never dull in the city: there are cinemas, shops, cafés, stadiums and many other things to entertain us and where we can make new friends. In a village there is a little to do and you mostly only come across people you have known since you were born.

In conclusion, while cities can be expensive, dirty and stressful, in my opinion city life has a lot to offer, far more than can be found in the countryside.

This is an example of a formal for and against essay. This means that the writer presents both points for and against an opinion. Finally, in the conclusion, the writer clearly states which side s / he supports.

1 What is the topic of the essay?
2 What is the writer's opinion?
3 Do you agree or disagree with the writer's point of view?
4 Complete the notes about the article in this outline plan.

OUTLINE PLAN – A FOR AND AGAINST ESSAY

Title: Life in the countryside is better than in the city". Discuss the arguments for and against this statement

Introduction: Most people live in countryside. Many are moving to cities as they think life is better there.

Main points:

1 For **a** Cost of living higher than the countryside
b Dirty
c Noisy and crowded

2 Against
1 _____
2 _____
3 _____

Conclusion _____

_____

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2 **In this unit we have discussed traditional and modern medicine. Using the ideas you that have come up in your discussions, and any other of your own ideas, write an essay in response to this statement:**

We should not ignore traditional medicine because of modern developments

Follow these steps.

Step 1: Brainstorm ideas

Make notes of some ideas for and against this statement.

Step 2: Select your points

It is generally better to make a few good points (say, two or three) and to support each one very briefly by expanding it, explaining it or giving an example. So, your next step should be to decide which of the points in your list you are going to include and how you are going to support each one.

Step 3: Make a plan

a Copy the outline format into your exercise book.

b Begin by listing the main points and supporting points that you are going to make for and against.

c Think about how you are going to introduce the topic of your essay. You need a sentence or two about the role of traditional healers and modern medicine to begin your essay. Note this is a formal essay, so use a fairly formal style and tone. Don't give your opinion in the introduction.

d Now think about how you are going to conclude your essay. You go straight into the conclusions from paragraph 3, in which you make a strong case for the point of view you support. So in your conclusion you can state your viewpoint and summarise briefly the points you have made.

Step 4: Write your essay

Once you have written your plan, you can write your first draft. Use the essay above as a model. If you agree with the statement, put the points *against* first and then make a strong case for the points *for*. If you disagree with the statement, put the points *for* first and make a strong case for the points *against* second.

Don't forget to give your essay a title.

Step 5: Check and edit your essay

When you have finished, check your first draft thoroughly for ideas, accuracy, and length.

Step 6: Ask someone else to read your essay critically

Make any changes they suggest, if you agree with them!

Step 7: Write a neat, final version of your essay

Underline your title, and make sure there is a clear break between one paragraph and another.

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A3.10 Reading: Medical innovators

1 **Work in a group of four. Discuss whose name is most closely associated with the development of each of these medical innovations.**

- modern nursing
- antibiotics
- x-rays
- heart transplantation

2 **Make sure you understand the words on the left, which come from the texts you will read shortly. Match them to their meanings on the right.**

1 culture	**a** clear and able to be seen through
2 mould	**b** a green or black substance that grows on old food or on wet things
3 mortality rate	**c** a serious infection of the lungs
4 transplant	**d** the number of people who die in a given period of time
5 pneumonia	**e** a crack in a bone
6 fracture	**f** a medical operation in which part of someone's body is put into the body of another person
7 cathode rays	**g** cells grown for scientific use
8 photographic plate	**h** negatively charged electrons floating in a tube
9 transparent	**i** glass plates on which a photographic image can be created when light shines on it them

3 **Your teacher will give each person in the group the letter A, B, C or D. Working on your own and without talking to the other members of your group, read the relevant text, according to letter you have been given.**

Each text is about a medical innovator. As you read make notes in the appropriate column of the table on the next page.

TEXT A



Alexander Fleming is known for his discovery of penicillin which led to the development of antibiotics. Until their introduction, infection was a major cause of death around the world.

Fleming was born in Scotland in 1881, but moved to London for his education. He trained as a doctor and worked in a large London hospital where he began to conduct research. While studying influenza, he noticed that mould had developed on some culture dishes which were being used to grow a staphylococci bacteria. What interested him was that the area around the mould was free of bacteria. He carried out further experiments on different kinds of bacteria, and found that the same thing happened. Testing it on small animals, he found they suffered no ill effects. Fleming named the active substance in the mould 'penicillin'.

However, Fleming moved on to other work and it was the Australian Howard Florey and the German, Ernst Chain who developed penicillin to make it into a drug. Penicillin was first manufactured in America during the Second World War. It saved the lives of an enormous number of wounded soldiers, who would otherwise have died of infection. After penicillin, many other types of antibiotics were developed.

In 1945 Fleming, Chain and Florey were awarded the Nobel Prize for medicine. Fleming died in 1955.

TEXT B

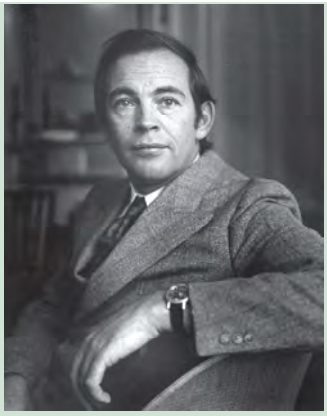


Having achieved fame for her work in military hospitals, Florence Nightingale is remembered for the establishment of nursing as a profession.

She was born in the Italian city after which she was named, in 1820. Her English parents were there on a tour of Europe. However, she grew up and spent most of her life in England. She was an intelligent girl and felt that God had called her to do important work. She was interested in nursing but at the time it was not considered a suitable job for a young woman from a good family. Her parents wanted her to marry well and be a conventional wife and mother. However, Nightingale was determined and in 1851 her parents allowed her to start work as a nurse in a hospital. In 1854, Britain and France went to war with Russia in the Crimea, in the Black Sea. There were soon reports of the lack of medical care for wounded soldiers. A few months later, Nightingale set out for the Black Sea with a team of nurses. They took over a hospital and through hard work: scrubbing the floors and walls, washing bed linen, keeping the patients and their wounds clean, not only improved conditions, but reduced the mortality rate.

When she returned to London at the end of the war, Nightingale established a nurses' training school, from where nurses were sent to hospitals all over Britain. Her ideas on sanitation and hospital planning are still influential today. She was awarded the Order of Merit by King Edward VII, shortly before her death, in 1910.

TEXT C



Christiaan Barnard is an important figure in medical history as he performed the first heart transplant operation in the world in 1967, a time when heart surgery in general was rare.

He was born in South Africa in 1922 and trained as a surgeon in Cape Town. After doing some further training in heart surgery at a hospital in the USA, when he returned to Cape Town, he became a leading heart surgeon. In December 1967 he transplanted the heart of a road accident victim into a 59 year old man suffering from heart failure. As a result of this operation, Barnard became an overnight celebrity.

Unfortunately, Barnard's patient died 18 days later of pneumonia, as the drugs he was taking to stop his body rejecting his heart, weakened his body. Another of Barnard's patients lived for over a year and a half after surgery. However, infection was a major problem: patients needed drugs to prevent the body rejecting the donor heart, but these left them open to infection and many died. Consequently, heart transplantation did not become widespread until a Norwegian researcher, HP Frey, discovered the drug Cyclosporin in 1974, which prevented the body rejecting the new organ and at the same time, protected against infection. Barnard continued performing heart transplants until 1985 and many of his patients survived for many years after the operation. He was forced to retire when arthritis in his hands meant he could no longer perform surgery.

Barnard continued to lecture and advise on heart surgery until his death in 2001.

	ALEXANDER FLEMING	FLORENCE NIGHTINGALE	CHRISTIAAN BARNARD	WILHELM RÖNTGEN
Dates of birth and death				
Significant innovation				
Nationality				
Place where s / he did her / his most important work				
Education				
Early work				
How s / he made her / his innovation				
Others who contributed to her /his work and what they did				
Honours or recognition				

TEXT D



Wilhelm Röntgen's name is well-known as he discovered x-rays, which transformed the ability of doctors to diagnose internal illnesses and bone fractures.

Röntgen was born in Germany in 1845, but his mother was from the Netherlands and that was where he grew up. He studied mechanical engineering in Switzerland, although his real interest was physics. In 1895, while working at the University of Würzburg, in Germany, he was studying what happened when an electric current was passed through a gas of extremely low pressure and also on the properties of cathode rays. It was this work which led him to the discovery of x-rays.

While experimenting with cathode rays, he found that if he enclosed the tube which discharged the rays in a black carton and worked in a dark room, the rays could shine onto a photographic plate, through objects placed in their path. Not only that, but these objects became transparent. He shone the rays through his wife's hand, and when he developed the photographic plate, he found an image of her hand, showing the bones and a ring she was wearing as shadows. These special rays were produced by the impact of cathode rays on an object. He didn't know exactly what these rays were, so he called them 'x-rays'.

Röntgen won many honours as a result of his work, including the Nobel Prize for Physics.

He died of cancer in 1923.

4 **Now team up with the rest of your group. Each person should tell the other members of the group about the medical innovator they have read about.**
While each person is talking, the other members of the group should listen and make notes in their tables. Follow these guidelines.

- You should give the information about your medical innovator in the form of a short presentation; don't just read out your notes. For example, "I'm going to talk about X."
- Speak clearly so that everyone in the group can hear you, but not so loud as to disturb the other members of the class.
- When you are listening to other group members, take notes in the table. If you missed a piece of information, or didn't understand something, interrupt the speaker and ask him or her to repeat a point, or to explain it.
- This is quite a challenging speaking and listening and note-taking activity: so don't make it too easy by just showing your colleagues your notes and allowing them to copy what you have written.

When everyone has finished, compare your notes.

5 **Discuss these medical innovators. Which of them:**

- had to overcome prejudice against their work?
- achieved fame because others continued their work?
- has had the greatest impact?
- do you admire most?

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A3.11 Study skills: How motivated are you?

In Units 1 and 2 we have looked at ways in which you can improve your independent study skills and reasons why you need to learn English. However, maintaining your motivation for study is not always easy.

1 **Read what some Grade 11 students said about some of the difficulties they face with motivation.**

A *There are always lots of reasons not to study. For example: I need to clean my room, I must go to football practice. I will study later. But somehow it doesn't happen later.*

B *When I'm reading something my mind wanders and after a few minutes I realise I have to start again as I haven't taken anything in.*

C *When I hear other members of my family talking and laughing in another room, I always want to go and join in.*

D *When I've got something boring to do, like a grammar exercise, I just fall asleep. It takes me hours to do.*

E *Sometimes my friends phone me to chat and we talk for ages. Suddenly I realise I've spent an hour on the phone which I should have used for study.*

F *My parents always watch TV at night. It's very hard for me to go on studying when the TV is on.*

G *When I'm working on a computer, I always think of interesting things to look up on the Internet which are not related to what I'm supposed to be studying.*

2 **Work in a small group and discuss the following.**

a Do you suffer from any of these motivation problems? Which ones are particular problem for you?

b Can you think of ways in which these students could overcome any of these problems?

c Now read these solutions to the motivation problems. Match each one to the relevant problem above.

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1 You can waste hours doing this, so be careful. When you think of something you want to find out about, write it down. At your next break, reward yourself by giving yourself ten minutes to look up one of the things on your list.
2 When you have to study something you don't enjoy, a short burst is better than nothing. Say to yourself: "I'm just going to spend 30 minutes on this grammar exercise today". If at the end of that time, you haven't finished it, then do another 30 minutes the next day, or you may even find that once you have started it, it isn't so bad and you want to finish it in one go.
3 You must be strict with your phone. There is no law which says you must answer every call or read every text. Turn your phone off while you are studying. You can turn it on again during your breaks to see who has called you or texted. Call back but tell your friend you can only speak for ten minutes.
4 If you are studying in the living room and members of your family are around you, you need to find somewhere else to study. What about your bedroom? The school library? A relative's house where there is a quiet place? If you have to study in the living room then you need to find a time of day when there aren't many people around. What about very early in the morning? You could also try sitting at the table so that your back is to everyone else and at the same time you could listen to music with earphones, if you have them. Your family also need to understand your need for quiet, so talk to them about it.
5 It's easy to make other things a priority over studying. In senior secondary school you must have regular study time and it must come first over other things. That doesn't mean you can't do other things. It is important to share in family tasks and do some physical exercise. The key is to plan your independent study time and the other things you want to do every day so that you allow time for both. However, remember that independent study is your priority at the moment.
6 If you like watching TV then plan your independent study time so that you are not studying at a time when there is a programme you enjoy. What about studying immediately after school?
7 We often don't concentrate on something when the task seems too long. If you have some reading to do, limit the number of pages you read at a time. Don't say to yourself "I'm going to read 100 pages of this book today!" That is too much. Be realistic about how much you can do. If you find the subject or the language difficult, limit yourself to a few pages at a time.

3 **Discuss with the other members of your group the extent to which you agree or disagree with the advice given.**

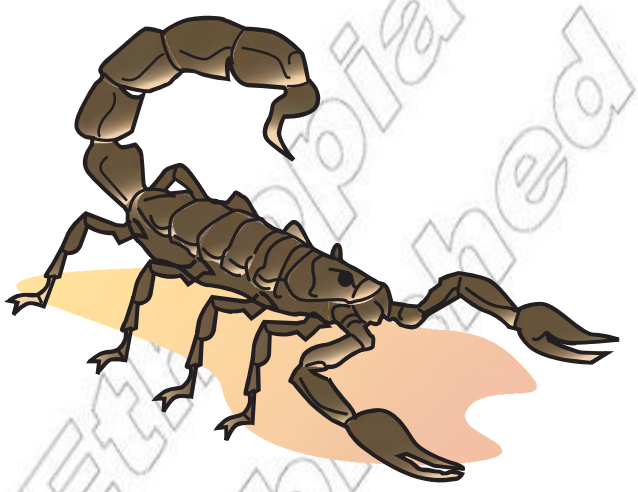
4 **Now discuss other problems that you face (not mentioned so far) with studying in general, or with learning English.**

a Think of as many problems as you can.
b Choose two to three problems that most of you face and write them on a piece of paper.
c Don't write your names on the paper but fold it up and give it to your teacher.
d You will now receive a list of problems from another group. Discuss each one and try to come up with a solution to it.
e Write your solution to each problem on the piece of paper. Fold the paper and give it back to your teacher.
f Your teacher will now give you back your piece of paper containing your problems and the solutions put forward by another group. Read them and discuss how helpful the solutions are.

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A3.12 Reading: Poem – Night of the Scorpion

This poem is written by one of India's most famous poets: Ezekiel Nissim. It describes what happened when the writer's mother was stung by a scorpion. Read the poem and then do the exercises below.



Night of the Scorpion

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.
Parting with his poison – flash
of diabolic tail in the dark room –
he risked the rain again.
The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.
With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
They clicked their tongues.
With every movement that the scorpion made
his poison moved in Mother's blood, they said.
May he sit still, they said.
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world
against the sum of good
become diminished by your pain.
May the poison purify your flesh
of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbours,
more insects, and the endless rain.
My mother twisted through and through,
groaning on a mat.
My father, sceptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.
I watched the flame feeding on my mother.
I watched the holy man perform his rites
to tame the poison with an incantation.
After twenty hours
it lost its sting.
My mother only said
Thank God the scorpion picked on me
And spared my children.

Nissim Ezekiel

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1 **Answer the questions.**

a Why did the scorpion go under a sack of rice?
b Who is 'the Evil One'? Why did the neighbours want to 'paralyse him'?
c Did the neighbours find the scorpion?
d Which lines contain incantations or prayers made by the neighbours for the writer's mother?
e How many things did they ask for?
f What did the peasants hope the pain of the sting could do?
g Which lines describe the mother's pain?
h What did the writer's father do to help his wife?
i What did the holy man do?
j What happened after twenty hours?

2 **Find quotations from the poem to support these points.**

a The writer did not like all the villagers coming into the house.
b The writer's father did not believe in traditional medicine.
c The writer's mother was unselfish.

3 **Find words meaning the following in parts of the poem indicated.**

a Like a devil, cruel and wicked (lines 1-9)
b To make something unable to move (lines 10-19)
c To make a short hard sound (lines 10-19)
d To decrease (lines 20-29)
e To make something pure and clean (lines 20-29)
f The desire to achieve something (lines 20-29)
g Small lamps that you can carry (lines 30-39)
h Someone who disagrees with an opinion that most people have (lines 30-39)
i Someone who explains everything scientifically (lines 30-39)
j Words which are used to ask a religious or magical power to do something bad to someone or some thing (lines 30-39)
k A plant produced from two different species (lines 30-40)

4 **Discussion questions**

a Do you know why it would have been very serious if one of the children had been bitten by the scorpion rather than their mother?
b Why do you think the writer seems annoyed by the neighbours who have come into the house?
c To what extent do you think the traditional treatment for the scorpion sting cured the mother, and to what extent did her body cure itself?
d This poem is set in India. How similar is the scene described with the neighbours and the holy man around the mother in her agony similar to what happens in your culture?
e Have you or someone close to you ever been bitten by a scorpion, or dangerous insect, spider or snake? Describe what happened.
f What do you think of this poem? Do you like it, or not? Justify your answer.

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Part B

Objectives

In this part of Unit 3 you will:

- find the names of illnesses in a puzzle
- read about killer diseases
- practise the pronunciation of words ending *-ough*
- make sentences in the past using the past simple, used to and would
- revise a variety of past verb forms
- talk about an experience of illness
- make third conditional sentences
- practise the pronunciation of contracted verb forms
- read a government health leaflet
- write a health leaflet
- talk about how to improve your speaking and pronunciation
- do a listening assessment task.

B3.1 Increase your word power: Illnesses

1 **Identify the twelve illnesses in this word search puzzle. They are arranged horizontally, vertically and diagonally.**

Y	M	B	L	E	P	R	O	S	Y	N	T
S	E	I	T	A	P	E	W	O	R	M	R
Y	N	L	S	C	M	A	L	A	R	I	A
P	I	H	L	H	I	V	A	I	D	S	C
H	N	A	D	O	E	R	T	Y	N	M	H
I	G	R	R	L	W	Y	K	Q	O	Y	O
L	I	Z	D	E	R	F	L	U	L	U	M
I	T	I	V	R	T	R	E	H	K	L	A
S	I	A	O	A	O	A	R	V	U	O	T
E	S	P	L	M	E	A	S	L	E	S	H
Y	E	L	L	O	W	F	E	V	E	R	M
R	H	E	U	M	A	T	I	S	M	T	S

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3 **Match each of the illnesses in the puzzle to the appropriate causes and symptoms.**
Example: *Malaria – cause 1, symptoms K.*

CAUSE

1 A parasite in the blood carried by a mosquito.
2 A bacteria spread by dirty hands or flies.
3 Inflammation of soft tissue; many people say that cold, damp weather makes it worse.
4 Flukes or worms carried by snails in lakes and rivers.
5 A bacteria carried in food and water.
6 A virus carried in body fluids, particularly blood.
7 A virus in droplets from the nose and mouth that may be breathed in or spread by touch.
8 A bacteria spread by sexual activity.
9 Eggs from the host are present in contaminated meat, which has not been fully cooked, and is then eaten.
10 A bacteria in droplets from the nose and mouth that may be spread by touch.
11 A virus carried by a mosquito.
12 An inflammation of the membranes that cover the brain and spinal cord, can be caused by infection with a bacterium or virus.

SYMPTOMS

A After a long time, tiredness, weight-loss, dark patches on skin, pneumonia, TB or another disease.
B Stomach or abdominal pain, vomiting, diarrhoea, weight loss, dizziness, insomnia, fits, malnutrition.
C Red, infected eyes, eventually, blindness.
D Fever, headache, chills, back pain, loss of appetite, nausea and vomiting, which may progress to liver disease and jaundice.
E Muscle pain, headache, diarrhoea, fever, vomiting, coughing, a burning sensation when passing urine, passing urine more frequently and blood in the urine.
F Fever, tiredness, irritability, a rash. Can progress rapidly and cause brain damage.
G Violent diarrhoea and loss of fluid.
H Sores and possibly a rash, followed by tiredness and flu-like symptoms.
I Chronic pain in joints or muscles.
J Runny nose, cough, conjunctivitis and fever followed by a rash of white and red spots.
K High fever and aches and pains.
L Can cause nerve damage, leading to muscle weakness and permanent disabilities.

B3.2 Reading: Killer diseases

1 **Work in a small group and discuss the following:**
a Which are the major killer diseases in Ethiopia?
b Which are the major killer diseases in Western countries?

2 **Now study these statistics and read the text below.**
Top ten causes of death in low income countries in 2004

	Deaths in millions	% of deaths
Lower respiratory infections (e.g pneumonia)	2.94	11.2
Coronary heart disease	2.47	9.4
Diarrhoeal diseases	1.81	6.9
HIV / AIDS	1.51	5.7
Stroke and other cerebrovascular diseases	1.48	5.6
Chronic obstructive pulmonary disease (e.g. bronchitis and other conditions caused by smoking)	0.94	3.6
Tuberculosis	0.91	3.5
Neonatal infections	0.90	3.4
Malaria	0.86	3.3
Prematurity and low birth weight	0.84	3.2

Source: World Health Organisation

Top ten causes of death in high income countries in 2004

	Deaths in millions	% of deaths
Coronary heart disease	1.33	16.3
Stroke and other cerebrovascular diseases	0.76	9.3
Throat and lung cancers	0.48	5.9
Lower respiratory infections (e.g pneumonia)	0.31	3.8
Chronic obstructive pulmonary disease (e.g. bronchitis and other conditions caused by smoking)	0.29	3.5
Alzheimer's and other dementias associated with old age	0.28	3.4
Colon and rectum cancers	0.27	3.3
Diabetes	0.22	2.8
Breast cancer	0.16	2.0
Stomach cancer	0.14	1.8

Source: World Health Organisation

During 2004, an estimated 59 million people died around the world according to the World Health Organisation (WHO). This figure is made up of patterns of deaths in different parts of the world which, while they remain very different, are becoming increasingly similar.

In high-income countries, that is mainly Western countries, more than two thirds of the populations live beyond the age of 70, and people predominantly die of chronic non-communicable diseases: cardiovascular disease, chronic obstructive lung disease, cancers, diabetes or dementia. Lung infection remains the only leading infectious cause of death.

On the other hand, in low-income countries, in Africa and other parts of the developing world, less than a quarter of all people reach the age of 70, and more than a third of all deaths are among children under 14. In these poorer countries people predominantly die of infectious diseases: lung infections, diarrhoeal diseases, HIV / AIDS, tuberculosis, and malaria. Complications of pregnancy and childbirth together continue to be leading causes of death, claiming the lives of both babies and mothers. Most of these conditions are preventable. Improved public health through clean water and sanitation, better diets, greater access to medical care and treatments such as vaccination and drugs, could save thousands of lives every year.

What is noteworthy, however, is that the problem of non-communicable diseases in poorer countries is growing. Diseases once thought of as a problem for the rich are now affecting the poor and disadvantaged. The WHO reports that people in lower income countries are increasingly getting sick and dying from heart disease and stroke, cancers, diabetes, chronic respiratory diseases and mental disorders, many of which are preventable. Tobacco use, unhealthy diets, physical inactivity, and the harmful use of alcohol are cited as the major risk factors. Many of the diseases caused by these factors can be prevented through changes in lifestyle. The WHO urges countries to enact measures that make it easier for people to adopt healthy lifestyles. Although non-communicable diseases can be managed, treated and sometimes cured, prevention is likely to bring the greatest gains, particularly in poor countries which can ill-afford the cost of long-term treatment of chronic conditions.

The fight against the traditional killer diseases in poor countries continues. As public health improves, governments, international agencies and the people themselves have to be aware that prosperity brings its own challenges.

3 **Answer these questions**

1 According to the tables, which of the top ten causes of death are found:
   - **a** only in rich countries?
   - **b** only in poor countries?
   - **c** in both rich and poor countries?

2 What is the significance of these numbers?
- **a** 59
- **b** 70
- **c** 14

3 How could many deaths from infectious diseases in poorer countries be prevented?

4 How could many deaths from non-communicable diseases in both rich and poor countries be prevented?

4 **Using the information in the tables, make sentences comparing the incidence of these four diseases in high and low income countries (HICs and LICs). Use some of the language for making comparisons you practised in A2.6.**
- **a** heart disease
- **b** stroke
- **c** pneumonia
- **d** bronchitis and other conditions caused by smoking
- **e** malaria
- **f** cancer

E.g. *The incidence of cancer is far higher in HICs than LICs*

5 **Find words in the tables with these meanings:**
- **a** relating to breathing or your lungs
- **b** relating to the heart
- **c** having an effect on the lungs
- **d** relating to babies that have just been born
- **e** a condition in which an artery in the brain suddenly bursts or becomes blocked, so that the victim may die or be unable to use some muscles
- **f** an illness that affects the brain and memory, and makes you gradually lose the ability to think and behave normally
- **g** a very serious disease in which cells in one part of the body start to grow in a way that is not normal

6 **Find words in the text with these meanings:**
- **a** mostly or mainly (paragraph 2)
- **b** relating to the heart and blood vessels (arteries and veins) (paragraph 2)
- **c** a kind of illness that continues for a long time and cannot be cured (paragraph 2)
- **d** a kind of illness that can be passed from one person to another, especially through the air you breathe (paragraph 2)
- **e** a kind of illness that cannot be passed from one person to another (paragraph 4)
- **f** mentioned as an example, especially one that supports, proves, or explains an idea or situation (paragraph 4)
- **g** made into law (paragraph 4)
- **h** when people have money and everything that is needed for a good life (paragraph 5)

7 **Discuss**
- **a** Which of the diseases mentioned are most common in your area?
- **b** Do you think that non-communicable diseases are becoming increasingly common in your area?
- **c** Which of the following measures are needed in your area? Rank them in order of importance.

- Increase access to clean water
- Improve the diet so that people have enough to eat
- Improve sanitation (more drains and sewers)
- Improve access to healthcare
- Improve maternity care
- Educate people to lead healthier lives through reducing smoking and alcohol
- Getting more exercise, eating less salt and fatty foods.

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B3.3 Speaking: Pronunciation *-ough*

1 **The words in the table all contain the letter combination ough. This has several pronunciations. Put the words into the boxes below according to their pronunciation.**
Note: in some boxes, there is only one word

bough bought brought dough fought hiccough nought ought plough
rough though through thorough tough

A /ʌf/ "uff" enough	**B** /ʊ/ "oh"	**C** /ɔf/ "off"	**D** /ɔː/ "or" thought
E /ə/ "er"	**F** /ʊː/ "ooo"	**G** /aʊ/ "ow"	**H** /ʌp/ "up"

2 **Work with a partner.**
- Make up a sentence containing as many of these words as possible.
- Read one of your sentences to another pair of students and they must write it down.
- Check the spelling by comparing it with your original.

Example: *I was sitting in the bough of a tree with an attack of hiccoughs watching a man plough a rough field.*

B3.4 Language focus: Talking about the past

1 Past simple, *used to* and *would*



1 **Read this short text about vaccination.**

During the last century vaccination programmes were introduced in most countries around the world. Before this, thousands of people, especially children, used to die of infectious diseases every year. For example, smallpox used to be a common cause of death. Outbreaks of this painful disease would occur regularly, every few years. Terrible scars used to cover the faces of survivors and it used to be a major cause of blindness. Since vaccination has been made widely available, the number of cases has gone down by 100 per cent, and, in addition, the disease has been totally eradicated. The last naturally-acquired case occurred in Somalia in 1977.

2 **Now study the information in this box.**

1 When we are talking about things that often happened in the past we can use these two patterns:
- thousands of people, especially children, **used to die** of infectious diseases every year
  used to + infinitive of main verb
- Outbreaks of this painful disease **would occur** regularly,
  would + infinitive of main verb

Both *used to* and *would* can be used to talk about past actions: things that you did. Only *used to* can be used to talk about past states or situations.

Example: *Smallpox used to be a common cause of death.* ✓ *(correct)*
Smallpox would be a common cause of death. ✗ *(Not correct)*

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2 We can use *used to* in questions and negatives:

Did you use to be afraid of the dark?

I didn't use to like fish when I was a small child.

Would with this meaning is not usually used in questions and negatives.

3 **Identify the sentences which contain mistakes. Write them correctly.**

1 In Grade10 we used to play football after school.
2 Yesterday our teacher used to give us a lot of homework.
3 I would often play with the dog when I was a small child.
4 I would hate maths but now I enjoy it.
5 Last year we used to go to the mountains during the holidays.
6 I had malaria when I was 8 years old.
7 I used to be very thin, then, when I was about 10, I got fatter.
8 Smallpox would be a major cause of death in the past.

4 **Change these sentences where possible using *used to* or *would*.**

Example 1: *Smallpox was a major cause of blindness.*
Smallpox used to be a major cause of blindness.

Example 2: *The last naturally-acquired case of smallpox occurred in Somalia in 1977.* (Can't be changed).

1 Terrible scars covered the faces of smallpox survivors.
2 The polio vaccine was introduced in the 1950s.
3 At primary school we didn't study Civics.
4 Did you live in this area when you were a child?
5 My brother and I stole mangoes from our neighbour's tree when we were small.
6 I often listened to my grandmother's stories when she was alive.
7 I started learning the guitar when I was about ten years old.

5 **Work with a partner. Talk about what your mother or other family member used to do in the following situations, when you were a small child. Use *used to* and *would* where possible.**

Example: *when you had an earache.*

When I had an earache, my grandmother used to boil some herbs in water, and when it was cool, she would pour it in my ear.

a when you had a cold
b when you had a bad cut
c when you had a fever
d when you twisted your ankle or foot
e when you had toothache
f when you had a headache
g when you had a cough.

2 Revision of verb forms

Complete the gaps in this text with one of the options given below.

Like most people, I sometimes get colds and I (1) _____ the usual childhood illnesses such as chicken pox and measles. However, I am lucky as I (2) _____ any serious illnesses. My little brother, on the other hand, (3) _____ meningitis when he (4) _____ 2 years old and could have died. He (5) _____ from a runny nose for several days, and although normally a happy child, he (6) _____ bad tempered. One afternoon he (7) _____ to bed, which was very unusual,

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He quickly (8) _____ very ill and a rash (9) _____ all over his body. Fortunately my father (10) _____ a nurse, although at that time he (11) _____ in the office of an NGO. When he (12) _____ the rash, he (13) _____ a glass and (14) _____ it on some of the spots; the colour (15) _____ and my father immediately (16) _____ a classic symptom of meningitis. We (17) _____ my brother into hospital, which (18) _____ not far away, and he (19) _____ large doses of antibiotics. It (20) _____ a near thing, but as the doctor (21) _____, because of my father's swift action, my brother's life (22) _____.

1	**a** had	**b** have had	**c** was having	**d** had had
2	**a** have never had	**b** had	**c** was having	**d** had had
3	**a** had had	**b** has had	**c** was having	**d** had
4	**a** has been	**b** had been	**c** was being	**d** was
5	**a** suffered	**b** was suffering	**c** had been suffering	**d** has suffered
6	**a** has become	**b** was becoming	**c** had become	**d** had been becoming
7	**a** used to go	**b** went	**c** has gone	**d** had gone
8	**a** became	**b** has become	**c** was becoming	**d** had become
9	**a** used to develop	**b** has developed	**c** developed	**d** has been developing
10	**a** has been	**b** used to be	**c** would be	**d** was being
11	**a** would work	**b** was working	**c** had worked	**d** has worked
12	**a** would see	**b** was seeing	**c** has seen	**d** saw
13	**a** got	**b** had got	**c** used to get	**d** was getting
14	**a** would press	**b** had pressed	**c** pressed	**d** was pressing
15	**a** has not faded	**b** did not fade	**c** wasn't fading	**d** had not faded
16	**a** recognised	**b** was recognising	**c** used to recognise	**d** had recognised
17	**a** rushed	**b** has rushed	**c** was rushing	**d** had rushed
18	**a** had been	**b** has been	**c** was	**d** used to be
19	**a** was given	**b** gave	**c** has given	**d** had given
20	**a** had been	**b** has been	**c** was	**d** used to be
21	**a** has said	**b** said	**c** was saying	**d** would say
22	**a** saved	**b** has saved	**c** was saved	**d** had saved

B3.5 Speaking: An experience of illness

1 **You are going to talk about a time when either you or someone you know well (for example a member of your family) was ill. Spend a few minutes on your own preparing what you are going to say by thinking about your answers to these questions.**

- Whose illness are you going to talk about? What illness was it?
- When did it happen?
- How did it begin?
- What symptoms did you, or she or he show at first? (loss of appetite, tiredness etc)
- When did you, or she or he become really ill? What happened?
- What did the family do? Did the family use traditional medicine or go to a doctor or both?
- How did you, or she or he respond to the treatment?
- When did you, or she or he start to get better?
- How long were you, or she or he ill?
- Have you, or she or he had this illness again?

2 **Practise your story on your own.**

3 **Now work in a group with two or three other people. Each person in the group should tell their story to the others. After each person has spoken, the others in the group can ask questions.**

B3.6 Language focus: Third (or past) conditional

If- sentences

1 Look at these sentences.

a *If you eat or cook with dirty hands, you can get diarrhoea.*

b *If all children were vaccinated, the number of infectious diseases would decrease dramatically.*

These are *if* – sentences. Sentence **a** is an example of the likely conditional and sentence **b** is an example of the unlikely conditional.

2 Now look at these *if*- sentences.

a *If my father hadn't recognised the symptoms of meningitis, my brother would have died.*

IF + past perfect + WOULD HAVE

b *If my father hadn't been a nurse, he wouldn't have known about meningitis.*

These sentences are examples of the past conditional. We use this form to talk about past situations which didn't happen and therefore are impossible. It is often used to talk about regrets.

Example: *If I had worked hard, I would have passed my exams*

Note: *could have* and *might have* can also be used in past conditional sentences.

Example: *If you had come to the party, you could have met my cousin.*

1 **Make correct sentences by matching the beginnings in box A with the endings in box B.**

A	B
1 If it hadn't rained yesterday afternoon,	**a** you wouldn't have cut yourself with that knife.
2 If we had trained more,	**b** we might have won our last match.
3 If I had seen you yesterday	**c** I would have told you about my party.
4 If we had had breakfast,	**d** the bus would have been on time.
5 If the roads hadn't been so busy,	**e** we would have played football.
6 If you had been more careful,	**f** we wouldn't have been hungry.

2 **Complete the sentences with the correct form of the verb in brackets.**

1 If I (do) my homework, the teacher (be) pleased with me.

Example: *If I had done my homework, the teacher would have been pleased with me.*

2 If I (not be) ill, I (come) with you on your trip.

3 If Dawit (not have) such a big lunch, he (not fall asleep) in the afternoon.

4 If you (come) to the concert, you (enjoy) it very much.

5 If my brother (check) the car before we left, it (not break down).

6 If I (not be) tired, I (stay) at the party.

3a **Make past conditional sentences from each of these situations.**

1 Yesterday, Hammayu slept late and woke up late.
If Hammayu hadn't slept late yesterday, he wouldn't have woken up late.

2 He didn't have time to walk to school, so he took the bus.
If he had had time to walk to school, he wouldn't …

3 There was a lot of traffic and the bus was caught in a traffic jam.
If there hadn't been …

4 Hammayu jumped off the bus and hurt his ankle.
If he hadn't …

5 He arrived at school late and his teacher told him off.
If he hadn't …

6 Because his ankle was injured, he didn't go to football training after school.
If his ankle …

7 The coach didn't pick Hammayu for the team because he didn't go to training.
If he had …

8 He didn't play in the school team because he had slept late.
If he hadn't …

3b **Now make past conditional sentences from these situations.**

1 One day last year, my brother found a hole in a water container and threw it into a corner of our yard.
If my brother hadn't found a hole in a water container, he wouldn't have thrown it into a corner of the yard.

2 A few days later it rained and the bottom of the container filled with water.
If it hadn't rained, the bottom of the container wouldn't have …

3 Mosquitoes started breeding in the water in the old container.
If the container hadn't filled with water, mosquitoes wouldn't …

4 I caught malaria.
If mosquitoes hadn't …

5 I became very ill with a high fever.
If I hadn't caught …

6 My mother took me to the clinic and I was given some tablets.
If I hadn't …

7 I recovered.
If my mother …

8 I got malaria because my brother threw an old water container into a corner of our yard.
If …

4 **Write a past conditional sentence about something you regret in your own life beginning *If I had…* or *If I hadn't …***

When you have finished it, read it and explain it to some of the students sitting near you.

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B3.7 Speaking: Pronunciation – contractions

Useful language

In natural, spoken English, a lot of verb forms are contracted. This means that they are reduced in some way.

- Main verbs are not usually contracted as they are normally stressed.
- The verb *to be* is not usually stressed, however, and it is often contracted.
  So, *I am* becomes *I'm*.
- Auxiliary verbs and negatives are usually contracted in natural speech.
  So, *I have had breakfast* becomes *I've had breakfast*.
  I do not like fish becomes *I don't like fish*.

Note: Auxiliary verbs are not contracted at the beginning of a question or at the end of a sentence.

Have you been to Kenya?
Yes, I have.

Third conditional structures are usually contracted too.

- *had* and *would* are often contracted to *'d* so they sound the same.
- *have* is often contracted in past conditional sentences.
  So, *If I had* ... becomes *If I'd* …
  I would have … becomes *I'd've* …
- in the negative, *would* and *had* are not usually contracted, but *have* is.
  So, *If I had not* … becomes *If I hadn't* …
  I would not have … becomes *I wouldn't 've* …
- *could have* and *might have* become *could've* and *might've*, and in the negative, *couldn't've* and *mightn't've*.

Examples: *If you'd worked hard, you'd've passed your exams.*
If you'd gone to the party you might've seen my brother.
If I hadn't seen you, I wouldn't've stayed...

1 **Rewrite these sentences, using the full forms of the contracted verbs.**

1 They're not to go to the market. *They are not going to the market.*
2 He's been sleeping.
3 I'd like to see you tomorrow if you're free.
4 I'd've come home earlier if I'd known you were ill.
5 What could he've done in that situation, even if he hadn't been hurt?
6 If she'd known she was going to become a nurse, she'd've taken more interest in science at school.

2 **Listen to your teacher reading this dialogue, and complete it with the missing words.**

A: Hello Elsa.

B: Hi! How are things? Have you done your homework yet?

A: I'm stuck on writing up the experiment we did in chemistry. If I (1) _____ at the lesson when the teacher went through it, I (2) _____ what it was all about.

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B: I was there, but I (3) _____ it very well. If I (4) _____ attention to what the teacher said, I (5) _____ notes.

A: So what (6) _____ do?

B: I don't know. If you come over, I (7) _____ you what I (8) _____ so far.

A: Oh, what shame. If my mother (9) _____ out, I could. But I (10) _____ look after my brothers. Why (11) _____ over here?

B: Okay. I (12) _____ you in about half an hour.

A: Great. Bye for now.

B: Bye.

3 **Go back to exercise 3 in the previous section. With a partner, practise reading the sentences you have made with contractions for situations a) and b).**

Example: *If Dawit hadn't slept late yesterday, he wouldn't've woken up late.*
If he'd had time to walk to school, he wouldn't've taken the bus.

B3.8 Reading: A government health leaflet

1 **Work in a group. Talk about what you know about malaria.**

2 **Now read the leaflet on the next page about malaria and check to see if you were correct.**

The leaflet gives information to the public about malaria. It is written and set out to make it easy for people to get a good understanding of the disease.

- The style is not too formal.
- There is some but not too much scientific and medical information.
- It is organised in sections and each section has a sub-heading so that it is easy to see what kind of information is included.

3 **The sub-headings have been removed. What do you think they should be? With a partner write the six missing sub-headings.**

4 **What do you think of the leaflet? Can you think of any ways in which it could be improved?**

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Factsheet: **MALARIA**

Find out about one of Ethiopia's major killer diseases

1

Malaria is a serious illness caused by a parasite spread by the Anopheles mosquito. Like all mosquitoes, the Anopheles lives on blood. The parasite is called Plasmodium and it is so small it can only be seen through a microscope.

2

If you are bitten by an Anopheles mosquito, a small bit of its saliva goes into the hole it has made before it sucks up the blood. The parasite is in the mosquito's saliva and it is carried in your blood to your liver, where it reproduces itself many times. As large numbers of the parasites start to invade the bloodstream, the disease starts and you will start to feel ill.

3

Symptoms of malaria include fever, shivering, pain in the joints, vomiting and anaemia. Typically you feel sudden coldness followed by shivering and then fever and sweating lasting four to six hours, every 36–48 hours, or an almost continuous fever. Severe malaria may lead to coma and even death, if untreated.

4

There are between 200-300 million cases of malaria every year around the world. About a million of those people die. It affects people of all ages but most victims by far are babies and young children. Malaria is found in 90 countries in the hot regions of the world. However, ninety per cent of cases are found in Africa, where it is a major cause of death.

5

If you think you have malaria, you should go to a clinic to be tested. You can also get anti-malarial drugs to treat the illness. You may feel very ill and have to stay in bed. If you become seriously ill, you will have to go to hospital. With the right treatment, you will make a full recovery.

6

Drugs

There are drugs which can be taken to prevent and treat malaria. However, in many areas the disease has developed resistance to these drugs, which means that they do not work.

Vaccination

Scientists have been trying to develop a vaccine which can be given to people living in areas affected by malaria. So far none has yet been developed that works on humans, although there are some that work on animals.

Controlling the Anopheles mosquito

The best way to prevent the disease is to remove the places where they breed. Mosquitoes breed in still water, so the local community can help by covering open ditches, and repairing holes in the road where rain water collects. But you can do a lot yourself.

- Around your house you can clean your yard when it has rained to make sure there are no puddles or containers full of water.
- In the evenings make sure your arms and legs are covered with long sleeves and long trousers. The Anopheles mosquito is most active between sunset and sunrise.
- Doors and windows can be covered with nets.
- Sleep under nets. These are particularly effective when they are soaked in insect repellent.
- For extra help, bedrooms can be sprayed with mosquito killer before bedtime or a mosquito coil can be burnt next to the bed.



B3.9 Writing: A government health leaflet

1 **Work with a partner. You are going to write a government health leaflet about a disease or illness. Follow these steps.**

1. Decide which illness you are going to write about: it could be TB as you have a lot of information about it in Part A of this Unit. Or, it could be another illness. You may need to find some information about it in a library or on the Internet.
2. Decide what sections you want to include – they can be the same as those in the leaflet about malaria, or you may want different ones.
3. Find the information you need.
4. Make notes of the information you want to include in each section.
5. Divide up the sections between the two of you. Each person should now write a draft of the information to go in each section.
6. Look critically at your own draft and make sure it:
   - gives all the necessary information
   - is written in the correct style
   - doesn't contain any mistakes in grammar, spelling or punctuation.
7. Now look critically at your partner's draft and suggest any changes that need to be made.
8. To make a brochure, take a piece of plain A4 paper and fold it twice, so that it looks like a leaflet, with a front cover and five pages.
9. Now design each page: decide what information you are going to put on each one. Include some illustrations if you can.
10. Finally write the final version of your leaflet and do your illustrations.
11. Display your leaflet for other members of the class to look at.

B3.10 Study skills: Focus on speaking

How do you feel about speaking English? How do you think you could improve yours?

1 **Work in a small group. Read the statements in the table.**

For each statement agree, disagree or change according to your own opinion. Justify your choice: discuss why you agree or disagree or how you want to change the statement.

	Agree	Disagree	Change
1 When I speak English I am a different person.			
2 I want my spoken English to be perfect. I don't like making mistakes.			
3 British English is best. I want to learn British English.			
4 When I speak English, I just speak without thinking about it: just as I do in my mother tongue. If I make mistakes, I don't mind.			
5 I need to work out what to say in my head before I speak.			
6 I don't like translating from my mother tongue to English. It is better to think in English when you are speaking English.			

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2 **Now think specifically about your pronunciation. In your group, think about the aspects of pronunciation that you find difficult. Before you start, copy the table into your notebook**

a Make a list of pronunciation problems you face in the top of the table.
E.g. I can't say 'th' as in 'the'

b Share your ideas with the rest of the class.

c With the other members of the class, discuss ways in which you can overcome each of these problems. Make notes in the bottom of the table of the ideas you like.
E.g. Practise saying 'th' by putting your tongue against the back of your teeth and blowing.

English pronunciation problems I face
Ways of improving my pronunciation

3 **What do you understand by the words 'fluency' and 'accuracy'? Discuss this in your group.**

a Do you think you are more accurate or fluent? Or vice versa?

b In what situations do your think it is better to be accurate? In what situations is it better to be fluent?

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B3.11 Assessment

1 Listening

Your teacher is going to read you an article about an interview with a girl who has TB. Listen and choose the best option to complete these sentences.

1 Lydia knew she had TB because …
- **a** her mother had just died of TB.
- **b** she felt unwell and had coughed up blood.
- **c** she had been told she had it.

2 Lydia had to leave school as …
- **a** her father had died.
- **b** she herself had TB.
- **c** her mother was ill.

3 Lydia's mother stopped her treatment as …
- **a** she didn't like the treatment.
- **b** the treatment was difficult.
- **c** she didn't know it was a dangerous thing to do.

4 Lydia's mother died …
- **a** even though she went back to the clinic.
- **b** because she didn't go back to the clinic.
- **c** because she was ashamed of her illness.

5 Lydia probably caught TB …
- **a** from her mother.
- **b** on the bus.
- **c** from anywhere in her area.

6 Lydia is luckier than her mother because …
- **a** she has a volunteer TB supporter to help her.
- **b** she hasn't stopped her treatment.
- **c** she has learned her lesson about TB.

2 Writing

Your teacher will assess the essay on modern versus traditional medicine that you wrote in A3.9.

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Revision 1 (Units 1–3)

Reading

Survey the text and then answer the questions below.

At the end of the third year I took the examinations for a certificate of proficiency. We were told that a minimum of sixty per cent was required to pass the tests in technical and classical subjects and that the Conakry engineers were to be our examiners. Then the school designated the fourteen most likely candidates. Fortunately my name was among them. I was determined to pass. I had worked hard for three years. I had never forgotten my promise to my father, nor the one I had made to myself. I had always been among the three highest students and hoped to maintain my rating. But I wrote to my mother to see the marabouts and get their help. Was I especially superstitious at that time? I do not think so. I simply believed that nothing could be obtained without God's help, and that, even if His will were predetermined, our actions, though these too were predetermined, influenced it. And I felt that the marabouts were my natural intermediaries.

My aunts offered up sacrifices and presented kola nuts to the various persons the marabouts indicated they had consulted. I could see they were very anxious about me. I believe they were as anxious as my mother. Maria was even more so, if possible. She didn't set much store by her own studies, but she would have been deeply distressed not to see my name in the list of successful candidates in the official newspaper of French Guinea. My aunt told me that Maria also had been to the marabouts, and I really think that touched me more than anything else.

Finally the examination came. It lasted three days. Three days of agony. But the marabouts must have given me all the help they could. Of the seven candidates who passed I was first.

When I returned to Kouroussa with my proficiency certificate in my pocket and feeling, I must confess, a little swollen with my success, I was greeted with open arms, with the same eagerness and affection that had awaited me at the end of every school year. This time I had a fresh sense of pride. On the road from the station to our concession there had been the most enthusiastic demonstrations of welcome, and they had all sprung from the same love and friendship. But while my parents embraced me, my mother was probably rejoicing more over my return than over the diploma – my mind was uneasy, especially so far as she was concerned.

Before I had left Conakry the director of the school had sent for me and asked me if I would like to go to France to finish my studies. I had blithely answered yes, but I had said it without having consulted my parents, without having consulted my mother. My uncles in Conakry had told me that it was a unique opportunity and that I didn't deserve to live if I turned it down. What would my parents say? Especially my mother? I did not feel at all comfortable. I waited until the first ecstatic greetings were over and then announced loudly, as if the news would be a source of delight to everyone.

"And that's not all: the director wants to send me to France!"

"To France?" my mother said.

From *The African Child* by Camara Laye

1 **Choose the best answer to the questions.**

1 What information were the students given about their certificate of proficiency examination?
- **a** The mark they needed to pass.
- **b** That 14 students would pass the examination.
- **c** The minimum number of students who could take it.
- **d** The mark the examiners thought they were likely to get.

2 How confident was the writer that he would pass?
- **a** He knew he would pass.
- **b** He was fairly confident.
- **c** He had no idea if he would pass or not.
- **d** He wasn't at all confident he would pass.

3 How did the writer feel about his request for help from marabouts?
- **a** He thought it would be of some help.
- **b** He didn't believe it would be of any help.
- **c** He thought his mother would expect him to make the request.
- **d** He didn't really believe it could help, but thought it was worth a try.

4 Whose visit to marabouts had the most significance for the writer?
- **a** His father's visit.
- **b** Those of his aunts.
- **c** That of another student.
- **d** That of one of his aunts

5 How did the exam go for the writer and his colleagues?
- **a** The fourteen candidates passed.
- **b** Only one candidate passed.
- **c** Most of the candidates passed
- **d** The writer was not the only one who passed.

6 Why did people along the road warmly welcome the writer when he got back to Kouroussa?
- **a** He was their friend.
- **b** They felt uneasy about his return.
- **c** They knew he was going to France.
- **d** They hadn't seen him for three years.

2 **What were the writer's feelings when he returned to Kouroussa.**

3 **What do you think was the promise the writer had made to his father and to himself? (lines 5–6)**

4 **Explain the meanings of these words as they are used in the text.**

a designated (line 4) _____
b marabouts (line 7) _____
c superstitious (line 8) _____
d distressed (line 15) _____
e blithely (line 29) _____
f ecstatic (line 33) _____

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Pronunciation

With a partner, choose an extract from the reading text above. It should be about 10 lines. Practise reading it aloud. Divide it up so that you each read half of your chosen text.

Speaking

Work in a group of three. Prepare a short role-play (about four to five minutes long) of the conversation between the writer, his mother and his father that continues after the end of the text in which he tells them that he is going to study in France.

- Decide who is going to play each role and the opinion each person has of the writer's decision to go to France. To make your role-play interesting, one person must have an opinion which is different from the other two.
- Prepare you own role: think about the points you want to make for or against the writer's decision.
- Practise your role-play a few times and then present it to the class.

Dictation

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

Writing

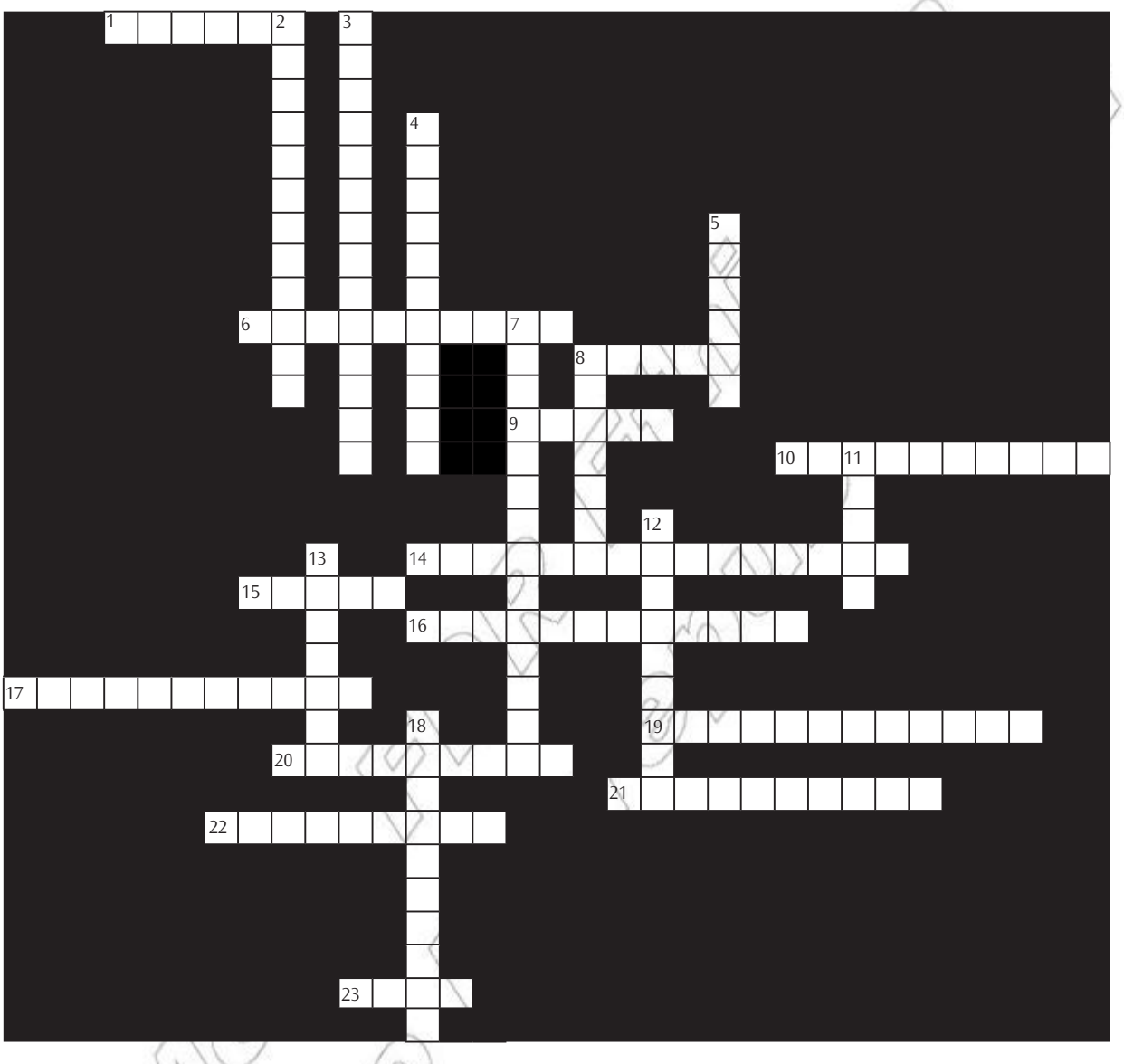
Write a *for* and *against* essay on the subject of studying abroad.

To review how to write this kind of essay ⇨ A3.9

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Vocabulary

1 **Complete the crossword with words from units 1-3.**



Across

1 One of a pair of long sticks that you put under your arms to help you walk when you have hurt your leg
6 Drugs given to people who are ill
8 A short, hard sound
9 To arrange to join a school or university or a course
10 Rich and successful
14 Not part of the course that a student is doing at a school or college, but may be something organised after school
15 To suddenly push air out of your throat with a short sound, often repeatedly
16 Able to speak several languages
17 A person who is interviewed by another person
19 A doctor trained in the treatment of mental illness
20 The nationality of someone from Congo
21 Unable to read or write

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22 The nationality of someone from Burkina Faso
23 A beam of radiation that can go through solid objects and is used for photographing the inside of the body

Down

2 The main building or offices used by a company or organisation
3 Having the knowledge that you can do things well, that people like you etc
4 Not given its full importance or value
5 An illness that occurs when an artery in your brain suddenly bursts or becomes blocked, so that you may die or be unable to use some muscles
7 The position of the AU at the United Nations
8 Describes an illness that continues for a long time and cannot be cured
11 An institution or organisation which is part of a bigger institution; also a part of the body with a particular purpose
12 The head of a school or college
13 When the temperature is below zero degrees
18 Describing a college or course which prepares people for a particular job

2 **Crossword competition**

- Work in a group of 2, 4 or 6 people and divide into two teams: A and B.
- Each team will be given a crossword grid in which half the words have been written in the grid. Team A will look at grid A and Team B at grid B. The two halves make the completed puzzle. The aim is for one team to complete their grid before the other team.
- You must not let the other team see your grid so each team must sit facing each other, not next to each other or in a circle
- Each team takes it in turns to ask a question of the other in order to try to complete their grid.
  Example:
  Team A: *What is 15 across, please?*

The other team must give a definition of the word or an example WITHOUT saying the word.

Example:

Team B: *It's a building where young people go to study*

Team A: *Is it a library?*

Team B: *No!*

Team A: *Is it a school?*

Team B: *Yes!*

- If one team can't answer the question, you must leave it and move on and go back to it later on. The other team should not give the answer.
  Team A your grid is on page 312
  Team B your grid is on page 327

Language use

Choose the best option to complete the sentences.
Note: / = nothing is required

1 I … home when I met Juma's brother.
a walked **b** have walked **c** have been walking **d** was walking

2 I … to Addis in my life.
a never go **b** have never been **c** never went **d** was never going

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3 We … all the work when you arrived.
a had already finished **b** have already finished **c** were already finishing **d** already finished
4 I … the clothes before I swept the floor.
a had washed **b** was washing **c** washed **d** wash
5 You … too much recently. Your eyes look very tired.
a studied **b** study **c** have been studying **d** have studied
6 Samima … when I visited her brother yesterday.
a didn't study **b** hasn't been studying **c** hasn't studied **d** wasn't studying
7 I don't know why but we … any homework today.
a haven't given **b** haven't been given **c** didn't give **d** are not given
8 Farmers … to grow more cassava this year.
a ask **b** had been **c** asked **d** are being asked
9 Coffee … on hillsides in southern Ethiopia. It is an important export.
a grows **b** has been grown **c** was growing **d** will be grown
10 The school … and we are ready for our visitors.
a has swept **b** has been swept **c** had been swept **d** swept
11 Our house … ten years ago.
a was built **b** built **c** would be built **d** had been built
12 … I like music, I also enjoy peace and quiet.
a Consequently **b** However **c** Because **d** Although
13 … the fact that she had a bad cold, Amina played well in the netball match.
a Although **b** However **c** While **d** In spite of
14 The woman … lives next to the school, doesn't like students sitting on her wall.
a whom **b** whose **c** that
15 The woman … I told you about is waiting outside.
a / **b** which **c** whose **d** where
16 The sun, … was a bright orange ball, sank behind the hills
a that **b** which **c** where
17 Juma has a sister … husband is a radio presenter.
a that **b** who **c** which **d** whose
18 If you want me to, I … home with you.
a will walk **b** walk **c** am walking **d** walked
19 We won't catch the bus … we leave now.
a if **b** if not **c** unless **d** when
20 If you heat water to 100° C, it ….
a boils **b** is boiling **c** boiled **d** boil
21 If you had come to school yesterday, you … the test.
a would take **b** would have taken **c** had taken **d** took
22 Juma asked me yesterday if I … the night before.
a went out **b** will go out **c** had gone out **d** go out
23 Amina said this morning that she … us tomorrow in front of the railway station.
a will meet **b** met **c** will have met **d** meets
24 The test we had yesterday was difficult, but the one we had last week was …
a most difficult **b** the more difficult **c** difficult **d** more difficult
25 My sister is as tall … me.
a than **b** more **c** as **d** that

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Unit 4

HIV and AIDS

Part A

Objectives

In this part of Unit 4 you will:

- do a quiz about the HIV / AIDS virus
- listen to a description of how HIV is transmitted
- make sentences giving advice and using *in case*
- identify and practise rhythm patterns
- practise different ways of saying 'no' politely
- take part in a role-play
- read and discuss some myths about HIV / AIDS
- take part in chain discussions on different HIV / AIDS topics
- learn how to write formal letters
- write a reply to a formal letter.

A4.1 Introduction: What do you know about the HIV / AIDS virus?

virus / 'vaɪrəs / *noun* [countable] **1** a very small living thing that causes diseases, or an illness caused by this: *the common cold virus* **2** a set of instructions secretly put into a computer that can destroy information stored in the computer

HIV / eɪtʃ aɪ 'vi:/ *noun* [uncountable] a virus that can develop into the disease AIDS

AIDS / eɪdz / *noun* [uncountable] *Acquired Immune Deficiency Syndrome* a very serious disease that stops your body from defending itself against infections: *the AIDS virus / AIDS sufferers*

Work in a small group. Discuss the answers to the questions in this quiz. It will tell you how much you know about the transmission of the HIV / AIDS virus.

Choose as many answers as you like to each of the questions. More than one may be correct.

1 How is HIV transmitted?

a Through any body fluid of an infected person
b Through the blood of an infected person
c Through the touch of an infected person
d By mosquitoes

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2 **In which situations can the virus be transmitted?**

a By using a toilet which has been used by someone who is HIVpositive.
b By using a cup that has been used by someone who is HIVpositive.
c By kissing someone who is HIVpositive.
d By having sex with someone who is HIVpositive.
e By touching a wound on someone who is HIVpositive.
f By swimming in the same pool with someone who is HIV positive.

3 **In which of the following situations is it safe to have sex?**

a With a virgin.
b With just one partner who has been HIV tested.
c With anyone as long as a condom is used.
d If you are HIV positive then by having sex with someone else who is HIV positive.

4 **Which of the following is (or are) the best way (or ways) to 'beat the virus'?**

a Using condoms
b Abstinence
c Taking ART (Anti-retroviral treatment which consists of drugs which control the effects of the virus in your body)
d Having sex with a virgin
e Going to a traditional healer
f Having a healthy diet and lifestyle

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A4.2 Listening: How HIV is transmitted

Now listen to your teacher to check if your answers to the quiz are correct.

A4.3 Language focus: Giving advice

We can use various modals to give people advice	
a should *You should … You shouldn't …* **b** ought to *You ought to …*	These are both used in the same way to suggest something that is a good idea. **Ought to** is not used as often as **should**, and is rarely used in questions or in the negative. *You should make sure your younger brothers and sisters know about HIV / AIDS.* *You ought to make sure your younger brothers and sisters know about HIV / AIDS.*
c can *You can … You can't …*	We use this to suggest a possible course of action. *You can help people who are HIV positive by being their friend and supporting them when they are ill.*
d could *You could …*	This is used in place of **can** when we want to give advice politely or if we are not sure that something is possible. *If you want to help, you could volunteer at your local HIV / AIDS centre.*
e must *You must … You mustn't …*	We use this when we want to give advice that is urgent or essential. *You must take your ART medicine regularly every day.*
f Had better *You'd better … You'd better not …*	This is also used to give a strong recommendation. *You'd better see a doctor immediately.*

We can also use some conditional structures to give advice	
g *If I were you, I'd …* *If I were you I wouldn't …*	This is very commonly used. It sounds quite friendly as you are putting yourself in the position of the person you are advising. *If I were you, I'd be more careful.*
h *I would advise you to …* *I wouldn't advise you to …* **i** *I would recommend you to …* *I wouldn't recommend you to …*	This is very formal and polite. *I would advise you to change your lifestyle as you are putting yourself at risk.*
j *My advice would be to …*	This is also quite formal. *My advice would be to see a doctor as soon as possible.*
Asking for advice We can ask for advice using most of the structures above:	
Do you think I should …? *Do you think I can …?* *I've got a problem. What should I do?* *I've got a problem. What can I do?*	*What would you do?* *What would you advise me to do?* *Could you give me some advice about …?*

1 **Use structures a – j in the table above to complete each of these sentences.**

- Use each structure once only.
- You can use the positive form or negative form (where possible).

1 You are getting too thin. _____ eat more.
2 _____ study economics or maths at university?
3 To save water, _____ wash with a bucket.
4 _____ play with matches. You could start a fire.
5 _____ use that water for drinking. It comes straight from the river and isn't clean.
6 _____ wait in the queue as you could be here for hours. _____ back early tomorrow morning instead.
7 _____ do about my younger brother? He is out until late almost every night and we don't know where he goes.
8 _____ have a part-time job at weekends, or will it interfere with my studies?
9 _____ plan your time carefully in senior secondary school.
10 _____ choose a career that interests you.

2 **Construct a two-line dialogue for each of these situations. In the first line person A asks for advice, in the second line, person B gives advice. Use a variety of structures from the table.**

Example: *I've cut my finger very deeply.*

A: I've cut my finger very deeply. What should I do?

B: You'd better put a tight bandage around it and hold it up to stop the bleeding.

1 I've got a headache.
A: _____
B: _____

2 I feel tired.
A: _____
B: _____

3 I don't know what to do. My boyfriend wants me to have sex with him.
A: _____
B: _____

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4 I feel really ill. I can't concentrate on lessons today.
A: _____
B: _____

5 I have been studying all day, from early this morning until now.
A: _____
B: _____

6 I am not feeling well and I'm losing weight. I think I may be HIV positive but I'm too afraid to be tested.
A: _____
B: _____

A4.4 Language focus: *In case*

In case is used to give a possible future reason for a present action:

I'm buying some food in case I'm hungry later.
(= I'm buying it now, before I get hungry)

Compare this with an *if* sentence for the same situation:
I'll buy some food if I'm hungry later.
(=I'll buy it at the time I'm hungry, not before)

Now compare these sentences:
I'm not going out tonight in case my uncle phones.
I'm going out tonight so if my uncle phones ask him to leave a message for me.

In case is often used to give advice and warnings:

Don't go out without a coat in case you get cold.
Use plastic gloves when treating someone else's wounds in case they are HIV positive.

Note: We use *in case* + present to describe future situations.
in case + past can be used to describe why someone did something:
*I wrote my first draft in pencil **in case** I needed to change it.*

1 **Complete these sentences with *in case* or *if*: whichever is more logical.**

1 You should have some gloves at home _____ you have to treat someone's wound.
2 You should wear gloves _____ you have to treat someone's wound.
3 I'm going to take a sweater to the concert _____ it gets cold.
4 I'll put my sweater on _____ it gets cold.
5 I'll buy a drink at the concert _____ I get thirsty.
6 I'm taking a drink _____ I get thirsty.

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2 **You are going on a trip to visit your cousin who lives in the mountains. Make sentences containing *in case* explaining why you are taking these things with you.**

Example: *your sports shoes*

I'm taking my sports shoes in case we play football or basketball.

1 an extra sweater
2 a torch
3 a raincoat
4 a football
5 a blanket
6 your English textbook



3 **Work with a partner.**

- Discuss what advice you would give in each of the following situations
- Write your advice in a sentence or two, including one or more of the structures practised in this section.

1 A rich old man in our town has started picking me up from school in his car and taking me home. I am worried that he may want me to have sex with him.
2 My boyfriend wants me to have sex with him. He says he has never had sex with anyone else.
3 My friend has sex with lots of different girls. He says he is careful because he always goes with girls from nice families. He says I am stupid not to do the same thing.
4 I have recently been diagnosed HIV positive. I am very depressed as I am sure there is no hope for me.

A4.5 Speaking: Pronunciation – Rhythm

The rhythm of English comes from the pattern of stressed and unstressed syllables in utterances. It is important to remember that syllables in English are not of equal length: stressed syllables are longer than unstressed syllables.

o O o O o o O o o o

Examples: *advice* *important* *uncomfortable*

When we put words together, the unstressed words are often very short in length.

o O O O o O

I don't know what to do.

o o O o

Are you ready?

Note: When we contract verbs, they become part of the word that comes before them in the sentence. Compare these rhythm patterns.

o o O O o	o O O o	o O O o
I have not seen him	*I haven't seen him*	I've not seen him

When focussing on rhythm, it's a good idea to clap it (a loud and long clap for a stressed syllable, a short and quick clap for an unstressed syllable).

1 **Match the rhythm patterns on the left with the phrases on the right. Practise saying and clapping them.**

1 What should I do?	**a** o O o O o
2 Do you think I should?	**b** o o O o o O O
3 You ought to go home.	**c** O o o O
4 You must be careful.	**d** o O o O
5 You'd better not.	**e** o O o O O
6 I'd advise you to say 'no'.	**f** o o O o O

2 **Match the words and phrases with the same rhythm pattern.**

3 **Work in a group.**

a Work out the rhythm pattern for these sentences.

1 My sister was ill, so she went to the doctor.

2 If she hadn't gone to the doctor, she wouldn't have got better.

b Now continue the story of 'my sister' in this way:

– The first person makes up a new past conditional 'if' sentence to follow on from sentence 2 above; *If she hadn't got better, she …*

– The second person then makes a new past conditional sentence to follow on from this.

– Continue in this way until everyone in the group has contributed a new sentence to the story.

– Now repeat your story, but this time each person must focus on the rhythm and clap their sentence as they say it;
o o O O O o
If she hadn't got better, she …

– Practise your story several times until you can all clap the rhythm correctly.

– Be prepared to perform your rhythm story for the rest of the class.

A4.6 Speaking: Role-play – Saying 'no'

1 **Read this.**

When you are a teenager all sorts of changes happen to your body. You start to produce hormones which make your body start to function as an adult man or woman. These hormones also cause new feelings, sensations and desires that confuse us and are not easy to control. That's why even though many young people know about the dangers of sex outside marriage, they give in to these powerful feelings. In fact, there is a lot of pressure on young people to do things that everyone else seems to be doing, even though they know the consequences could be serious, because saying 'no' is not easy.

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2 **Work with a partner. One of you is A (a girl) and the other is B (a boy).**

- Choose one of the situations below.
- Make up a conversation about what happens next: A must say 'no' and B must try to persuade her to do what he wants.
- Practise your conversation several times and be prepared to perform it for other students.
- Study the language in this box before you start.

Saying 'no'	Trying to persuade someone to do something
I'd really rather not …	*If you like / love me, you will …*
If you don't mind, I'll say 'no' to that.	*I have never had sex with anyone.*
I don't want … , if you don't mind.	*Saying 'no' means that you are still just a child.*
I'm sorry, but I've said 'no' and I'm not going to change my mind.	*Why not? Just one …. It won't do you any harm.*
I'd prefer to …/ I'd rather …	
Why don't we … instead?	

Situation 1
A meets B in a bar. They talk and B buys A a drink and then another drink. B asks A to go outside with him.

Situation 2
A and B have been going out for several months. They have held hands and gone to the local café together for soft drinks. One day B invites A to his house. He tells her that his family has gone out and won't be back until late.

Situation 3
A and B are outside a bar drinking cola. B suggests that they have a beer together.

3 **Discuss what might have happened if A hadn't said 'no' in each of these situations.**

A4.7 Reading: Myths about HIV / AIDS

myth / mɪθ / *noun* [countable, uncountable]
1 an idea that many people believe, but which is not true: **myth of** *the myth of male superiority* **myth that** *the myth that the disease only affects older people*
2 an ancient story that explains a natural or historical event

1 **With a partner, look at these beliefs about HIV / Aids. Discuss which of them are myths.**

a It is said that the drug treatment for HIV / Aids is so much worse than the disease itself that it's not worth it.
b It is believed by many that a woman who is HIV positive cannot conceive a child.
c Aids is said to be a death sentence.
d Most young people today are believed to have sex outside marriage and it is unrealistic to expect them to stop.
e The HIV / Aids situation in Africa is commonly believed to be hopeless and out of control.
f It is a common belief that if you take a bath or shower after having sex, you reduce the risk of HIV infection.
g It is said that everyone who is HIV positive gets Aids.

h It is commonly believed that a pregnant woman who is HIV positive will pass the virus onto her unborn child.

i It is said that in fact there is no such thing as the HIV virus.

j The HIV virus is supposed to survive for only a short time outside the body.

2 **Now read these rebuttals of the myths. Match each one to the relevant myth listed above.**

1 Many young people have good relationships with the opposite sex that only involve spending time together, holding hands and maybe kissing, but not having sex. If you want to get married, both you and your partner should have an HIV test. Having sex without being sure that neither of you is HIV positive is a risk.

2 As soon as the virus enters your bloodstream you are infected. No amount of washing after the event can change that.

3 In dry conditions the HIV virus in body fluids can only survive for a few minutes outside the body. However, in wet conditions, for example inside a syringe or other medical equipment, it can live for weeks. That is why it is so important that syringes are used only once and that medical equipment is properly sterilised between uses.

4 The diseases that have come to be associated with AIDS, such as extreme loss of weight, diarrhoea and tuberculosis, have long been common. However, high rates of mortality from these diseases, which used to be confined to the elderly and malnourished, are now common among HIV-infected young and middle-aged people, including well-educated members of the middle class. This clearly points to a link with HIV infection.

5 Someone who is HIV positive may or may not develop AIDS. 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. Thousands of people with HIV / AIDS around the world have been kept healthy by ART treatment. Without it, if they develop AIDS, they are likely to die.

6 A woman who is HIV positive can still have a baby, although in late stages of AIDS a pregnant woman has a high risk of miscarriage.

7 There is only a 25 per cent chance of an HIV positive mother passing the infection to her unborn child. With medical care, however, the chances can be as low as 2 per cent.

8 The HIV virus works slowly and it may be many years before a person carrying it becomes ill. Some people who are HIV positive never become ill. However, most people eventually begin to suffer from many different illnesses which their bodies are unable to fight. This is when we say they have AIDS.

9 It is true that some people suffer serious side effects from AIDS medications, and they have to be taken in the correct quantities and at the correct times, which is difficult for some people to remember. However, in countries where they are freely available, the death rate from HIV infection has dropped by about 80 per cent. This indicates that the disease is far more dangerous than the treatment.

10 It is true there are many alarming statistics about the spread of HIV / AIDS in Africa. However, HIV / AIDS prevention measures and treatment are working across the continent, and this is borne out by statistics.

- There has been a decrease of 25 per cent in HIV infection among 15-24 year olds in six out of 11 African capital cities in the last 15 years.
- Fewer young people are now having sex in nine of 14 sub-Saharan countries than were doing so 15 years ago.

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- The number of new cases of HIV infection has stabilised since the 1990s. In other words the number of new people infected with the virus each year is slowly going down.
- There has been a significant increase in the number of people with access to anti-retroviral drug therapy (ART), currently the only effective treatment.

These figures give hope to all of us, both HIV positive and negative. Thousands of people are taking steps to avoid the infection and many who are HIV positive are living full active lives. Communities, too, are taking action by providing support for those in their midst who are HIV positive, or by making sure that AIDS orphans are taken care of.

3 **Work in a small group. Look back at the list of myths. Discuss the following:**

a why many people think they are true
b any other myths about HIV / AIDS you have heard.

4 **Find words in the paragraphs above with these meanings.**

1 a tube and needle used for removing blood from your body, or for putting drugs into it (paragraph 3)
2 to make something completely clean and kill any bacteria in it (paragraph 3)
3 to exist in or affect only a particular place or group (paragraph 4)
4 ill or weak because of not eating enough good food (paragraph 4)
5 when a baby is born much too early and dies (paragraph 6)
6 making you feel worried or frightened (paragraph 10)
7 stopped changing and become steady (paragraph 10)

A4.8 Speaking: Chain discussions

1 **Work in groups. You are going to take part in some chain discussions. Follow these steps:**

1 Your teacher will give each group a piece of paper with a discussion topic on it.
2 In your group, you must think of as many points and ideas about this topic as you can in **five minutes**. They can be facts about it, suggestions, or opinions.
3 As you come up with ideas, one person in the group, the scribe, must take notes of what you say at the top of the piece of paper. The notes must be written neatly and occupy as few lines as possible.
4 At the end of five minutes, your teacher will tell you to stop and will collect in the pieces of paper.
5 Your teacher will redistribute the pieces of paper so that you have a new discussion topic and some notes written by another group.
6 One person in the group must read the notes to the others.
7 You must now think of some new ideas and thoughts on the topic and a new scribe must take notes of what you say under the notes which are already on the piece of paper. Remember, at this stage you must only write down new ideas.
8 Continue in this way until you have discussed all the topics.



2 **Before you start talking, read these rules for your discussion:**

- Make sure that each group member participates.
- Make sure shy students get a chance to speak by asking for their views.
- If a speaker goes on too long, you may interrupt politely so that you can also have a turn.
- A new scribe should take over the role every time there is a new topic.

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3 **When you have finished discussing the last topic, you must prepare a short presentation of all the points made about it on the piece of paper. Your teacher will give you five minutes to prepare your presentation.**

- You can decide how you want to present your topic: it can all be done by one spokesperson, or you can divide up the points between each person in the group. Don't spend too long deciding how to do it.
- Practise your presentation before giving it to the rest of the class.

A4.9 Writing: Reply to a formal letter

1 **Read this letter and answer the questions below.**

The HIV/AIDS Centre
…… Hospital
PO Box 789
Harar

Mrs C. Rowda,
Headmistress,
… High School,
P.O. Box 5001,
Harar,

1st March 20--

Dear Mrs Rowda

Proposal for a visit to …. High School

My niece, Rahel, has informed me that you are shortly to hold an HIV/AIDS awareness week at your school. As an HIV/AIDS victim myself, I was wondering if you would like me to come and speak to your students.

I have been HIV positive for about 15 years, since I was given infected blood during a blood transfusion after a car accident. I have been fortunate in that I have received excellent support from the city hospital and in fact, drawing on skills I developed during a 20-year career as an administrator in a trading company, for the last five years I have been running an HIV/AIDS support centre.

Perhaps it would be useful to give you some idea of what I could do with your students. I have given many talks to all kinds of groups and usually begin by telling my own story; I have found this to be the most effective way of putting across the basic facts of the disease. In addition, I like to invite questions from the audience. If you think students would be unwilling to stand up and ask questions on their own, they can be prepared in advance, submitted anonymously to a teacher, and then read out. In total, I would aim to spend about an hour with the students. I would leave you to decide whether you would like me to speak to just one class, or put classes together in the school hall.

I charge no fee as I believe the message of HIV/AIDS awareness is so important. Indeed, I congratulate you on dedicating a week of valuable school time to this vital topic.

I look forward to hearing from you whether or not you are interested in my offer.

Yours sincerely

Asefa Bona

Asefa Bona (Mr)
Director

Write your answers in your exercise book.

1 Is this the first time Mr Bona has written to Mrs Rowda?
2 What is the main purpose of this letter? Choose the best answer.
   a To confirm that he is going to give a talk at the school.
   b To ask Mrs Rowda for help with planning his visit.
   c To describe what he is going to do when he comes to the school.
   d To offer to talk to the students at the school
3 What exactly does Mr Bona say he will do?

2 **Look at the layout of the letter and identify the features listed below.**

Write them in your exercise book.

a sender's address **b** sender's name **c** sender's title
d sender's signature **e** recipient's name **f** recipient's address
g the greeting **h** the close **i** the subject heading
j the body of the letter

3 **What is the structure of Mr Bona's letter? Put these parts of the body of the letter in the order in which they appear.**

a Background information
b Request for a reply
c The reason for the letter
d What the sender is proposing

4 **Study the information in this box.**

How to write a formal letter

Names, addresses and the date

- The sender's name and title goes at the bottom of the letter below his / her signature.
- The sender's name goes in the top right-hand corner.
- The recipient's name goes in the top left-hand corner, below the sender' address.
- The date goes below the sender's address, on the same line as the recipient's name.
- The recipient's address goes below his / her name.

Opening and closing

- The greeting, or salutation, in formal letters uses the recipient's title and surname, if you know them e.g. *Dear Mrs Rowda* or *Dear Dr Worku*. If you don't know the name of the person you are writing to, then use *Dear Sir* or *Dear Madam* or *Dear Sir or Madam*.
- The close follows these rules: *Dear Mr Ngoma – Yours sincerely* (use this when you know the recipient's name); *Dear Sir – Yours faithfully* (use this when you don't know the recipient's name).
- In formal letters it is usual but not essential to include a subject heading to give the recipient a brief idea of what you are writing about.

The body of the letter

- Each paragraph of the body of the letter should be indented when you are handwriting it; when it is typed or printed from a computer, paragraphs can start at the beginning of the line, but you should then leave an empty line before the start of each paragraph.

Keep formal letters as short as possible, but be polite and use formal language.

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5 **Now imagine you are Mrs Rowda and write a reply to Mr Bona's letter.**

- Use this structure.

  Paragraph 1: Thank Mr Bona for his letter.

  Paragraph 2: Accept the offer and Mr Bona's suggestions for what he wants to do.

  Paragraph 3: Suggest a date and time for the talk and state who he will be talking to and where it will take place.

  Paragraph 4: End the letter with a word of thanks.

- Write a rough draft of your letter. Use formal language (see below).
- When you are happy with your draft, write a final version. Layout the letter correctly. Don't forget a subject heading.

The language of formal letters

Thank you very much for your letter and your kind offer to …
Regarding the programme for your visit …
I would like to suggest …
Please telephone me on … if this is not convenient.
I look forward to seeing you on …

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Part B

Objectives

In this part of Unit 4 you will:

- practise looking up words in a dictionary
- read texts about HIV / Aids in different parts of Africa
- discuss some HIV / Aids issues
- learn some words to describe statistical data
- write descriptions of graphs
- write a report on HIV / Aids in an African country
- learn some common initials and acronyms
- do a reading and writing assessment task.

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B4.1 Study skills: Using a dictionary

A dictionary gives us a lot of information. Each entry in a dictionary gives us the following features:

The **headword**: the word being explained. It helps you to spell the word correctly.
The **pronunciation**: a phonemic transcription and stress mark help 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 if it is a transitive or intransitive verb or a countable or uncountable noun.
The **example sentence**: shows you how to use the word in a sentence.

1 **Look at this dictionary entry. Identify the features listed above.**

prescribe / prɪ'skraɪb / *verb* [transitive] **1** to say what medicine or treatment an ill person should have: **prescribe somebody something** • *The doctor prescribed him tranquilisers.* **2** *formal* to state officially what must be done in a situation: • *a punishment prescribed by the law*

2 **Dictionary race.**
Work with a partner and make sure you have a dictionary. Your teacher will put some words on the board. Look them up and write down the meaning of each one. When you have finished, put your hand up.

3 **Do you have a vocabulary notebook? You should have. Write the words you have just found out about in your notebook.**

a Write three pieces of information about each word.
Example: *the meaning, part of speech, how to pronounce it.*
b Write your own example sentence about each word (not the one given in your dictionary).

B4.2 Reading: HIV / Aids in Africa

1 **Look quickly at the texts on the following pages and answer these questions:**

a Are these texts from a) books b) emails or letters c) newspapers d) brochures
How do you know?

b Which country is each of them about?

2 **Choose ONE of texts that you would like to read. Then, form a group with some other students who want to read the same text. In your group, look at the headline and discuss what you think the story is about.**

3 **On your own, do the following. Work as quickly as you can through these tasks. If there is something you can't do, move on to the next task.**

a Read the text to get a general understanding of it. Don't stop if you come across a word you don't understand.

b Underline the main points of the story (don't underline too much information: limit the sentences you underline to five or less).

c Put a bullet point (•) or star (*) next to information given about the general situation of HIV / AIDS in the country you are reading about. In particular highlight any positive or optimistic news.

d Look at the five underlined words in the text and try to work out what they mean from the context in which they are used.

4 **Discuss your progress with the rest of your group.**

5 **Prepare a short presentation on your text. Each member of the group should be able to give the presentation. Include the following:**

- A summary of the story
- An explanation of the meanings of the underlined words
- Information about the HIV / AIDS situation in that country that you have found out from the text.

6 **Now form a new group in which every person has read a different text. Each of you should give your presentation about your text to the rest of the group.**

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Blanket HIV testing 'could see AIDS dying out in 40 years'



Health officials are considering a radical shift in the war against HIV and Aids that would see everyone tested for the virus and put on a lifetime course of drugs if they are found to be positive.

The strategy, which would involve testing most of the world's population for HIV, aims to reduce the transmission of the virus that causes Aids to a level at which it dies out completely over the next 40 years.

Professor Brian Williams, of the South African Centre for Epidemiological Modelling and Analysis said that transmission of HIV could effectively be halted within five years with the use of antiretroviral drugs (ARVs).

"The epidemic of HIV is really one of the worst plagues of human history," Williams told the American Association for the Advancement of Science meeting in San Diego.

"I hope we can get to the starting line in one to two years and get complete coverage of patients in five years. Maybe that's being optimistic, but we're facing Armageddon."

Major trials of the strategy are planned in Africa and the United States and will feed into a final decision on whether to adopt the measure as public health policy in the next two years. The move follows research that shows blanket prescribing of ARVs could stop HIV transmission and halve cases of Aids-related tuberculosis within ten years.

More than 30-million people are infected with HIV globally and two million die of the syndrome each year. While ARVs have been a huge success in preventing the virus from causing full-blown Aids, scientists estimate only 12 per cent of those living with the syndrome receive the drugs.

The syndrome is overwhelmingly prevalent in sub-Saharan Africa, which accounts for a quarter of all HIV / Aids cases globally. Half of these are in South Africa.

In general, a person with HIV infects between five to ten others before succumbing to complications of Aids. Treating patients with ARVs within a year of becoming infected can reduce transmission tenfold, enough to cause the epidemic to die out.

"Over the past 25 years we have saved the lives of probably two to three million people using antiretroviral drugs, but almost nothing we have done has had any impact on transmission of the disease," Williams said. "We have stopped people dying but we haven't stopped the epidemic. The question is, can we use these drugs not only to keep people alive, but also to stop transmission and I believe that we can."

Scientists estimate that the cost of implementing the strategy in South Africa alone will be 25 billion South African rands (3 billion US dollars, or 50 billion birr) per year, but in Williams' opinion this approach would save money. "The cost of the drugs would be more than balanced by the cost of treating people for all of these other diseases and then letting them die," he said.

From an article in *Mail & Guardian Online* 22/02/2010

LESOTHO'S LIFE EXPECTANCY CUT SHORT BY HIV, TB

Medical workers are concerned that the lethal combination of HIV infections and tuberculosis (TB) may become the world's next major health crisis.

To mark World TB Day on Wednesday, the NGO Medecins Sans Frontières, also known as Doctors Without Borders, drew attention to Lesotho, which has the world's third-highest prevalence of HIV– the virus that causes Aids – and the fourth-highest prevalence of TB. Here, poverty and dependence on migrant labour complicate treatment in a country where life expectancy is about 40, according to the United States (US) State Department. This places Lesotho among the five countries in the world whose citizens have the shortest average life spans, according to United Nations (UN) and US government figures.

In this mountainous kingdom surrounded by South Africa, some patients battling HIV and TB must walk five hours to reach a clinic for medical treatment.

"It is a problem for us to come to the clinic because sometimes there are gangster men waiting down by the side of the river and yes, sometimes women are raped," said Tlalane Tsiane, a 21-year-old woman infected with TB and HIV.

Many men in Lesotho travel to South Africa to work in the mines and some return with HIV and a form of TB that is resistant to multiple antibiotics. The World Health Organisation (WHO) believes drug-resistant strains present a major challenge to the global effort to control the disease.

Helen Bygrave, a medical coordinator for Medecins Sans Frontières, estimated that between 80 to 90 per cent of Lesotho's TB patients are infected with HIV.

"HIV / TB co-infection is the major driver of the massive decrease in life expectancy in Lesotho. In HIV-infected patients, TB is definitely the most common cause of death we have seen," Bygrave said.

In seeking ways to make the most of scarce resources, Medecins Sans Frontières is helping to support and run a programme in which nurses are given training to take on roles doctors might have carried out. Community health workers later make sure patients are sticking to their treatment regime.

Michel Sidibe, head of the UNAids programme, fears the double infection could become the next new epidemic. "I'm calling for serious attention to TB, and serious attention to TB-HIV co-infection," he said in an interview.

From an article by Nastasya Tay in *Mail & Guardian Online* 24/03/2010

Cellphones the latest tool in Africa's fight against HIV

Cellphones may become a key weapon in the war against HIV / Aids in Africa, allowing counsellors to reach greater numbers of people, says the chief of the United Nation's Aids agency.

The relatively new technology has a role to play in a continent plagued by inadequate health centres and dilapidated infrastructure, said Michel Sidibe, the executive director of UNAids.

A major cellphone operator in Nigeria already runs a toll-free call scheme that links callers to counsellors on HIV / Aids concerns.

"It's a fascinating initiative," said Sidibe. "Its advantage is that you don't have to move from your place to a centre where you may be stigmatised. You have free communication and quality advice, which can help you take a decision. With basic intensive training and armed with cellphones, local community or village workers could be a part of the health service delivery system," he said.

Despite the resources poured into Sub-Saharan Africa for years to combat HIV / Aids, the region remains the world's most heavily affected, accounting for 67 per cent of HIV infections, according to UNAids figures.

"You need first to look at a community-based approach, tap on non-conventional facilities," Sidibe told Agence-France Presse during a recent trip to Nigeria. "It is time that Africa, saddled with a myriad of economic, political and social woes, got back to basics," he argued.

Africa, which despite widespread poverty has a relatively large number of cellphone users, should take advantage of the digital revolution to reach out widely, he said. "It's something we need to start replicating in Africa, remember we have more cellphones in Africa than in North America," he added.



Nigeria has more than 70-million cellphone subscribers: about one in every two people.

A pilot project using cellphones is under way in the Nigeria's northern Kaduna State and southwestern Ondo State. Village workers who have barely been through secondary school, have been trained to identify symptoms of minor ailments. They tour villages examining patients and use their cellphones to call up trained medical workers at a major referral centre to get a diagnosis and prescription dictated over the phone.

About three million Nigerians, or just under five per cent of Africa's most populous nation are infected with HIV. Nigeria and South Africa, the two economic giants of the continent, account for more than 50 per cent of all HIV cases in Africa.

From an article by Susan Njanji in *Mail & Guardian Online* 08/03/2010

AIDS test villager commits suicide

An HIV test went awry on Tuesday when a man committed suicide shortly after visiting a testing centre.

Mr James Kiptero, 35, bought pesticide from an agrovet store at Cheptongei trading centre barely nine hours after he was tested at the Voluntary Counselling and Testing (VCT) centre in Marakwet District.

According to witnesses, Mr Kiptero had made a phone call asking his relatives to collect his body on the outskirts of the trading centre.

"He has not been sick before; neither was he disturbed," said a relative at the scene.

HIV / Aids results are private at all VCT centres and the counselling services are offered by trained personnel who handle clients with confidentiality. However, stigma levels among rural communities remain high.

According to the district's Aids and sexually transmitted infections control coordinator, Mr Charles Kosgei, the number of people turning up for HIV testing had in the past year recorded improvement but stigma levels remained high despite awareness campaigns. He said all health centres carried out HIV testing but they did not have enough counsellors.

It is estimated that 1.4 million Kenyans are living with Aids. Out of these, about 230,000 receive anti-retroviral treatment, the life-prolonging drugs provided free of charge through public and faith-based health institutions.

The biggest challenges facing people living with Aids are stigma and discrimination.

In Teso, married men are using their wives to know their status, a health official at Kocholia District Hospital has disclosed. Teso North District Aids coordinator Nelson Andanje said men were forcing their wives to go for testing as a way of establishing their own HIV status.

He was addressing a workshop at Amagoro district headquarters on Tuesday.

"Men have been chasing away their wives when they realise that they are positive despite forcing them to go for testing so as to know their status," Mr Andanje said. A total of 10,838 women were tested for Aids, with only 183 men accompanying them.

From an article by Philemon Suter and Henry Andanje in *The Daily Nation* 23/02/2010

Fear of knowing HIV status hurts blood donation

Kenya is unable to meet its annual blood requirements due to fears among potential donors that their HIV status would be known. The trend has made it difficult and expensive for the National Blood Transfusion Services (NBTS) to recruit and retain blood donors, according to Medical Services minister Anyang' Nyong'o.

The disclosure comes at a time when many myths about the disease have been debunked and the infection rates have been declining. Statistics from NBTS show that the prevalence of HIV among blood donors is currently at 1.3 per cent, down from 6.4 per cent in 1994 due to proper donor selection practices.

The country has been unable to meet its annual target of 380,000 units of blood due to unfounded fears by donors that they would be informed of their HIV status, Prof Nyong'o said. Some people were in the habit of "hoarding" blood to donate later to a family member, he told the launch of a campaign dubbed "Know your blood group" aimed at reversing the worrying trend of declining blood supply on Friday evening. The minister called on all Kenyans to take blood donation as a personal responsibility to save lives. Noting that one third of transfused blood was utilised by children with anaemia while 15 per cent was used for the management of pregnancy-related anaemia, Prof Nyong'o underscored the need to save lives of children and women in danger.

"The survival of our nation is dependent upon women and children who are in grave danger if we don't donate blood," said the minister at the Sarova Stanley Hotel. He called on volunteer organisations involved in mobilising blood donations to mount aggressive campaigns to boost supplies.

From an article by Sammy Cheboi in *The Daily Nation* 28/02/2010

B4.3 Speaking: Discussion – HIV / AIDS issues

1 **In the texts you read about a number of HIV / Aids related issues, some positive examples and some negative. In a small group, discuss these questions.**

- **a** Why do you think the Kenyan man who had an HIV / Aids test committed suicide? What could you say to someone in his situation to stop them doing such a thing?
- **b** Why is it important for people to have an HIV test to find out if they have the virus or not? How can communities encourage people to be tested?
- **c** Can you think of ways in which HIV / Aids prevention, treatment and support in your area could be improved?

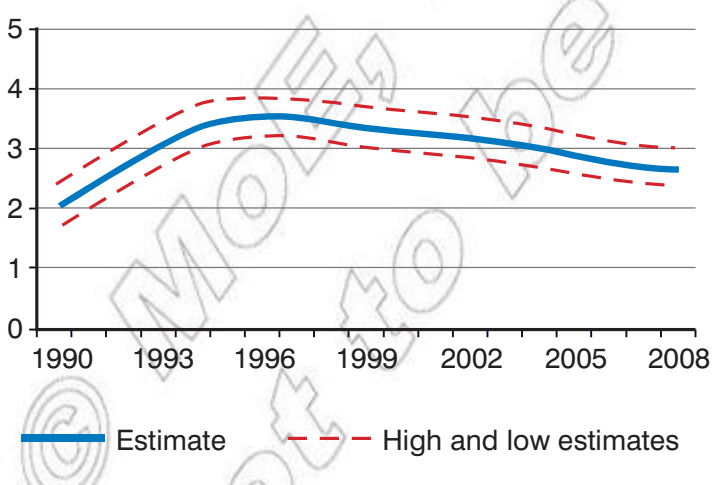
2 **Now compare your ideas with those of other groups in the class.**

B4.4 Increase your word power: Describing changes or trends

Statistics are often presented in the form of graphs. Line graphs show changes or trends, usually over a period of time.

1 **Work with a partner. Look at the graph which tells us about the global HIV/AIDS epidemic. Discuss the following information.**

1. What is the graph about?
2. What does the horizontal axis represent?
3. What does the vertical axis represent?
4. What does the solid red line represent?
5. What does the dotted red line represent?
6. What does the graph show us?



Source: UN Aids 2009 Aids global epidemic update www.unaids.org

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2 **Read this description of the graph.**

_____ the period 1990-2008, signs of major progress _____ the response _____ the worldwide HIV / Aids epidemic became apparent. From 1990 _____ 1995 there was a sharp increase _____ the number of people newly infected _____ HIV _____ 2 million _____ 3.6 million. Then the number stabilised _____ a couple of years before it declined slowly _____ 2.8 million _____ 2008.

3 **Complete the gaps in the description of the graph with suitable prepositions, *in*, *to*, *with* etc.**

4 **Look at the table.**

a Look at the words in the right-hand column and identify which forms of these words are used in the description above.

b Add words from the box below to the table. Try to add two forms of the words where possible: noun and verb, adverb and adjective.

Describing changes or trends

Verbs meaning the number went down	decline	
Nouns meaning the number went down	decline	
Verbs meaning the number went up	increase	
Nouns meaning the number went up	increase	
Verbs meaning the number stayed the same	stabilise	
Nouns meaning the number stayed the same	stabilisation	
Adjectives meaning a significant change	sharp	
Adverbs meaning a significant change	sharply	
Adjectives meaning a not very significant change	slow	
Adverbs meaning not a very significant change	slowly	

increase decrease decline rise fall reach a peak
fluctuate grow improve dramatic gradual significant
stable slight steep

5 **Look back at the description.**

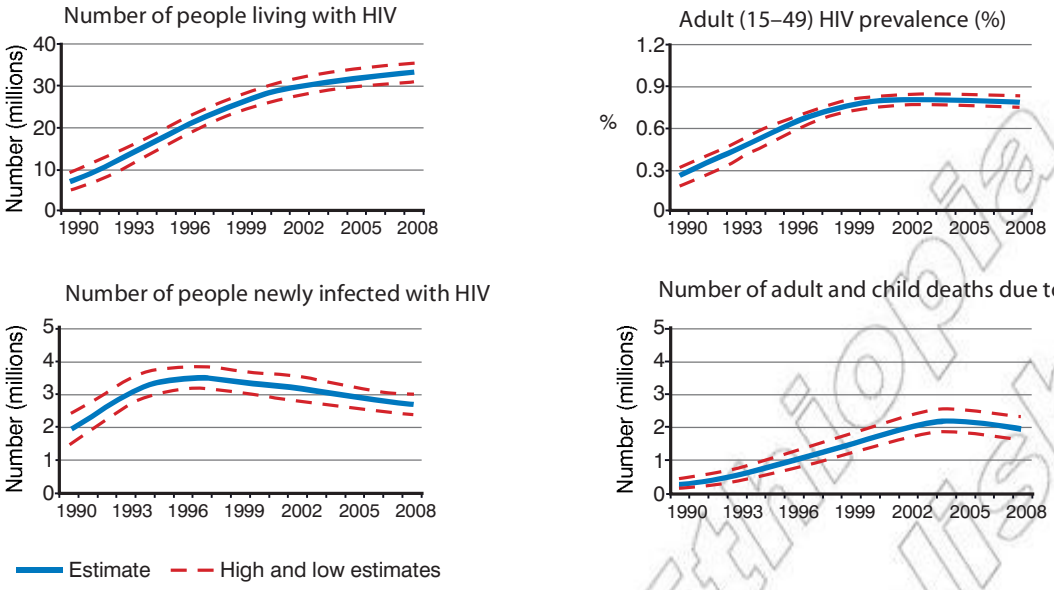
a What is the tense of the verbs? Why?

b Put the verbs in brackets in the correct form:

1 So far this year sales _____ (decline).
2 In 2008 there _____ (to be) a decline in sales.
3 Sales _____ (decrease) last year but they _____ (increase) this year.
4 It is predicted that there _____ (to be) a rise in sales next year.
5 Between 2004 and 2005 sales _____ (remain) stable.
6 Since 2006 sales _____ (grow) steadily.

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6 **Work with a partner. Discuss the changes shown in graphs A–C.**



7 **Complete these sentences about graphs A–C:**

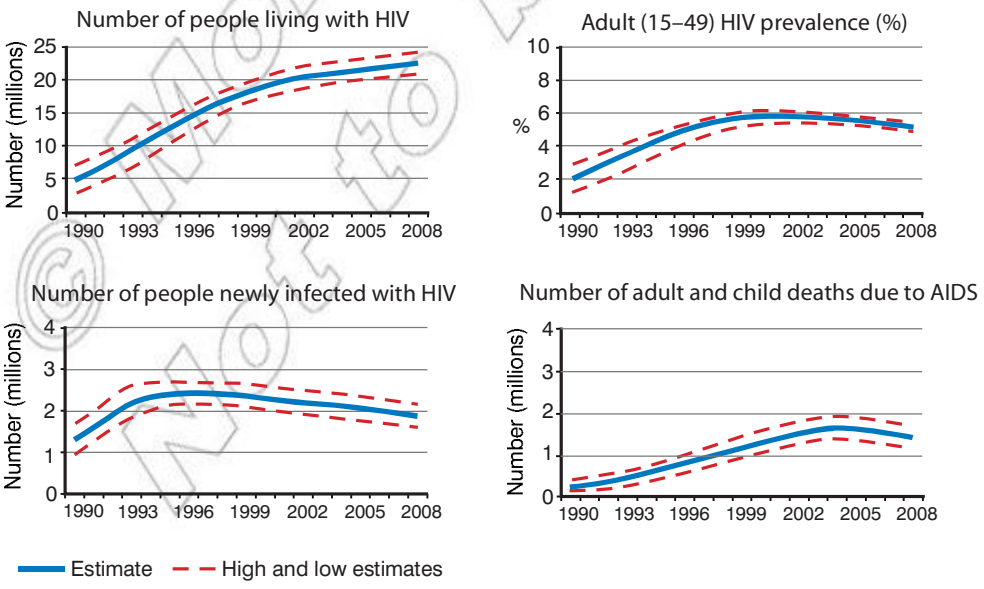
A In 2009 sales of CDs started at _____ and then declined sharply to _____. They then continued to decline, but very gradually, finishing the year at _____.

B In 2009, deaths from pneumonia began at _____
_____
_____.

C Next year it is predicted that sales of ice cream will begin at 40,000 and then _____
_____
_____.

8 **Write a one-paragraph report on the information in this graph.**

Note: the figures are for Sub-Saharan Africa.



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B4.5 Writing: Report on HIV / AIDS

In the reading section above you read articles about HIV / AIDS in some African countries. Now you are going to write a report on HIV / AIDS in one of those countries.

You can get your information from the texts in the Reading section above and in addition you will have to find more information, if possible from the Internet.

1 **Work with a partner and choose which of the four countries mentioned in the articles you want to found out more about.**

2 **Your report should be in this form.**

a Divide it into sections like these:

Infection rates
You can give statistics about how many people are currently infected and how infection rates have grown and possibly fallen in the past 10 or 20 years.
You can also give any other kinds of information about infection rates such as: number of babies born with the virus

The impact of HIV / AIDS
Find out how the epidemic has affected people's lives (for example, the number of AIDS orphans) and the economy of the country.

Treatment and help available
Find out if ARV drugs are available and what other support is given to people who are infected with the virus or are ill and their families (for example, support for AIDS orphans).

HIV prevention
Find out how the government or other agencies is helping to prevent the spread of the virus.

b Include:
- a brief introduction to your topic and your country
- a map to show where in Africa your chosen country is situated
- at least one graph of your statistics.

c Length: Your report should be between 350 and 400 words (about one page if typed, or two pages if handwritten)

3 **With your partner, research the information you need. You can do it together, or divide up the information you want between you.**

You may need to go to a library, or an Internet café.

4 **When you have your information, make notes of what you want to include. You should not copy information directly from a website or a book into your report; it should be written in your own words.**

5 **Write a first draft of your report.**

You should each be responsible for writing different sections. When you have finished, you should critically read each other's work and make constructive suggestions for how it can be improved. You can also show it to your teacher at this stage.

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6 **When you are satisfied with your draft, write the final version neatly.**

7 **When everyone has finished, the reports can be displayed so that you can read each others' reports.**

B4.6 Increase your word power: Initials and acronyms

Useful language
Initials are often used as a quick way of referring to names that consist of several words.
Usually we say the initials separately e.g. the U.S.A. (we say "*you ess ay*").
Some initials can be pronounced as a single word, known as an acronym e.g. "*AIDS*". Many well-known acronyms are often written in lower case letters e.g. *Aids*

1 **Which of these initials are acronyms?**

PC ISP WWW ICT AU EU USA UN
UNICEF HIV / AIDS FIFA SADC EAU IOC

2 **Match some of the initials to the definitions of what they stand for.**

1 A company that provides programs which link computers to the Internet
2 A union of countries in southern Africa
3 An international organisation to protect children
4 The world governing body of football
5 The governing body of the Olympic Games
6 The technology of computers, telephones and the Internet.

3 **Work in small group. Discuss what each of the initials and acronyms stands for and then write them in your note book.**
Example *PC = personal computer*

4 **Make a list of any other initials or acronyms that you know. Ask your partner to say what they stand for.**

B4.7 Assessment

1 **Speaking and listening**

Your teacher will assess your group discussion on HIV / Aids issues in B4.3.

2 **Reading and writing**

Your teacher will give you a newspaper article about HIV / Aids in South Africa.

a Read the text and take notes of the main points in your own words.
b Put your notes into a paragraph to make a summary of the text.

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Unit 5

Tourism

Part A

Objectives

In this part of Unit 5 you will:

- listen to an introduction to tourism in Ethiopia
- learn some words about tourism
- read an extract from a tourist brochure or website
- identify and practise the language of tourist brochures
- learn some word building patterns
- identify and practise word stress
- write an extract from a tourist brochure
- discuss how to improve tourism in Ethiopia
- read about the impact of tourism
- write a formal letter.

A5.1 Introduction: Tourism in Ethiopia

1 **Work in a small group. Discuss these questions.**

a What can tourists do in Ethiopia?
- Where can they go?
- What can they see and do in each of these places?

b Have you ever been to any of these places? What did you do there? Did you enjoy it?

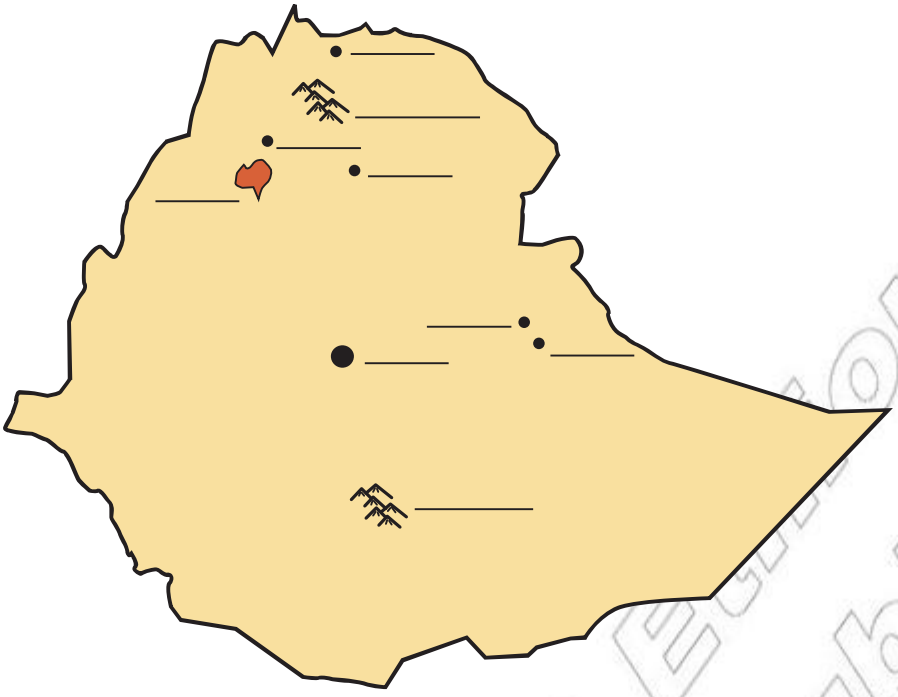
c Are there any tourist destinations in your region? What kinds of jobs do local people have in tourism?

2 **You are going to listen to an introduction to tourism in Ethiopia. As you listen, make notes in this table.**

Historical and religious attractions	
Afar	
Dire Dawa	
Axum	
Nejashi	
Lalibela	
Harar	
Natural Beauty	
Lakes	
Mountains	
Rivers	
The capital	

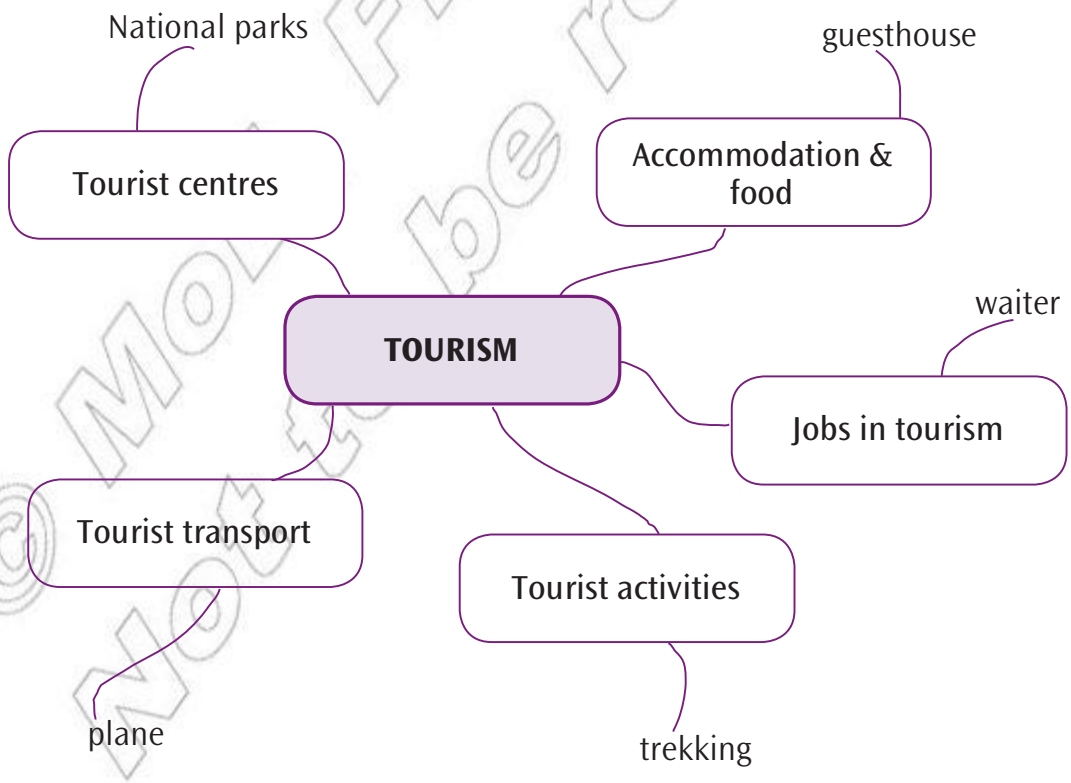
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3 **Look at the map and label the places mentioned in your table.**



A5.2 Increase your word power: Tourism

1 **Work with a partner. Think of some words and expressions to complete the mind map.**



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2 **Now your teacher will read out some words. Add them to the appropriate parts of the mind map, if you haven't already included them.**

3 **With your partner, choose four words in the mind map and write definitions of them.**

4 **Read out your definitions to another pair of students and see if they can guess your words. Then, try to guess the words defined by the other pair of students.**

A5.3 Reading: Extract from a tourist brochure or website

1 **The following text is taken from a tourist brochure about Ethiopia. It is about one of the country's most famous tourist destinations. Read it and try to guess the name of the place.**

(1)_____, the largest lake, in Ethiopia is the source and from where the famed (2)_____ starts its long journey to Khartoum, and on to the Mediterranean. The 37 islands that are scattered about the surface of the lake shelter fascinating churches and monasteries, some of which have histories dating back to the 13th century. However, it should be noted that most of the religious houses are not open to women. The most interesting islands are:
(3) _____.

(4)_____ is the principal monastery, with its impressive cathedral-like building which can only be visited by male tourists, was first built at the end of the 17th century. (5)_____, which is also closed to women, is on an island in the lake, and the monastery is reached by a very steep and winding path. Although the church is relatively new (only a hundred years old), it houses a madonna painted in the 15th century. However, the treasury of the monastery is a prime attraction, with the remains of several Emperors, as well as their robes and jewels.

On the banks of the lake are many more religious houses, such as (6)_____, many of which can be visited by women.

Near (7)_____, at the northern end of the lake, the (8)_____ palace is a forerunner of the magnificient palaces and castles of Gonder, and dates from the reign of Emperor Susneyos. In the same area the medieval church of (9)_____ is particularly important.

A sail or cruise on (10)_____ is one of the most pleasant excursions for visitors to this region, particularly in the heart of the summer. Along the lakeshore bird life, both local and migratory visitors, make this an ideal place for birdwatchers. Bird lovers will not want to miss (11)_____ island, which is especially famous as an important wetland. The whole of the (12)_____ region and the (13) _____ Gorge have a wide variety of birds both endemic and visitors. The variety of habitats, from rocky crags to riverain forests and important wetlands, ensure that many other different species should be spotted.

From: www.mfa.gov.et/Facts_About_Ethiopia/Tourism_Investment_Banking.

2 **There are several gaps in text, each of these represent a name, including the name of the place itself. With a partner, see how many of the names you know.**

3 **Now listen to your teacher reading the text, and check to see how many of the names you guessed correctly.**

4 **Work in a small group. Discuss the place described in the text.**

a Have you been to this place? Have you seen the places or done things mentioned in the text?

b Do you think the text makes it sound attractive? Identify words or phrases which in your opinion persuade people to go there.

5 **In your group read this text about another tourist destination. Identify the place being described and try to complete the missing names. Then, listen to your teacher reading the text to check your answers.**

The beautiful and impressive palace built by (1) _____ in 1878, is situated in the lush green (2) _____ countryside, world famous for its coffee. It was this king, encouraged by his mother, who expanded coffee cultivation in the region, thereby providing an important source of income for himself and his people.

(3) _____ was king of the (4) _____ Kingdom of (5) _____ . Today his palace is still in excellent condition. The attractive three-storey hand-carved oak structure, with its Turkish and Indian influenced architecture, blends harmoniously with the forest backdrop.

The king was a big man, said to be (2.10) m tall and 150 kg in weight. Inside the palace can be seen his massive 2 x 3 m bed and the huge chair he used to preside over judicial cases.

The (6) _____ family played a key role in spreading Islam in the south-west of the country. Next to the palace itself is the king's mosque, which is still in use.

A5.4 Language focus: The language of tourist brochures

1 **Adjectives**

Look back at the text in A5.3 exercise 1. As it is descriptive, it contains many adjectives. Some of them give objective factual information, for example: *its long journey* (para 1), *the church is relatively new* (para 2).

a Underline all the objective factual adjectives in the text.

b Put a circle around the subjective opinion adjectives.

2 **Describing places and activities persuasively**

The text contains many examples of sentences which describe places and activities in a way designed to persuade people to come to Ethiopia.

Add two sentences about Ethiopia to each of these sentence tables.

a

On the banks of the lake	is / are	many more religious houses.
Along the Great Rift Valley		a string of lakes.

b

A sail or cruise	on …	is one of the most pleasant excursions	for visitors to the lake.
Whitewater rafting	on one of Ethiopia's fast flowing rivers	is one of the most exciting experiences	for adventure lovers.

c

Bird lovers	will not want to miss	… island.
History lovers		the ancient city of Axum.

A5.5 Increase your word power: Word building

Many nouns can be made from base verbs by adding *-ation* or *-tion* or *-ion*.
Example: *inform – information*

Sometimes spelling changes are required
Example: *admit – admission*

1 **Make nouns from these verbs. Make any necessary spelling changes**

Verbs	Nouns
accommodate	
alter	
complicate	
discuss	
educate	
explain	
hesitate	
organise	
pollute	
reduce	
suggest	

2 **Find other words ending *-ion* in the text above. Decide whether or not they are made from base verbs.**

3 **Nouns ending *-ion* are always stressed on the penultimate syllable (the syllable before the last). Mark the stress and practise the pronunciation of the nouns in the table.**
Example: *inform'ation*

4 **Now mark the stress and practise the pronunciation of the verbs in the table. How many are stressed on the first syllable?**
Example: *in'form*

A5.6 Writing: Extract from a tourist brochure

The listening text and the reading text above are both taken from a tourist brochure about Ethiopia. In it there is information about many places of interest.

Imagine that your town or village is NOT included in the brochure. Write one or two paragraphs about it to include in the brochure. Include this information:

- Begin by introducing the town or village: say where it is and comment on its age and size.
- If possible give some brief details of its history.
- Describe places of interest: historical, cultural or religious buildings or sites; other important places such as your school, the market.
- Describe the people: their language and culture.
- Give details of activities that tourists can do in the area.
- Give details of where tourists can stay and what they can eat.
- Make a rough plan of your information.
- Before you start writing, look back at A5.4 and make sure you include the kind of language practised there.

A5.7 Speaking: Improving tourism in Ethiopia

In order for tourism in Ethiopia to develop, we have to make sure that we can offer tourists what they want.

From the listening and reading texts we know there are many places of interest here for tourists to enjoy. However, there are many other things that need to be in place to support a strong tourist sector.

Work in a group. Look at the list of what tourists want.

1. **Decide which of the items in the list we already have in Ethiopia and tick (✓) them.**
2. **Put a cross (✗) next to those which we don't have or which are insufficient and discuss ways in which they could be introduced or improved.**
3. **Add any other items to the list that you want.**

What tourists want:

- Access to places of cultural or historical interest and / or natural beauty.
- Unspoilt and clean natural environments.
- Clean, safe and attractive places to stay.
- Reliable road or rail transport to different parts of the country.
- Clean, safe drinking water.
- Good food.
- Access to medical treatment if necessary.
- Safe streets where they are safe from crime or violence.
- Helpful rather than corrupt officials (e.g. police and immigration officers).
- Political stability.
- Absence of conflict.
- Regulations to protect their rights.
- Benefits of tourism shared by local people.

4. **Prepare a short report on your discussion and be ready to present it to the class.**

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A5.8 Reading: The impact of tourism

1 **Tourism can have a significant impact on a country's economy. Read the text and decide if the following statements are true or false according to the text.**

a Tourism is the fifth most important sector in the Kenyan economy.
b Ethiopia has the potential to develop an important tourist industry.
c The jobs created in a local area by a new tourist development are only temporary.
d Tourism offers a wide variety of jobs.
e All profits from tourism stay in the country where the tourism takes place.
f Living in a tourist centre only benefits those who work in tourism.
g Ecotourism is only one aspect of Global Compact Ethiopia.
h Global Compact Ethiopia was set up by the government and is supported by the United Nations Development Programme.

The impact of tourism

People everywhere enjoy going on trips to visit places of interest or natural beauty, and this benefits not only the tourists themselves, but also the people who provide facilities for them, from bus drivers, to airlines, from hotel owners and their workers to ice cream sellers in the street. In many countries tourism plays an important part in the national economy. For example in Kenya, tourism is the most important sector in the economy, contributing about 20 per cent to its total GDP. In Ethiopia, too, with its unique combination of natural beauty and historic and cultural attractions, tourism is increasing and it is anticipated that its contribution to the economy will grow.

Advantages

Foreign tourists in particular bring with them much needed foreign currency which can be invested in improving local education, health and other services. Wealth is created at a local level, too, as employment opportunities are available in tourist centres. These include jobs in construction: building hotels, roads and other facilities, which may only be short-term, but also careers in the tourist trade itself, such as in hotels, restaurants, tour companies. Local people also benefit from improvements in infrastructure such as water and sanitation facilities as well as transport, from local buses to airports. A further advantage is that foreign visitors are given insights into the country they are visiting and its people.

Disadvantages

However, tourism can have negative impacts. For example, many of the benefits do not stay in the country where the tourism takes place. Profits may go to foreign companies, such as multinational hotel chains and tour operators. Foreign workers may be brought in to do skilled jobs, while only low paid low-skilled jobs are offered to local people. Regional funds may be spent on infrastructure projects to promote tourism, rather than on schools and hospitals needed by local people. Prices in tourist centres are often high, not simply restaurant or hotel costs, but the price of food in markets and goods in shops. In addition, large numbers of visitors may damage fragile natural landscapes and ancient historical sites, and increased traffic and building work may cause pollution.

Ecotourism

In order to maximise the benefits and minimise the drawbacks, tourism must be properly managed, and the conflicting needs of interest groups balanced. An approach particularly suited to contexts such as Ethiopia, is ecotourism. It can be defined as responsible tourism in areas of natural and cultural interest that conserves the environment and sustains the well-being of local people. The ecotourism approach ensures that the natural environment and local communities are not exploited, that planning of new tourist projects is done in consultation with local communities and that infrastructure development brings benefit to local people, not only tourists.

Such an approach is being encouraged through Global Compact Ethiopia, a UN initiative promoted by the United Nations Development Programme. A significant area of its work has been in sustainable tourism. Hoteliers, tour operators and other businesses have joined together to form the EcoTourism Association of Ethiopia to help the industry grow in a socially responsible and sustainable manner. The programme is supported by the government. "The government has been doing everything it can to create awareness of the Global Compact," says Doctor Tewodros Atelabachew, the Head of Planning and Ethiopian Cultural Heritage at the Ethiopian Tourism Commission.

2 **With a partner, discuss the meanings of the underlined words as they are used in the text.**

3 **Now work in small groups. Discuss the following questions.**

a Do you know anyone who benefits from tourism? How do they benefit?
b Are you aware of any negative effects of tourism in Ethiopia?
c Have you ever heard of any ecotourist projects? Describe them.

A5.9 Writing: A formal letter

You are going to write a letter to the tourist agency which produced the tourist brochure used in A5.1 and A5.3.

- Follow this plan:

– You should begin by stating that you have read the brochure.
– Go on to explain why your town or village should be included in it.
– Conclude by saying that you have enclosed a suitable description that can be used in the brochure.

- To write a formal letter. Use these phrases in your letter:

– *I have recently read your brochure …*
– *I should be grateful if you would consider including …*
– *I believe our town / village deserves to be mentioned in your brochure as …*
– *Please find enclosed …*

Write a first draft of your letter and then check it carefully before writing a final neat version.

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Part B

Objectives

In this part of Unit 5 you will:

- listen to some complaints by tourists
- practise making suggestions
- practise turn-taking in a conversation
- take part in a role-play
- learn some adjectives ending in *ed* / *-ing*
- talk about how to improve your writing
- do listening and reading assessment tasks.

B5.1 Listening: Tourist complaints

Sometimes tourists are unhappy with the service they receive and they make complaints. You are going to hear three dialogues between foreign tourists and the manager of an eco-lodge in the Simien Mountains.

1 **As you listen, choose the sentence which best summarises the complaint made by the tourist in each dialogue.**

Dialogue A

a The guest has been bitten by mosquitoes because he doesn't like using a mosquito net.
b The guest has been bitten by mosquitoes because there are holes in his mosquito net.
c The guest has been bitten by mosquitoes because he didn't know there was a mosquito net in his room.

Dialogue B

a The guest wants to have a hot shower at night but there's only hot water in the morning.
b The guest wants a hot shower in the morning and at night, but there's not enough water.
c The guest wants a hot shower in the morning, but there's only hot water in the evening.

Dialogue C

a The guest hates injera and refuses to eat it.
b The guest likes injera but it wasn't well-cooked this evening.
c The guest is bored with having injera every night.

2 **Now make brief notes on the solution which the guest accepts in each of the dialogues:**

Solution A _____
_____
Solution B _____
_____
Solution C _____
_____

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B5.2 Language focus: Making suggestions

1 **Read these dialogues. They are extracts from conversations.**

DIALOGUE A

A tourist stops you in the street and asks you for help.

Tourist: I'm looking for the Mountain View Hotel. Could you tell me where it is?

You: Well, it's a long way from here.

Tourist: Oh, dear? What should I do?

You: You could walk, but it will take about 30 minutes. Or you might take the bus. But I suggest taking a taxi. It's the quickest and easiest way.

Tourist: That's a good idea. Could you tell me approximately how much it will cost?

You: I suggest that you ask the driver the price before you get in the taxi. It should be around …

DIALOGUE B

It's the weekend and you and your friend have some free time and nothing to do.

You: Why don't we go somewhere this afternoon?

Your friend: Great idea. We could go to town and see a film.

You: Mmm. Or have ice cream

Your friend: Alternatively, we could do both!

You: That would cost too much.

Your friend: Yes. Look, instead of going to town, we could go and see my cousin. He's got a computer.

2 **Answer these questions about the dialogues.**

a What is the difference in style in the two dialogues? Can you explain why they are different?

b Underline the expressions used to make suggestions and put forward alternatives.

3 **Complete these dialogues with suitable expressions.**

DIALOGUE C

A travel agent is talking to a tourist and his wife who have just arrived in Ethiopia about interesting places to visit.

Travel agent: _____ you and your wife take a tour of the important historic sites.

Tourist: How can we do that?

Travel agent: _____ arrange a trip with one of the tour operators here in Addis Ababa, _____ leave it to us.

Tourist: Well, we'll think about that. But we also want to stay in the mountains.

Travel agent: _____ stay in an eco-lodge. There are many excellent eco-lodges which offer all kinds of interesting activities.

Tourist: How can we arrange that?

Travel agent: _____ leave that to me? I can show you details of a lodge in the beautiful Simien Mountains.

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DIALOGUE D

A brother and sister are talking about what they can do for their mother's birthday.

Brother: _____ take her out for the day? We could go on a trip and take a picnic.

Sister: Yes, that's a possibility, but _____ buy her something nice, like a new scarf. Father will give us some money too.

Brother: Yes, that's a good idea. _____ go to town tomorrow to find one?

Sister: _____ just leave it to me. I could look for one after school.

4 **Work with a partner.**

a Practise reading dialogues A – D.

b Choose one of the situations in the four dialogues. Make up your own dialogue in which you make different suggestions.

B5.3 Language focus: Turn-taking

In B1.5 we looked at the language of meetings. We are going to look in more detail at turn-taking: the language we use in a conversation or discussion to interrupt a speaker, or to invite someone else to say something.

1 **Study the language in the boxes and decide which of the phrases and sentences are formal, neutral or informal.**

Interrupting someone	Inviting someone else to speak
a If I could just come in here.	**f** X would you like to come in here?
b May I come in here	**g** Would you like to add anything, X?
c Can I just add …	**h** X, would you like to say something about this?
d Can I just say that …	**i** What do you think, X?
e And another thing …	

2 **Work in a group of three students. Look at the list of opinions. You are going to discuss each one.**

a Go back to the table in B1.5 to remind yourself of the language of discussion.

b As you discuss each opinion, take it in turns to play these roles:

- Mr or Miss Talkalot: you start the discussion and you keep talking for as long as possible. If someone interrupts you, you start again as soon as possible.
- Mr or Miss Keepinterrupting: you keep interrupting the discussion either to say something yourself, or to invite Mr or Miss Quietasamouse to speak.
- Mr or Miss Quietasamouse: you only speak when invited to do so.

1. Gondar is the most interesting place to visit in Ethiopia.
2. Ethiopia is not a good place for foreign tourists to visit.
3. Foreign tourists bring problems to our countryside. They destroy our culture and corrupt our young people.
4. Women are more intelligent than men.
5. Early morning is the best time of day.

B5.4 Speaking: Role-play – Come to Ethiopia!



1 **Work in a group of three or four students. Decide who is going to play these roles and spend five minutes thinking about what you are going to say.**

Two Ethiopian travel agents working in a travel agency in New York.

- You must try to persuade the customer or customers to come to Ethiopia for a holiday, rather than Kenya or South Africa.
- You must explain what they can do in Ethiopia.
- You must take turns appropriately when giving information.

Think about the information you are going to give the customers. (Look back at A5.1 and A5.4.)

An American customer(s) in a travel agency looking to book a holiday in Africa.

- You don't know yet where you would like to go. You are thinking about Kenya or South Africa, or maybe Ethiopia, but you are not sure.
- If there are two of you, one must do all the talking and the other must interrupt from time to time.

Think about the questions you want to ask about Ethiopia (for example, *What can we see at Lake Tana?*).

2 **Begin when you are ready.**

3 **When you have finished, discuss your role-play and think about how you could improve it, then do it again.**

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B5.5 Increase your word power: *-ed* / *-ing* adjectives

A large group of adjectives are verb participles, with an *-ing* or *-ed* ending.
Examples: *interesting, interested*

Adjectives with an *-ing* ending describe something.
Adjectives with an *-ed* ending describe the effect that thing has on you.
Example: *The lesson was interesting. We were all interested in what we were doing.*

1 **Complete these dialogues. Put the correct adjective form of the verb in brackets.**

1 **a** I didn't enjoy the film. It _____ me. (bore)
b Yes, it was very _____.
2 **a** This maths problem is _____. (confuse)
b I was _____ at first, but now I understand it.
3 **a** The history of the walls of Harar is _____. (fascinate)
b Yes. I was _____ to find out how old they are.
4 **a** I'm always _____ after athletics. (tire)
b It _____ me today, although usually I'm okay.
5 **a** I was _____ to hear that I had done well in the test. (astonish)
b I don't think that's _____ at all. You always do well.
6 **a** I've heard that you have some _____ plans for the holidays. (excite)
b Yes I'm going to be a tour guide! It's fantastic! I'm really _____ about it.

2 **Adding *-ed* and *-ing* endings does not affect the stress of the original verbs. Mark the stress of the *-ed* and *-ing* adjectives in the sentences above.**

3 **Complete this letter with the correct adjectival form of the verbs in the box.**

amaze annoy astonish disappoint fascinate impress interest please relax tire

Dear Mr Galbassie

I am writing to tell you how much my husband and I enjoyed our holiday in Ethiopia which you arranged for us.

We were very (1) _____that all our flight connections were on time, and that a minibus was waiting for us at the airport to take us to our hotel.

I was very (2) _____ by the hotel staff in Addis Ababa and at the eco-lodge we stayed in. They were helpful and gave us lots of (3) _____ information.

The tour of the historic sites was (4) _____, although (5) _____. In particular we were (6) _____ by the (7) _____ obelisks in Axum. The stay in the Bale Mountains was (8) _____, just what we needed after our tour.

The only thing that (9) _____ us was that we almost missed our return flight as the minibus was not available on the day of our departure. The hotel staff told us that it had broken and what (10) _____ us was that they then left it to us to make alternative arrangements, even though we had paid for the minibus trip. Perhaps you could arrange a refund. I have enclosed the receipt from the taxi driver.

In spite of this small problem, we had a wonderful time and will definitely recommend Ethiopia to our friends.

Yours sincerely

Lynda Goldman

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B5.6 Study skills: Focus on writing

writ·ing [uncountable]

1 words that have been written or printed:
- *What does the writing on the back say?*
- *A T-shirt with Japanese writing on it.*

2 books, poems, articles etc, especially those by a particular writer or about a particular subject:
- *Some of his most powerful writing is based on his childhood experiences.*

3 the activity of writing books, stories etc:
- *In 1991 she retired from politics and took up writing as a career.*
- *A short story that stands out as a brilliant piece of writing*
- *A class in creative writing* (= a subject studied at school or college, where you write your own stories, poems etc)
- *Travel / feminist / scientific etc writing.*

4 the particular way that someone writes with a pen or pencil [= handwriting]:
- *Your writing is very neat.*

5 the skill of writing:
- *At this age we concentrate on the children's reading and writing skills.*

6 **in writing** If you get something in writing, it is official proof of an agreement, promise etc:
- *Could you put that in writing, please?*

7 **writings** [plural] the books, stories etc that an important writer has written:
- *Darwin's scientific writings*

8 **the writing is on the wall** *also* **see / read the writing on the wall** used to say that it seems very likely that something will not exist much longer or someone will fail (**+ for**)
- *The writing is on the wall for old manufacturing industries.*

Definition from the Longman Dictionary of Contemporary English

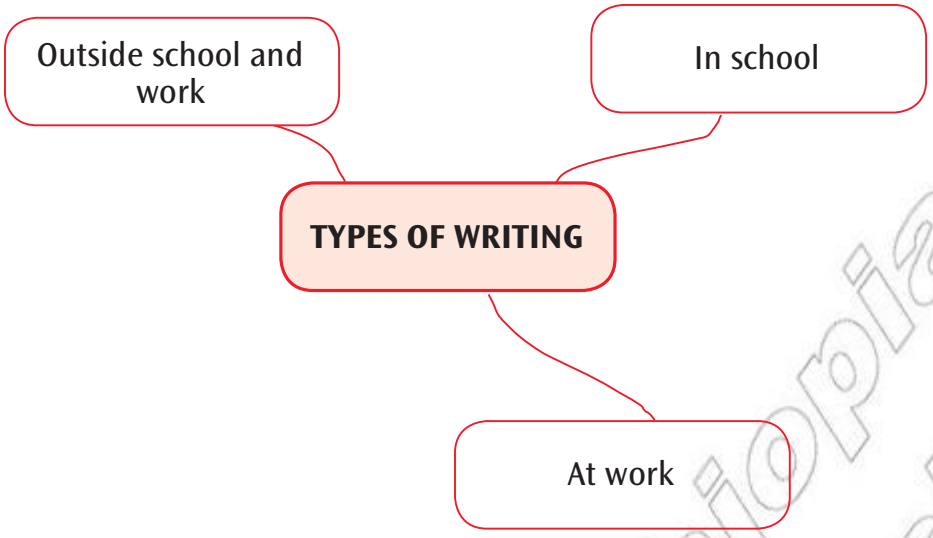
Do you enjoy writing? How good is your writing? What kinds of writing do you have to do?

In this section we are going to focus on writing. Thinking about questions like these may give you a better understanding of this important skill and help you to improve your own writing.

1 Types of writing

a Work in a small group. Think about the things that you write (in both English and other languages) in school and outside school, and also, the kinds of things that people write at work. Discuss your ideas and then complete the mind map on the next page.

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b Which of the types of writing on your mind map, do you do, or could you do in English? Write 'E' next to them.

c Compare your mind map with those of some other groups and add any new ideas to your mind map.

2 How do you feel about writing?

a Read these sentences and decide if you agree (A) or disagree (D) with each one.

1. I prefer writing to speaking as I have more time to think about the language I am using.
2. I remember things better if I write them down.
3. I enjoy handwriting: I like shaping the letters.
4. Speaking is easier than writing as it doesn't matter so much if you make mistakes.
5. I never check my writing: I just write something and hand it in to the teacher.
6. I never plan anything before I write: I just start writing and ideas come to me as I go on.
7. I don't think I'll write much when I have left school.

b Now work in a small group and compare your answers. Justify your choices.

3 What is good writing?

a We all want our writing to be good, but what exactly is good writing?
In your group brainstorm what makes good writing. One person in the group should make a list.

b Here is a composition question. Read it and then look at the two example compositions on the following pages. Choose the best one.

There have been several serious accidents involving students in the road in front of your school, which is busy with cars, buses, lorries etc. all day. Write a letter to your headmaster / headmistress suggesting ways to improve road safety.

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Letter A

Class 11G,
Valley Secondary School
Hawassa

15th March 20__

The Headmistress,
Weizero Burkitu Oda
Valley Secondary School
Valley Road
Hawassa

Dear Weizero Burkitu

Re: Improving road safety in front of our school

I am writing to make some suggestions for improving road safety in front of our school so that the number of serious road accidents can be reduced.

As you know there is always a lot of traffic on Valley Road making it very dangerous at all times of day. However I belive that most accidents occur when students arrive in the morning and again when they leave at the end of the day. My first suggestion is therefor that we have a crossing patrol on duty for an hour at both of those times. Their responsibility would be to stopping the traffic every few minutes to allow students to cross the road. They could operate in a point in front of the school where all students would have to cross. There could be penalties for students who don't cross in this point.

Another suggestion would be for road signs to put up on either side of the school warning drivers of the crossing patrol and tell them to slow down. This could be made more effective if a police officer was present in front of the school in the morning and in the afternoon to warn drivers and to make sure they slow down.

Finally I think we have a road safety campaigne in the school. Perhaps a police officer or someone else could come and give usefull advices to students about road safety. There could also be a road safety poster and essay competitions to make students think about this issue.

The present situation is serious and I believe that with these mesures we could go some way redusing the number of accidents in front of the school.

Yours sincerly

Legamo Tolore

Legamo Tolore

Letter B

Class 11G,
Butajira Secondary School
Butajira

The Headmistress,
Weizero Zahria Mudesir
Butajira Secondary School
Valley Road
Butajira

15th March 20__

Dear Weizero Zahria

Re: Improving road safety in front of our school

We all want to see fewer accidents in front of the school. It's about time something was done.

As you know, there is always a lot of traffic on Valley Road. When I get to school in the morning the road is blocked with cars, some of them stopping in front of the school to drop off students, others just rushing past at full speed. Then there are the buses! Pulling out, pulling in, students rushing across the road to get on or off. Lorries belching smoke, going past and not wanting to stop. It's a mess and a very dangerous one.

At the moment there are road signs 50 metres up and down Valley Road warning drivers that there is a school ahead. But as far as I can see these are just ignored. So something could be done to make drivers take more notice of them. Maybe they could be painted bright pink so that they would stand out more.

I don't really know what else could be done but maybe other students have some ideas about it.

With kindest regards

Musema Negash

Musema Negash

c In a small group think of three or four strong points and weak points about each of the compositions.

d When you have finished, compare the points you have made about each one with the comments given on page 311. Which of these can you already do well or adequately? Which do you still need to improve?

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4 **Assess your own writing.**
Look at one or two pieces of writing you have done recently and which have been corrected by your teacher.

a How do the strong and weak points in your writing compare to those in the two letters above? Write some comments in this table.

Presentation: Are your pieces of work laid out in an appropriate way? Are they easy to read? Are they good to look at?	
Choice of words: Have the right words been chosen? Is there a good range of words?	
Spelling: How many spelling mistakes are there?	
Punctuation: Are capital letters, full stops, commas, etc used appropriately and sufficiently?	
Grammar: How many grammar mistakes are there? What kind of grammar mistakes are they?	
Linking: Have linking words been used appropriately?	
Organisation: Is the information well-organised in paragraphs?	
Style and register: Is each piece of work written in an appropriate way for the task?	

b Now look at your table and decide which areas you need to improve. You can mark them with a star (*) .

5 **Set a writing goal.**
It is useful to set goals when you need to work on something. If you have several items in your table marked with a star (*), you can't improve all of them at once. Choose one of them to focus on next week in your writing, and write it in the form of a goal in your notebook or study journal.

Example: My writing goal for next week

I am going to focus on improving my use of linking words next week. I'm going to make a list of linking words and each time I write a paragraph or essay I'm going to try to include some of them.

B5.7 Reading: Operation rhino

A problem faced by national parks and game reserves in East Africa is poaching; animals are killed illegally and then sold for their meat or parts of their body which can fetch a high price, such as tusks or horns. The following extract is from a novel about this problem. It is set in a national park on the Kenya-Tanzania border. Doctor Hanna Mwaura and her team have come to investigate a rhino-poaching operation. They are just about to arrive at the park director's camp.

Read the text and do the exercises which follow it.

The commanding officer of the national park and his deputy were curious. They had been told by Headquarters to expect a team, to which they were to give full co-operation. They had been waiting all day for the team, but had not seen any sign of it until now, late in the afternoon. They spotted the convoy in the distance, snaking its way towards them.

They were standing in front of a row of old offices. Around were equally old fashioned staff houses. It was more or less like a camp with a high fence, which was in the middle of open scrubland. Towards the south was the snow-covered dome of the highest mountain in Africa, and towards the west was a lake within the over three thousand square kilometre park.

'So many?' the officer said. 'Who do you think they are?'

'Must be a film crew,' his deputy answered.

They were still puzzled when the motorcade roared into the camp, and six people got out.

People came from the surrounding houses to watch.

A smart young woman, with a large black hound at her heels, and a khaki-clad young man came forward.

'Excuse me,' said the young woman, shaking hands with the officer. 'Are you the officer in charge?'

'Yes, Madam, and this is my deputy. We were expecting you, though we don't know what it is all about.'

Hanna studied him for a while before explaining: 'I'm very sorry, but we're here to take over.'

'Whaat...?' the officer exclaimed in dismay.

'She means you're fired,' Barasa, the young man, said crudely. 'You've made a mess of things and we have been sent to clean it up. Take us to the office and hand over, then you'll go to your houses and start packing.'

'What do you mean?' the officer asked in disbelief.

'Can't you understand plain language? I said hand over and start packing. We'll need houses. You can use one of our lorries.'

'Do you have to be so brutal?' Hanna reproached Barasa.

'Don't waste your sympathy on them, Dr Mwaura. They had none for the wild life they were paid to protect. Incidentally, how many rhinos do you have left, Mister?'

'Oh, go away!'

Barasa turned to Hanna. 'We're not here to play games. Let me lock him up until he accounts for the fifteen rhinos which were here last year.'

'Yes, if he insists on refusing to answer your question.'

The sacked officer became uneasy. 'We have ten left,' he muttered.

'Give Dr Mwaura statistics of all species, big game especially,' Barasa ordered, 'Also show her all the files concerning staff and assets.'

'Yes, let's go.' Hanna started moving towards the office, then paused to look around the camp.

She addressed herself to the residents of the camp who were looking at her curiously. 'It would be a nice place if the grass and pavements were trimmed. Instead of staring at me why don't you all start tidying up to make the camping ground more comfortable for the newcomers?'

From *Operation Rhino* by James Irungu and James Shimanyula

1 **Choose the best answer to each question.**

1 Why were the director of the park and his deputy curious about the team that was arriving?
- **a** They wanted to see what Hanna and her team looked like.
- **b** They thought it was a film crew.
- **c** They didn't know exactly who was coming.
- **d** They had been waiting all day.

2 Who saw Hanna and her team arrive?
- **a** Only the director and his deputy
- **b** All the people in the camp
- **c** Some of the people in the camp
- **d** A film crew

3 Who was in the team?
- **a** Hanna, Barasa and four other people.
- **b** Hanna, Barasa and six other people.
- **c** Hanna and six other people.
- **d** Hanna and four other people.

4 Why had the team come to the camp?
- **a** To make a film.
- **b** To get some statistics about animals in the park.
- **c** To take over from the director.
- **d** To tidy it up.

5 Why wasn't Barasa polite to the director of the park?
- **a** Barasa was a rough person.
- **b** He thought the director had been paid for the rhinos.
- **c** The director was playing games with them.
- **d** He thought the director had done his job badly.

6 Why did the director tell Hanna how many rhino there were in the park?
- **a** Hanna had been kind to him.
- **b** He was afraid of what Barasa would do.
- **c** He had been told to help her.
- **d** The number of rhino was in the files anyway.

7 What did Hanna want the camp residents to do?
- **a** To make the camp look better.
- **b** To go away.
- **c** To look at her.
- **d** To leave the camp.

2 **Write your own definitions of these words and phrases, according to how they are used in this text.**

a convoy **b** scrubland **c** hound **d** brutal **e** reproached **f** assets

3 **Discussion questions**

1 Why do you think Headquarters had not told the park director why Hanna and her team were coming?

2 Hanna spoke more politely to the director than Barasa. Which approach do you think is more effective in a difficult situation?

3 Hanna was polite, but was she soft also? Find evidence for your answer in the text.

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B5.8 Assessment

1 Listening

Your teacher will read a conversation between John, who has just returned to Britain after a trip to Ethiopia and his friend Ben. They are talking about John's trip. Your teacher will read the conversation twice.

1 As you listen the first time, select the four topics that John and Ben talk about and write them in the left-hand column of the table below in the order they mention them.

the people	historical places	natural beauty	food and drink	transport	trekking

2 Listen a second time and make notes in the right-hand column of what John says about each topic.

1	
2	
3	
4	

2 Reading

Your teacher will give you a text about the city of Harar. Read it and choose the best way to complete each of these sentences.

1 The town is situated:
- **a** in a gorge
- **b** in a desert
- **c** on a plateau

2 The poet Arthur Rimbaud's house is:
- **a** the best townhouse in the town
- **b** a 100 year-old townhouse
- **c** one of the beautiful townhouses

3 Harar was built:
- **a** as a trading post
- **b** as an Islamic city
- **c** in Arabian style

4 The city is:
- **a** a religious centre
- **b** a religious and trading centre
- **c** no longer a religious centre

5 The Abdullah Sherif Private Museum:
- **a** contains one man's collection
- **b** contains only religious objects
- **c** contains a reconstructed traditional house

6 In Harar market:
- **a** there are many kinds of famous crafts for tourists to buy
- **b** there are two kinds of famous crafts for tourists to buy
- **c** there are different kinds of famous food for tourists to buy

7 Tourists who visit Harar:
- **a** find the journey to the town difficult
- **b** also visit other historic towns
- **c** have two possible ways of getting there.

8 You must:
- **a** avoid getting lost in the Jegol
- **b** not worry if you get lost in the Jegol
- **c** try to get lost in the Jegol

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Unit 6

Fiction

Part A

Objectives

In this part of Unit 6 you will:

- listen to a story
- learn about extreme adjectives
- create a story
- identify and practise different kinds of questions
- identify and practise narrative tenses
- learn about sequencing words and expressions
- write a narrative.

A6.1 Introduction: A story

There are various ways in which we come across stories. We can listen to someone telling a story, we can read a story and we can watch a story in a play or film.

There are many different kinds of stories such as funny stories, love stories, etc.

1 **Work in a small group. Discuss these questions.**

a Think of some other types of stories.
b What kinds of stories do you like best? Why?
c Do you prefer listening to, reading or watching a story? Why?

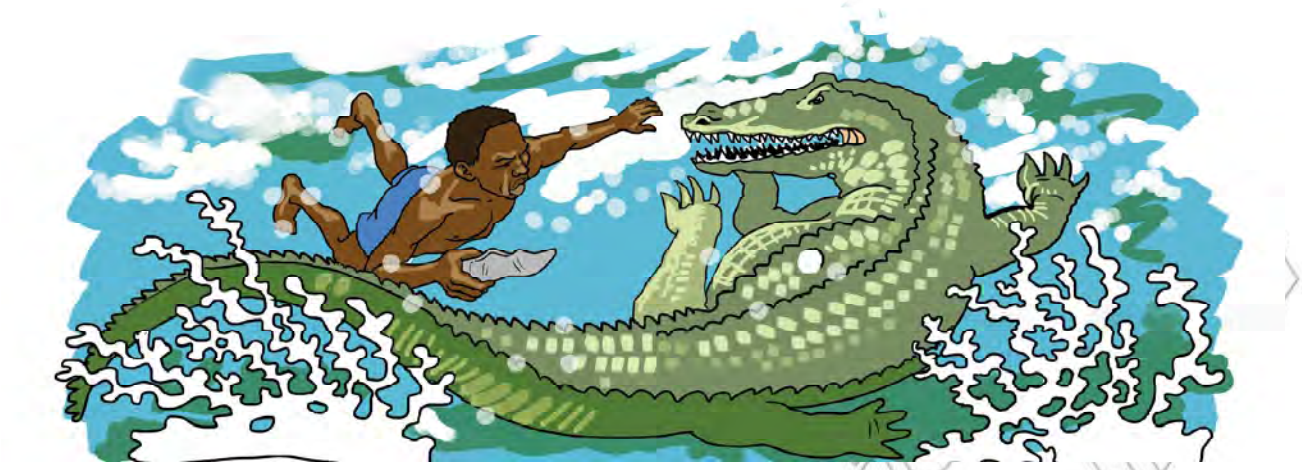
2 **Your teacher is going to read the first part of a story from Swaziland. Listen and do these exercises.**

a The first time you hear it, number these events in the order in which they occur.

A The crocodile charged at Thula and he dived under water again.
B Thula saw the crocodile heading towards Lindiwe.
C Thula carried Lindiwe across the river on his back.
D Lindiwe fell off Thulas's back and Thula dived under water.
E The crocodile bit off three of Thula's toes.
F He saw a crocodile and thought it was a log.
G The crocodile charged a second time and Thula hit it.

b Compare your answers with those of others in your group and discuss what type of story it is.
c Listen to the story extract again to check your answers.
d In your group, discuss a possible ending for the story. Be prepared to present it to the rest of the class.
e Listen to the endings prepared by other groups in the class and decide which one you like best.
f Now listen to your teacher reading the last part of the story. Afterwards:
- Discuss what happened.
- Decide if you like this ending and if it is as good as any of the endings prepared by groups in the class.
- Give the story a title.

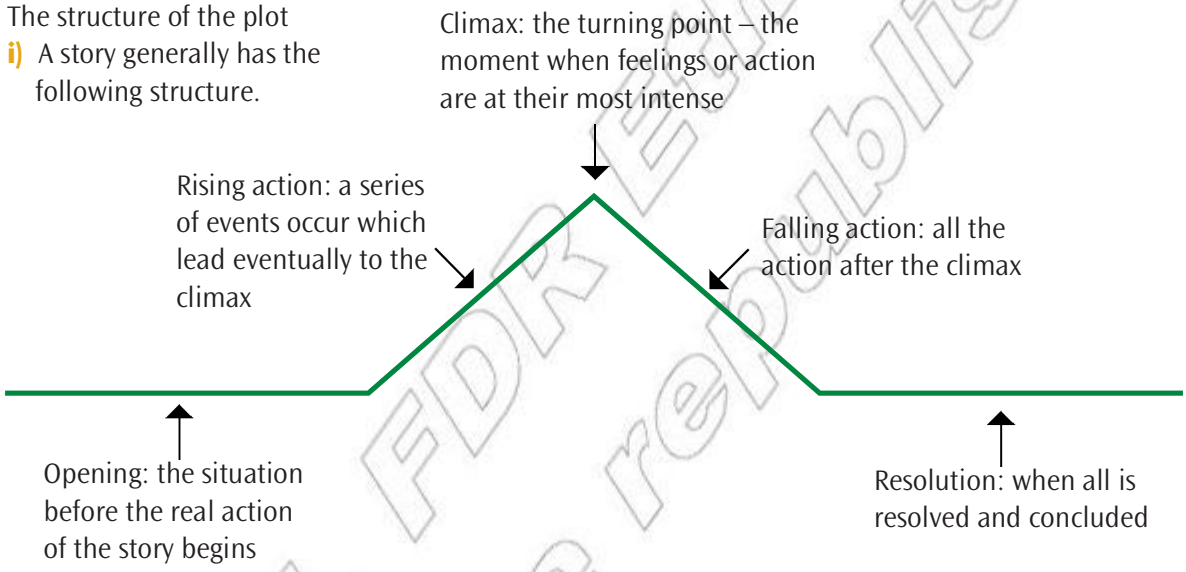
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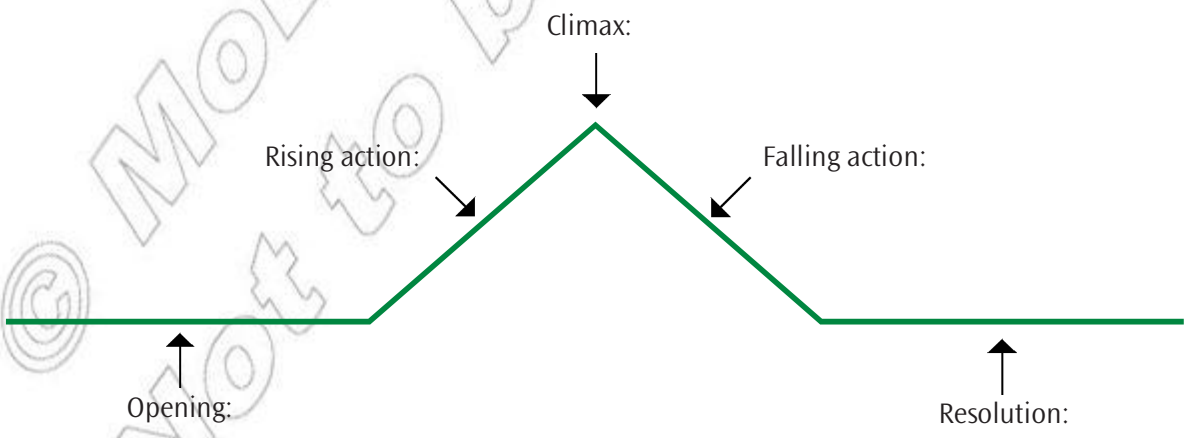
3 **Analyse elements of the story**

a The structure of the plot

i) A story generally has the following structure.



ii) Discuss the different elements of the plot structure of this story, then, complete this triangle with different events in the story.



b **i)** You already know that the story is set in Swaziland, but what kind of location is it?

ii) What sort of atmosphere does this setting create?

c Characters

i) There are three characters in the story. Who are they?

ii) What part does each character play in the story so far?

iii) Think of some adjectives to describe each of the characters.

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A6.2 Increase your word power: Extreme adjectives

quite and *very* are used to weaken and strengthen adjectives
- *This soup is quite tasty but it needs a little more salt.*
- *This soup is very tasty, well done!*

tasty is a base adjective: it can be weakened and strengthened.

delicious is an extreme adjective and it cannot be weakened; it can only be emphasised with words like *absolutely* or *completely*
- *This soup is absolutely delicious!*

Extreme adjectives usually have a base adjective partner with a related meaning, for instance *tasty* and *delicious*.

absolutely delicious

quite tasty — tasty — *very* tasty

Some adjectives can be both base or extreme and can be modified with all of these words.
- *My sister is very different from me.*
- *My sister is completely different from me.*

1 Complete this table to make adjective partners with related meanings.

Base adjectives	Extreme adjectives
	delicious
	terrible / awful
big	
	freezing
	packed
	terrifying
good	
hot	
hungry	
interesting	
	deafening
	beautiful
	silent
	tiny / minute
surprised	

2 Complete these sentences with an appropriate modifier; *quite* / *very* / *completely* / *absolutely*.

1 This bean sauce is _____ delicious.
2 I can't do this maths problem. It is _____ impossible to work out!
3 Asgedom is _____ tall; he could play in the basketball team.
4 You look _____ exhausted. Go to bed and rest.
5 There is no need to serve the food now. I'm _____ hungry but I can wait.
6 The party was _____enjoyable, but they had to leave early.
7 At the end of the match they were all _____ tired.
8 My test results for English are _____ good, but my results for biology are _____ terrible.

A6.3 Speaking: Create a story

Stage 1

1 **Work with a partner. Choose one item from each box.**

2 **Create a 60-second story using these four words.**

- Create the story orally; don't write it.
- Your teacher will give you a time limit.
- Make sure your story contains at least TWO extreme adjectives.

3 **Give your story a title.**

4 **Practise telling your story: each of you can take it in turns to tell part of the story,**

Location	Mood
Addis Ababa	happy
London	sad
Hawassa	frightened
New York	angry
Characters	**Time**
shoeshine boy	midnight
beggar	morning
doctor	afternoon
thief	evening

Stage 2

5 **Team up with another pair of students.**

6 **Each pair should tell the other pair the title of their story and you must try to predict what the other story is about.**

7 **Each pair must then tell the other pair their story. The pair listening must note down which of the four words from the table have been used.**

8 **Now each pair must try to re-tell the other pair's story.**

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A6.4 Language focus: Questions

1 **In English there are various structures we can use for asking questions. Look at these example questions and identify what kind of questions they are.**

a Do you speak English?
b Your name is Gebeyehu, isn't it?
c You live in a flat?
d What are you studying?
e Could you tell me where the post office is?

2 **Work with a partner. Study these different kinds of questions. Ask and answer the practise questions truthfully.**

A
Yes / No Questions

- These are questions that can be answered with *Yes* or *No*.
- They begin with an auxiliary verb or the verb a form of *to be*.
- Or with a short answer such as 'Yes, I do' or 'No, it isn't.'
- Yes / No questions can be negative.
  Aren't you hungry?
  Didn't I see you yesterday?

1 Make these statements into Yes / No questions

a You speak Somali.
b You are going to stay at home tonight.
c You had chicken and rice for lunch.
d Your brother can run faster than anyone in the school.

B
Wh- or information questions
These begin with a question word such as *what*, *where*, *when*, *who*, *why* or *how*.

2 Make the appropriate Wh- questions for these answers.

a I went to bed at 10 o'clock last night.
b I'm going to the market after school.
c My mother is very well, thank you.
d It's November 12th.

C
Tag questions
These are in the form of a statement with a tag ending formed by an auxiliary verb and a personal pronoun. Tag questions are used as a way of encouraging participation in the conversation.

- They can have a falling intonation when you already know the answer to the question, or when you are trying to make a point strongly.
- They have a rising intonation when you don't know the answer.

3 Make these statements into tag questions.

a You live on the fifth floor.
b You can't swim.
c It's cold today.
d You don't like milk.

D
Statement questions
We can make a statement into a question by using a rising intonation.

4 Practise saying these statements in two ways; i) as statements (with a falling intonation), ii) as questions (with a rising intonation).
- **a** You are going to see your cousin at the weekend.
- **b** You want some coffee.
- **c** We are having a test tomorrow.
- **d** You went out last night.

E
Indirect questions
These are in the form of a statement introduced by a polite phrase, used when we are asking for information, particularly personal information.

5 Change these *Wh-* and *Yes / No* questions into indirect questions by adding a polite phrase *Could you tell me ...?*
- **a** Have you seen my school bag?
- **b** How old are you?
- **c** Are your parents still living?
- **d** Where is the ladies' room?

3 Work with a partner. Go to the listening script of the story your teacher read to you in A6.1 and prepare five Wh- questions about it.

When you are ready, ask and answer questions with another pair of students. You must answer the questions from memory, without referring back to the text.

4 Play the Yes / No interlude in a small group of about four people.

1 One person will be asked lots of questions by the other members of the group.
2 The person must answer the questions WITHOUT saying *Yes* or *No*.
3 This person's turn continues until he or she answers *Yes* or *No* to one of the questions, then they have to give up and another person has a turn to answer questions.
4 The winner is the person who can answer the largest number of questions without saying *Yes* or *No*.
5 The questions must be of a kind that can be answered with Yes or No; *Yes / No* questions, tag questions, or statement questions.

Note: the faster the questions are asked, the harder it is to answer without saying *Yes* or *No*!

Example: *"Do you speak English?"*
"I do."
"Are you hungry?"
"I'm not."
"Is Addis Ababa the capital of Ethiopia?"
"Yes it is."
"You said 'yes', you are out!"

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A6.5 Language focus: Narrative tenses

When you write a story, a biography or an account of what you did in the holidays, you are writing a narrative. A narrative is a description of events in the past. Therefore, past verb forms are used in narratives.

1 Look again at the listening script of the story you heard in the listening section on page 137 and answer these questions.

a Identify two or three verbs in each of the following forms:
i) past simple ii) past continuous iii) past perfect;
b Which of these verb forms is most commonly used?
c Which of these events happened first?
- Thula dived under the water.
- The crocodile turned to attack him.

d Which of these events was in progress when the other happened?
- Lindiwe was clinging to a boulder.
- Thula caught sight of her.

e Which of these verb forms is used for each of the following?
i) to describe events of the story one after another
ii) to describe something in progress when another event of the story happened
iii) to refer back to an earlier event.

2 Put the verbs in brackets in the correct past form.

1 While I … (wait) for the bus, I … (meet) two of my friends.
2 When I … (meet) them I … (be) at the bus stop for half an hour.
3 We ... (chat) when the bus ... (arrive).
4 We … (laugh) so much that I nearly … (miss) the bus.
5 I … (smile) to myself for the whole bus journey because I … (enjoy) our conversation.

3 The present perfect is also sometimes used in a narrative. Look at these two sentences and answer the questions below.

1 During their long history our team has known glorious moments as well as defeats and even tragedy.
2 During its long history our team knew glorious moments as well as defeats and even tragedy.
a Which verb forms are used in each sentence?
b Which sentence is about a team which still exists?
c Which sentence is about a team which no longer exists?

4 Complete these sentences with the verbs in brackets, use either the past simple or present perfect.

1 My brother … (eat) three bananas this morning.
2 Last night he … (eat) two after his evening meal!
3 My mother … (tell) him many times that he eats too many bananas.
4 I … (not eat) a banana for a long time.
5 We … (buy) some in the market last Saturday and he … (eat) them all on the way home!

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5 **Complete the story of the Africa Nations Cup choosing the correct alternative from those listed below to complete the gaps.**

The Rise of the Africa Nations Cup



The Africa Nations Cup (1) _____ in Sudan in 1957. At the time, although many countries (2) _____ lively national club competitions, there (3) _____ very few international matches between African national teams and only three countries (4) _____ Egypt, Ethiopia and Sudan.

Eight countries (5) _____ in the Africa Nations Cup in 1968 and professional footballers (6_____ to play for the national teams for the first time. During the 1970s and 80s as the Cup (7) _____ more and more popular, some strong national teams such as Zaire, Algeria, Nigeria and Cameroon (8) _____

In 1992 thirty countries (9) _____ the preliminary rounds of the Cup which (10) _____ around the continent. The finals in Senegal (11) _____ a major international sports event with twelve participating countries which (12) _____ through the preliminary rounds. While the many fans who (13) _____ long distances to the finals (14) _____ the matches, reporters and TV stations from all over the world (15) _____ their audiences about it and coaches from the big European clubs, including Manchester United (16) _____ out for promising young players to sign. The winners, Cote d'Ivoire, (17) _____ on penalties against Ghana.

Since then, the Africa Nations Cup (18) _____ one of the most important international football competitions which is followed with interest not only in Africa but around the world.

Example: *The Africa Nations Cup started in Sudan in 1957.*

1	**a** started	**b** was starting	**c** had started
2	**a** was having	**b** has had	**c** had
3	**a** have been	**b** were	**c** had been
4	**a** took part	**b** were taking part	**c** had taken part
5	**a** participated	**b** were participating	**c** had participated
6	**a** have been allowed	**b** were allowed	**c** were allowing
7	**a** had become	**b** became	**c** were becoming
8	**a** were developing	**b** developed	**c** had developed
9	**a** were entering	**b** has entered	**c** entered
10	**a** were being held	**b** were held	**c** has been held
11	**a** have been	**b** were	**c** had been
12	**a** were coming	**b** had come	**c** have come
13	**a** have been travelling	**b** had travelled	**c** travelled
14	**a** were enjoying	**b** has been enjoying	**c** enjoyed
15	**a** were telling	**b** told	**c** had told
16	**a** were looking	**b** looked	**c** had looked
17	**a** had won	**b** has won	**c** won
18	**a** is	**b** has been	**c** was

A6.6 Language focus: Sequencing words and expressions

Linking words and expressions are used to join parts of a text together. The purpose of these is to make the text easier to read by showing the relationship between the parts linked together. Linking words and expressions can have different functions, depending on that relationship. For example, some linking words indicate the time at which events happened in relation to each other.

1 **Complete the table with the words and expressions in the box.**

previously at the time as soon as later on immediately after that while next before then when simultaneously prior to finally at first first

One event happening after another in a sequence	then
One event happening before another	before then
Events happening at the same time	while
One event happening very quickly after another	when

2 **Identify sequencing expressions in the story you heard in the Listening section A6.1.**

3 **Join the pairs of sentences below in a logical way, using one of the linking words and expressions.**

- Change the order of the sentences if you wish.
- Change the grammar of the sentences where necessary.
- Make at least two sentences for each pair of sentences

Example: *I had my breakfast. I left the house.*
Prior to leaving the house, I had my breakfast
I had my breakfast and after that I left the house.
First I had my breakfast, then I left the house.

1 I watched TV. My brother read the newspaper.
2 We were doing our exam. Some other students came into the room.
3 I kicked the ball to Ahmed. He headed it into the net.
4 I have something to eat. I get home.
5 We were working in the garden. It started raining.

4 **Work with a partner. Describe the things you have done so far today. Introduce each event with a sequencer from exercise 1.**

Try not to use the same sequencer twice.

Example: *Firstly, I got up and had breakfast, then I came to school etc.*

5 **Write a one-paragraph summary of the story in the Listening script by joining the list of events you put in order, in A6.1 exercise 2. To complete the story you need to write one or two more sentences of your own.**

- You don't need to join every sentence with a linking word. Sometimes it is not necessary.
- Use pronouns to avoid repeating names too many times.

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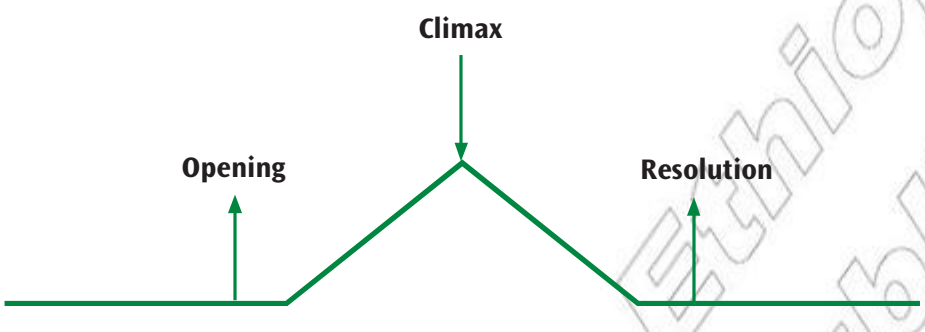
A6.7 Writing: A narrative

You are going to write a story of 250 to 300 words (one or two pages).

1 **Choose one of the short story types you thought of in the Listening section A6.1.**

2 **Draw a large pot on one whole page of your exercise or notebook. Write or draw some ingredients for a story of this type in your pot.**

3 **Plan your story using this diagram. Include some of the ingredients from your pot.**



4 **Write a first draft of your story. Make sure you;**

- write in paragraphs
- include some extreme adjectives – to make your story vivid
- use a variety of narrative tenses
- include some sequencing words and expressions.

5 **Check your draft carefully using this checklist.**

	Yes, more or less ✓	To some extent ?	Not really ✗
1 My story has a plot with an opening, rising action, climax, falling action and resolution.			
2 My story is written in paragraphs.			
3 I have used narrative tenses accurately.			
4 I have used sequencing words and expressions correctly.			
5 I have included some extreme adjectives.			
6 My spelling and punctuation are accurate.			
7 My story is between 250–300 words long.			

6 **Ask your partner to read your story and then go through the assessment checklist. If he or she disagrees with any of your ratings, ask why.**

7 **If your checklist contains any Xs in the 'Not really' column, think about how you can improve your story, and then make any necessary changes.**

8 **Write a final neat version of your story**

9 **Display your story and spend some time reading other people's.**

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Part B

Objectives

In this part of Unit 6 you will:

- identify different kinds of texts
- use a dictionary to find out about phrasal verbs
- read an extract from a short story
- learn about phrasal verbs with in and out
- do writing and speaking assessment tasks

B6.1 Reading: Different kinds of texts

1 **Work in a small group. Talk about the kinds of things you read everyday. Make a list.**

2 **Below are some very short extracts from different kinds of texts. In your group, do the following.**

a Identify what kinds of texts they come from. Example: B = email.

b Identify which are factual (non-fiction) and which are fiction.

c Discuss which of these texts you read:

- in school
- at home
- elsewhere

A

I'm told that the spider
Has coiled up inside her
Enough silky material
To spin an aerial
One-way track
To the moon and back;
Whilst I
Cannot even catch a fly.

B

Subject: **My news**
Date: 10 November 20--
From: Tina Kavume TinaK@interserv.com
To: Santa Bazenye S.Bazenye@tropical.co.et

Hi Santa!
How are you? We haven't seen each other for ages so I was really pleased when I

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C

Photosynthesis requires light, water and carbon dioxide. Light comes from the sun, though artificial light also works with indoor plants. Water is absorbed by the roots of the plant from the soil. Carbon dioxide is

D

Heat the oil in a saucepan and fry the onions until golden, but not burnt.

E

ATANGANA *(scandalised, pointing at the clock)*: You see, Ondua? The clock itself says we're half-way through the afternoon already!

(Glancing towards the road).

And that wife of mine's still working in the bush! Will that woman ever understand that she must always come back to the village well before midday?

ONDUA *(with a gesture of discouragement)*: Ah, ka Atangana! Don't talk about that! It's only what I always say: women will have their way! No sensible man should waste his time trying to reason with them! …

F

Dear Sir or Madam

I am writing on behalf of my classmates and my class teacher Mrs Adewusi to ask if it is possible for our class to visit Golden Valley Game

G

The whole of Africa had something to cheer about at the World Cup Finals in Germany, when four-time African Champions and two-time under-17 World Champions Ghana went through to the second round.

H

We were woken up at 5:30 each morning by the night warder and his bell. He shouted, "Wake up! Get up!" We were not let out of our cells until 6:45. Before that we had to

I

Nhamo crouched in the dust near his father and greeted him. The old man half raised his back, leaning against his hoe, and said what had been bothering him all day long.

"You haven't changed your mind?"

"No father."

J

The school has an excellent reputation. Our students, who achieve above the national average in academic subjects, have a good record in finding jobs or university places on

3 **Each text type is recognisable due to its unique features. These depend on;**

- its layout – organisation, illustrations
- the style of language used
- the nature of the content.

Complete this table with the features of the text types above.

- Some of them have been filled in for you.
- Not all the features you need to mention are present in the short extracts given above, so you will need to think back to examples of these text types you have already come across.

text type	layout	style of language	content
A poem		May not be in sentences often very descriptive	
B email	Varies: may be well-organised in separate paragraphs like a letter, or may be just one paragraph, details of sender and date given at the top		
C science text book			Factual with explanations of scientific rules or principles
D recipe		Instructions written in the imperative form	
E play	Organised in acts and scenes, in dialogue with the words spoken next to the names of characters who say them. Stage directions separated from dialogue		
F letter			Factual: may be a request, a response to a request, a complaint, to thank someone for something, an application for a job etc
G newspaper report		Narrative, often in a dramatic style, often includes quotations from people in the report	
H autobiography	In a book, organised in chapters and paragraphs		
I novel		Narrative, usually includes dialogue	
J brochure			Factual: may be about an institution, an interesting place to visit, a public health matter

B6.2 Study skills: Dictionary use – rules for using phrasal verbs

A phrasal verb is made up of two or three words. The first word is a verb and the second is called the particle (or ending). If there are three words in the phrasal verb, there are two particles.

Examples: *go + up* *go + off* *take + away* *look + after* *look + forward to*

- The meaning of the phrasal verb is independent of the meaning of each of its two or three parts.
  When my alarm clock goes off in the morning at five o'clock, it wakes everyone in the house.
- Several different phrasal verbs are made from the same verb. E.g.
  take part in a discussion (= participate).
  take up a new sport (= start doing).
  planes take off from the airport (go up into the air).
- Many phrasal verbs have more than one meaning:
  I won't get through all my homework this evening (=finish).
  I can't get through to the school on the phone (=make contact).
  Do you think you'll get through the exam? (=pass).

Phrasal verbs are used mainly in spoken English, but they are commonly used in many kinds of written texts too.

1 **Study these dictionary entries for some phrasal verbs with look.**

look after somebody/something *phrasal verb* **1** to take care of someone by helping them, giving them what they need, or keeping them safe [= take care of]: *Don't worry, I'll look after the kids tomorrow. Susan looked after us very well. She's an excellent cook. You could tell that the horse had been well looked after.* **2** to be responsible for dealing with something [= take care of]: *I'm leaving you here to look after the business until I get back.* **3** *look after yourself* spoken especially British English used when you are saying goodbye to someone in a friendly way **4** *can look after yourself* to not need anyone else to take care of you: *Don't worry about Maisie - she can look after herself.*

look forward to something *phrasal verb* to be excited and pleased about something that is going to happen: *I'm really looking forward to our vacation.* look forward to doing something *My mother says she's looking forward to meeting you.*

look in *phrasal verb* to make a short visit to someone, while you are going somewhere else, especially if they are ill or need help [= drop in, call in] *Please look in if you are in our area*. look in on *I promised to look in on Dad and see if he's feeling any better.*

look up *phrasal verb* **1** if a situation is looking up, it is improving [= improve, get better]: *Now the summer's here things are looking up!* **2** look something ↔ up if you look up information in a book, on a computer etc, you try to find it there: *Look the word up in your dictionary. I'll just look up the train times.* **3** look somebody ↔ up to visit someone you know, especially when you are in the place where they live for a different reason: *Don't forget to look me up when you come to Atlanta.*

look up to somebody *phrasal verb* to admire or respect someone: *I've always looked up to Bill for his courage and determination.*

2 **Put the words in the correct order to make sentences.**

a school my brother look and younger after after our I sister.
b condition clothes after To good your keep have in them look to you.
c dictionary meaning try word look the guess I I up in to new a a before it of.
d telephone look I number the up in the directory must.
e party forward really I'm week looking and it a having to next I'm.
f exams you are forward to looking the?
g uncle in was didn't I look expecting see he to but.

3 **Look at the sentences you made in exercise 2 and underline the phrasal verbs.**

Phrasal verbs behave in different ways.
1 Some phrasal verbs do not take a direct object.
2 Other phrasal verbs take a direct object, but this can go in different places.
a The object of some phrasal verbs USUALLY goes between the verb and the particle. In other words, they are SEPARABLE
b The object of some phrasal verbs ALWAYS goes after the particle. In other words they are INSEPARABLE.

4 **Identify which of the phrasal verbs in exercise 2:**

a do not take a direct object
b are separable
c are inseparable.

In a dictionary you can see how a phrasal verb behaves by carefully studying the example sentences.
In the Longman dictionary there is a special symbol ↔ between the verb and the particle which indicates that it is separable (see the dictionary entries above)

B6.3 Reading: Leaving Miguel Street

In this extract, a young man is leaving his home in Miguel Street, in the capital of Trinidad. Trinidad is an island in the West Indies where people speak a special variety of English that is a little different from standard English. There are examples of this in the text which are written in italics, for example, *'You getting frighten, eh?' = 'You're getting frightened, aren't you?'*

Leaving Miguel Street

Uncle Bhakcu spent the night fixing the van which was to take me to the airport next morning. From time to time I ran out and begged him to take it easy. He said he thought the carburettor was playing the fool.

Next morning Bhakcu got up early and was at it again. We had planned to leave at eight, but at ten to, Bhakcu was still tinkering. My mother was in a panic and Mrs Bhakcu was growing impatient.

Bhakcu was underneath the car, whistling a couplet from the Ramayana. He came out, laughed, and said, '*You getting frighten, eh*?'

Presently we were all ready. Bhakcu had done little damage to the engine and it still worked. My bags were taken to the van and I was ready to leave the house for the last time.

My mother said, 'Wait.'

She placed a brass jar of milk in the middle of the gateway.

I cannot understand, even now, how it happened. The gateway was wide, big enough for a car, and the jar, about four inches wide, was in the middle. I thought I was walking at the edge of the gateway, far away from jar. And yet I kicked the jar over.

My mother's face fell.

I said, '*Is a bad sign?*'

She didn't answer.

Bhakcu was blowing the horn.

We got into the van and Bhakcu drove away, down Miguel Street up Wrightson Road to South Quay. I didn't look out of the windows.

My mother was crying. She said, '*I know I not going to ever see you in Miguel Street again.*'

I said, '*Why? Because I knock the milk down?*'

She didn't reply, still crying for the spilt milk.

Only when we had left Port of Spain and the suburbs I looked outside. It was a clear, hot day. Men and women were working in the rice-fields. Some children were bathing under a stand-pipe at the side of the road.

We got to Piarco in good time, and at this stage I began wishing I had never got the scholarship. The airport lounge frightened me. Fat Americans were drinking strange drinks at the bar. American women, wearing haughty sun-glasses, raised their voices whenever they spoke. They all looked too rich, too comfortable.

Then the news came, in Spanish and English. Flight 206 had been delayed for six hours.

I said to my mother, '*Let we go back to Port of Spain.*'

I had to be with those people in the lounge soon anyway and I wanted to put off the moment.

And back in Miguel Street the first person I saw was Hat. He was strolling flat-footedly back from the Café with a paper under his arm. I waved and shouted at him.

All he said was, '*I thought you was in the air by this time.*'

I was disappointed. Not only by Hat's cool reception. Disappointed because although I had been away, destined to be gone for good, everything was going on just as before, with nothing to indicate my absence.

I looked at the overturned brass jar in the gateway and I said to my mother, '*So this mean I was never going to come back here, eh?*'

She laughed and looked happy.

So I had my last lunch at home, with my mother and Uncle Bhakcu and his wife. Then back along the hot road to Piarco where the plane was waiting. I recognised one of the customs' officers, and he didn't check my baggage.

The announcement came, a cold, casual thing.

I embraced my mother.

I said to Bhakcu, '*Uncle Bhak, I didn't want to tell you before but I think your tappet knocking.*"

His eyes shone.

I left them all and walked briskly towards the aeroplane, not looking back, looking only at my shadow before me, a dancing dwarf on the tarmac.

From *Miguel Street* by V.S. Naipaul

1 **Put these events in the story in the correct order in which they happened.**

a He met Hat in the street.
b They drove to the airport again.
c The bags were put in the van.
d They went back to Miguel Street.
e He walked to the aeroplane.
f He said goodbye.
g He kicked the brass jar over.
h They all had lunch.
i They drove to Piarco.
j Bhaku repaired the van.

2 **Choose the best answers to these questions.**

1 Why did the young man want Uncle Bhaku to stop fixing the car?
   a He was worried Uncle Bhaku wouldn't finish in time to go to the airport.
   b He was feeling nervous about his trip.
   c Uncle Bhaku was a poor mechanic.
2 How did the accident with the brass milk jar happen?
   a The young man didn't see the brass jar.
   b The young man didn't look where he was going.
   c The gateway was too narrow.

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3 Why did his mother cry when they got in the car?
   a It was very unlucky to knock the milk over.
   b Milk was expensive.
   c Because her son would never come back home.
4 Why did he begin to wish he hadn't got the scholarship?
   a He didn't want to leave his family and friends.
   b He didn't like the airport.
   c He was nervous about going to London.
5 Why was he upset when he met Hat after getting back from the airport?
   a Hat did not seem very pleased to see him.
   b His departure had made no difference to Hat's life.
   c He knew he was not going to see Hat again.
6 How did Uncle Bhaku feel when the young man told him his tappet was making a noise?
   a He was proud that the young man thought he was a serious mechanic.
   b He was crying because the young man was leaving.
   c He was worried about the van.
7 Why did he not look back when he made his way to the plane?
   a He was now getting excited about his new life.
   b He was nervous about the plane journey.
   c He was too sad after saying goodbye to his mother.

3 Rewrite the dialogue that is written in *italics*, in standard English.

4 Find words in the text with the following meanings.

a Working for a long time on something by doing small things to it. (line 9)
b Two lines of a poem. (line 11)
c On its side. (line 48)
d A small car part. (line 56)

5 Discussion questions:

a Find six phrasal verbs in the text and discuss their meanings
b Do you ever do things because you think they will bring you luck? How effective are they?
c Which of these adjectives would you use to describe the young man's feelings as he left home?
nervous, excited, happy, worried, sad, unhappy, relieved, uncertain, impatient, unwilling
Do you think you would feel the same if you left home? If not, think of some other adjectives to describe how you would feel.
d Discuss your reaction to this text. Do you like it? Why / why not?

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B6.4 Increase your word power: Phrasal verbs *in* and *out*

1 **Read these sentences and note the underlined phrasal verbs. Then match them to the definitions on the right.**

a	**a** Why don't you <u>drop in</u> for a conversation one evening? **b** There was so much happening in the film, it was difficult to <u>take it all in</u>. **c** My grandmother lives with us. She <u>moved in</u> after my grandfather's death. **d** Our neighbours are having a new bathroom <u>put in</u>. **e** I applied to college but didn't <u>get in</u>. **f** The hotel is <u>bringing in</u> new regulations to restrict parking.	**i** To understand and remember new facts and information. **ii** To introduce a new law. **iii** To add or replace equipment in your home. **iv** To start living with someone in the same house. **v** To visit someone you know, usually without telling them that you are coming. **vi** To be allowed or able to go into a place.
b	**a** If Father <u>finds out</u> about this, he'll go crazy. **b** The students <u>carried out</u> a survey on attitudes to traditional culture. **c** He had difficulty with his course and <u>dropped out</u> of university. **d** I'm really upset that I've been <u>left out</u> of the team. **e** We <u>set out</u> early in the morning and arrived at the border at midday. **f** These shoes are <u>worn out.</u> I need a new pair.	**i** To not include someone or something. **ii** To start a long journey. **iii** To get information about something or someone. **iv** To do something that has been planned or discussed, or that someone has told you to do. **v** To become damaged and useless because of overuse. **vi** To stop doing an activity before you finish it.

2 **These sentences contain more phrasal verbs with *in* and *out*. Read each one carefully to understand the meaning and complete it with *in* or *out*.**

a Seeing that further resistance was useless, the criminal turned himself _____ to the police.
b After the storm, the sky started to brighten and the sun broke _____ again.
c Our army fought hard and eventually their enemy was forced to give _____ .
d The man looked carefully at the document, but couldn't make _____ what it meant.
e Pete slipped by the river and fell _____ .
f "I'm a bit tired," said Kibitu. "Can we sit _____ the next dance?"
g I can't pick _____ anyone that I know in this old photograph.
h The rain has set _____ today and will probably continue until tomorrow.
i I'll be home late but don't wait up for me as I'll let myself _____ with my key.
j Burglars broke _____ during the night and took the TV.

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B6.5 Assessment

1 Speaking

You teacher will ask you some questions about your favourite book or story.

Before you start, decide which book or story you want to talk about and spend a few minutes thinking about it.

E.g. the characters, the plot, the setting, why you like it.

2 Writing

Imagine you have received this letter from your uncle. Write a letter of reply giving appropriate suggestions and advice.

18th April 20—

My dear nephew

I hope this letter finds you, your parents and your brothers and sisters in good health. I am very happy to report that your aunt and cousins are fine and all is well here at home.

You are now in Grade 11 and an educated person. Everyone in the family respects you for what you have achieved and we are praying that you will continue to university and from then on to a good career. With the knowledge that you have already acquired, I would be grateful if you could help me with a small matter.

My two eldest children, your cousins, are 12 and 14 and I would like to buy some English books for them to read. I am thinking of books they can enjoy and also some books they can learn from. I don't know exactly what kinds of books to buy. Perhaps you have some ideas? It would be helpful if you could give me titles, or failing that, you can simply tell me the kinds of books that would be suitable.

If you have some ideas, perhaps you can write to me.

I hope to see you and your family soon.

With all good wishes

Your uncle,

Kelile

Revision 2 (Units 4–6)

Listening



The Ugandan Okot p'Bitek is one of Africa's most famous poets. His best known works are two long poems called *Song of Lawino* and *Song of Ocol*.

Your teacher will read a short biography of Okot p'Bitek. As you listen, make notes of the key information in the table.

1 Place and date of birth	
2 First job	
3 Interests	
4 His first book	
5 When and why he went to England	
6 What he did in England	
7 His job in Gulu	
8 What he wrote at this time	
9 Why he had to leave Uganda	
10 Where he spent his exile	
11 What his work promoted	
12 Year and place of death	

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Reading

An extract from *Song of Lawino* –

Acoli cooking
On the far right
Is the cooking place.
The fireplace in my mother's house
Is dug into the earth.
The wife of my mother's brother
Has the lango type
Three mounds of clay
Shaped like youthful breasts full of
milk
Stand together like three loving sisters.

I do not know
How to use foreign stoves.
My mother taught me
Cooking on the Acoli stove
And when I visited my mother's
brother
I cooked meals on the Lango stove.

In my mother's house
There are no plates:
We use the half-gourd
And the earthen dishes.
The white man's plates
Look beautiful
But if you put millet bread in it
And cover it up
For a few minutes –
The plate is sweating
And soon the bottom
Of the bread is wet
And the whole loaf cold.

A loaf in a half gourd
Retains its heat
And does not become wet
In the bottom;
And the earthen dish
Keeps the gravy hot

And the meat steaming;
And when your husband
Has returned from the hunt
Or from long day's journey,
Give him hot porridge
In a half-gourd

And when I have
Been in the garden a whole day
Weeding or harvesting in the hot sun,
On my return home
Give me water
In a large half-gourd.
Water from the glass is no use.
It reaches nowhere.

Extract from *Song of Lawino* by Okot p'Bitek

Choose the best answer to each of these questions.

1 What kind of stove does Lawino's mother use?
- **a** A hole in the ground.
- **b** Three mounds of clay.
- **c** A foreign stove.

2 What kind of stove does Lawino's aunt use?
- **a** A hole in the ground.
- **b** Three mounds of clay.
- **c** A foreign stove.

3 What does Lawino say about foreign stoves in this extract?
- **a** She doesn't like them.
- **b** She doesn't know how to use them.
- **c** They are better than Acoli stoves.

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4 What does Lawino like to use a half-gourd for?
   a Making millet bread soft and wet.
   b Cooking millet bread.
   c Serving millet bread.
5 What does Lawino like to give her husband when he comes home after a tiring day?
   a Meat and gravy.
   b Millet bread.
   c Hot porridge.
6 What does she think is wrong with water in a glass?
   a It disappears.
   b It doesn't satisfy your thirst.
   c It sticks to the glass.

Pronunciation

Work with a partner. Practise reading the poem aloud. You should read one half each.

Speaking

1 Work in a small group and discuss these questions
   a Do you agree with Lawino's opinions about traditional and modern ways of cooking and eating? What are the advantages and disadvantages of both?
   b What else can gourds be used for?
   c What is traditionally used to cook and eat food in your area?
   d What do most people use now? What do you use in your house?
2 Work in a group of four and prepare this role play.

Two of you are friends who are staying at a tourist hotel. You are very difficult people and find lots of things to complain about.

The other two are the hotel receptionist and a waiter in the hotel restaurant.

You must prepare and practise a scene in which several complaints are made by the guests and the hotel staff have to respond in a suitable way.

- Think of some problems for the guests to complain about; they can be reasonable or unreasonable!
- Work out your scene and be ready to perform it for the rest of the class.

Dictation

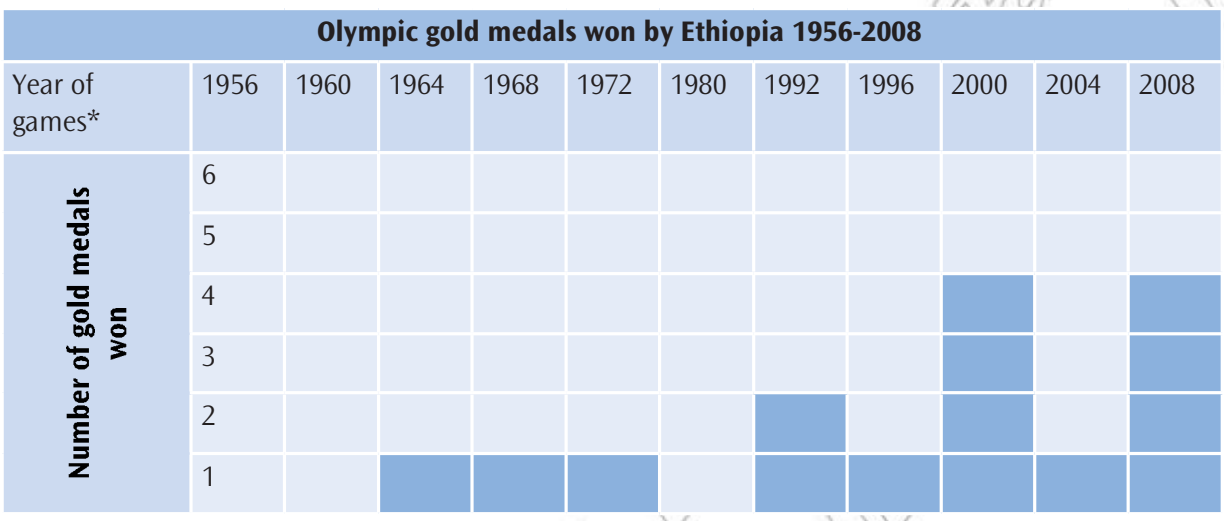
Listen to your teacher reading a short dictation passage and write it down.

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Writing

Write a description of the information shown in this graph.

To review describing data shown in graphs ⇨ B4.4



* years when Ethiopia did not compete are not included

Vocabulary

1 Answer these questions with words from Units 4-6.

a What d … is a decrease or fall?
b What p … is the time when something or someone is best, greatest, highest, most successful, and also the point at the top of a mountain?
c What f … is to keep changing and becoming higher and lower?
d What h … is one of the words whose meaning is explained in a dictionary?
e What m … describes someone who is ill or weak because they have not had enough good food to eat?
f What m … is an idea or story that many people believe, but which is not true?
g What s … describes something which is steady and not likely to move or change?
h What a … is a place for someone to stay?
i What a … are the things that a company owns, that can be sold to pay debts?
j What e … is the business of organising holidays to natural areas, where people can visit and learn about the area in a way that will not hurt the local people or the environment?
k What h … is a pause before saying or doing something because you are nervous or not sure?
l What i … is the basic systems and structures that a country or organisation needs in order to work properly, for example roads, railways, banks?
m What m … describes a large company with offices and factories in different countries?
n What p … is the substances that make air, water, soil etc dangerously dirty?
o What p … describes someone who is always on time?
p What a … is a book about someone's life written by that person?
q What b … is a leaflet or booklet about a product or place?
r What d … describes an extremely loud noise?
s What m … describes something extremely big?
t What m … describes something extremely small?
u What s … describes the way two things happen at the same time?
v What t … describes something very frightening or scary?

w What *a* is a change?

x What *r* is someone who receives something e.g. a letter?

2 Identify 12 words connected with tourism in this word search puzzle. They are arranged horizontally → and vertically ↓

W	H	I	T	E	W	A	T	E	R	R	A	F	T	I	N	G	O
A	O	T	X	C	W	T	W	D	V	E	S	Q	H	Q	A	V	R
I	T	H	Y	O	E	Y	J	R	R	C	A	M	P	S	I	T	E
T	E	K	U	L	T	K	L	G	E	E	P	K	J	U	S	B	E
E	L	O	P	O	Y	L	K	K	U	P	K	L	O	I	M	J	P
R	R	P	L	D	U	R	P	T	N	T	R	E	K	K	I	N	G
R	E	W	O	G	I	H	G	A	L	I	M	P	L	L	Y	K	U
T	F	E	K	E	K	B	U	B	F	O	R	F	T	P	K	R	I
K	H	D	M	A	L	M	E	M	G	N	E	R	R	K	H	W	D
L	L	S	I	G	H	T	S	E	E	I	N	G	E	Y	Y	F	E
O	U	C	H	U	M	W	T	P	M	S	A	F	A	R	I	G	D
P	I	F	Y	I	N	L	H	F	D	T	C	D	D	M	R	L	T
D	K	K	H	D	A	P	O	W	Y	N	F	E	C	F	E	M	O
F	Q	W	T	E	V	S	U	Y	T	H	D	S	V	G	D	C	U
G	U	D	D	S	C	D	S	P	O	R	E	C	B	X	C	E	R
H	I	Q	E	Y	Z	J	E	X	L	E	H	A	A	F	V	L	O

Language Use

1 Identify the mistakes in these sentences and then write them correctly in your exercise books.

a You don't like fish, don't you?

_____

b When you are thinking of going to see your cousin?

_____

c Could you tell me what time is the bus leaving?

_____

d While I had been waiting for a bus my money was stolen from my pocket.

_____

e Before I had met you, I hadn't met your sister.

_____

f The World Cup has been held in South Africa in 2010.

_____

2 Put the words in order to make logical sentences.

a find can card phone I where buy my need out a for to I sim.

_____

b book I the can't name this make written out in

_____

c grandmother's Did in yesterday drop your house you at?

_____

d maths yet given my I in homework haven't.

_____

e everyday clothes wear your wear Don't new out or them you'll.

_____

f Investigation carrying police murder The a into are an out.

_____

3 Write sentences which begin as indicated but keep the same meaning as the given sentence.

a It is important to educate young people about HIV / Aids.
Young people should be educated about HIV / Aids.

b It would be a good idea for you to see a doctor.
You had…

c I think you need to study more.
If I were you …

d It's a good idea to write new words in a vocabulary book.
My advice would …

e Sales of bicycles have declined since 2000
There has …

f Growth in HIV infection rates peaked at the end of the 1990s.
There was a …

g There has been a steady rise in the number of cases of TB.
The number of cases of TB …

h The new park is very big.
The new park is absolutely …

i The stadium is extremely crowded.
The new stadium is absolutely …

j I was extremely surprised by the news.
The news was absolutely…

k I didn't enjoy the film, I was bored by it.
The film was not enjoyable, it was …

l Everyone was confused by the instructions.
The instructions were …

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Unit 7

Weather and climate change

Part A

Objectives

In this part of Unit 7 you will:

- talk about your climate
- read about the challenge of climate change
- listening to a description of the greenhouse effect
- learn some words about climate change
- listen to a talk about the impact of climate change
- learn about discourse markers
- learn how to express cause and effect
- discuss the impact of climate change in Ethiopia
- identify some homophones
- take part in three role-plays
- talk about strategies you can use to improve your writing.

A7.1 Introduction: Your climate

In a small group discuss your answers to these questions:





1. When do you normally have rain in your region?
2. What are the hottest months?
3. How many times a year can farmers plant?
4. How often does Ethiopia suffer from the following?
   a. floods
   b. droughts
   c. violent storms
   d. extreme heat
5. What is meant by the term *climate change*? Try to come up with a definition and then brainstorm some of the key words connected with this topic.

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A7.2 Reading: The challenge of climate change

Read this text about climate change and answer the questions below.





What is climate change?

Throughout the millions of years of the Earth's history, the climate has changed frequently. There have been periods of great heat and times when large parts of the globe have been covered in ice.

However, when scientists today talk about climate change, they are referring to the changes that have taken place in the last hundred years or so, since 1900. Most scientists think these changes have been brought about by human actions.

What is the evidence for climate change?

There is a lot of evidence that globally the climate is changing, although it seems to be happening faster in some regions than in others. Scientists believe that temperatures have risen 0.7°C in the last three hundred years. Most of this rise has occurred in the last century. The 1990s was the warmest decade in the last millennium. Hot seasons are getting hotter and cold seasons less cold. The increase in temperatures has led to the melting of ice in the polar regions and mountain glaciers around the world. In parts of the northern hemisphere one effect of global warming is heavier rainfall. In Africa and Asia it is causing severe droughts. Many species of plants and animals previously found only in tropical regions are now found in areas that were previously too cool.

Does everyone agree?

Most scientists believe that the speed at which climate change is happening can only be explained by the huge increases in the level of carbon dioxide in the atmosphere brought about by the burning of fossil fuels by factories, power stations, motor vehicles and so on. Deforestation is a further factor: forests absorb carbon dioxide and thus reduce greenhouse gases in the atmosphere. The reduction of forests is a further reason for the increase in carbon dioxide levels.

However, some scientists say that the changes happening now are nothing new. They also argue that the forces which cause climate change are very complex and cannot be explained simply by a rise in carbon levels.

What is the international community doing about climate change?

Climate change has been a concern for many years. However, the first international attempt to bring about international reductions in carbon levels was agreed at an international meeting in Kyoto, Japan in 1997. It was agreed that the big carbon-producing countries should cut carbon emissions. The global target is a reduction to 5 per cent below 1990 levels. Instead of carbon cuts, countries can choose to plant forests if they wish. Forests act as 'sinks' which get rid of carbon dioxide from the atmosphere. Since Kyoto environmental organisations and international diplomats have been working towards the creation of an international agreement on meaningful cuts in emissions that will prevent the worst consequences of climate change. In spite of further international meetings and agreements, that aim has not yet been achieved.

It is now recognised that developing countries suffer more from climate change as they have fewer resources to cope with effects such as droughts and floods. This seems unfair as they produce far less carbon than developed countries. At the same time they need to develop their economies so that their people are better off and have better roads, transport, schools and hospitals. Developing countries face the challenge of sustainable development, that is, providing water supplies, growing food, building roads, factories and so on in a way that does not damage the environment or depend on fossil fuels. Many economists say that in the long run using clean energy such as solar, wind and wave energy instead of fossil fuels will not cost more and will allow countries to develop clean industries and transport.

Is there no hope?

If nothing is done to reduce carbon levels, by the end of this century people will be living in a world that faces many problems. However, although we cannot stop climate change, even a small reduction in greenhouse gases will slow down the speed at which it is happening. This will make it easier for people to adapt their ways of life: to develop new forms of agriculture, building and so on. Wildlife will also have time to move to new areas and adapt to them. It is therefore important that human beings take action to reduce the amounts of carbon in the atmosphere so that climate change happens slowly.

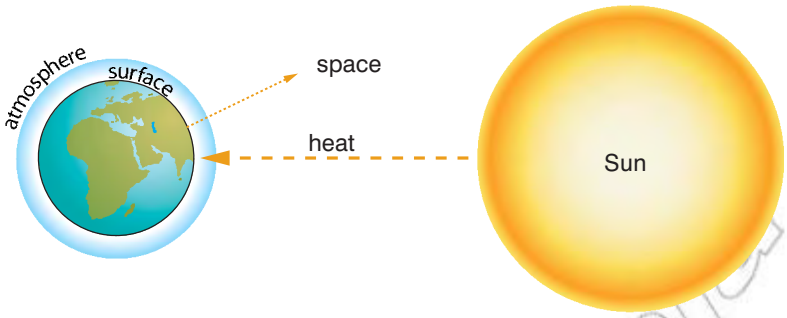
1 To what extent is climate change a modern event?
2 What seven reasons are given to prove that climate change is happening?
3 Why do some scientists disagree that humans are responsible for climate change?
4 What target did most countries agree to at Kyoto in 1997?
5 What alternative can countries choose instead of carbon cuts?
6 Why is climate change 'unfair' to developing countries?

A7.3 Listening: The greenhouse effect

Listen to your teacher reading a description of the causes of climate change and complete your notes with the missing words and expressions. Look carefully at the diagram first; it will help you.

Example: *1= 15°C*

Atmosphere:
nitrogen 78%
oxygen 21%
greenhouse gases 1%
- carbon dioxide
- methane
- nitrus oxide
- ozone
- water vapour
- halo carbons



1 Life on Earth depends on heat and the normal average temperature of the Earth is _____.
2 Many places are _____ and some are _____.
3 Heat comes from the _____.
4 It passes through the Earth's _____ and then reaches the Earth's _____.
5 Some heat is radiated back from the _____ into the _____.
6 Oxygen and nitrogen make up _____ of the gases in the atmosphere.
7 The other 1 per cent is made up by other gases which are called _____.
8 These gases keep the Earth _____ as they absorb heat and stop it escaping back out into _____.
9 Without these gases the temperature on Earth would be _____.
10 Changes in the proportion of these greenhouse gases in the atmosphere causes _____.
11 The burning of _____ has increased the amount of _____ in the atmosphere.
12 More and more _____ is trapped and cannot escape.
13 This process is called the _____.
14 It is why most scientists believe the Earth is getting _____.

A7.4 Increase your word power: Climate change

1 Work in a small group. Discuss how to complete these definitions of terms commonly used in discussion of climate change.

1 _____ refers to the changes in the climate, most notably the rise in global temperatures since the 1900s.
2 _____ are used by motor vehicles, power stations, factories. They are minerals such as coal, petrol and gas. They are finite resources, which means when they are used up, they cannot be replaced. Another disadvantage is that they produce carbon dioxide when they are burnt.
3 _____ means the carbon dioxide produced by the burning of fossil fuels by motor vehicles, factories.
4 Providing the means for people to live and work without damaging the environment or depending on fossil fuels is called _____.
5 _____ were agreed at an international meeting in Kyoto, Japan. Each country which produces large quantities of carbon dioxide is trying to reduce those amounts.
6 _____ means energy produced by renewable sources such as solar, wind and wave power. These do not produce carbon dioxide.
7 _____ make up 1 per cent of the earth's atmosphere. They include carbon dioxide, methane, nitrous oxide, ozone, water vapour and halocarbons.
8 The action of greenhouse gases in absorbing heat and preventing it from escaping from the atmosphere into space is called the _____.

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9 At both the North Pole and the South Pole there are large quantities of ice which are referred to as _____ .

10 Land which is at the same height as the level of the sea, that is at zero metres, is said to be at _____ .

2 **Record these terms in your vocabulary book. Think carefully how you are going to do it and what information you are going to give about each one.**

A7.5 Listening: The impact of climate change

Listen to your teacher reading a description of the impact of climate change and complete the notes below with the missing words and expressions.

1 The increase in global temperatures has led to the melting of _____ at the North and South Poles poles. This has caused a rise in _____ which may lead to the disappearance of low-lying coastal areas.

2 Mountain _____ are threatened by rising temperatures.

3 The ice cap on Africa's _____, Kilimanjaro in East Africa which has reduced by _____ in 100 years.

4 In parts of the northern hemisphere one effect of global warming is heavier _____.

5 In Africa and Asia it is causing a rise in temperatures and an increase in the incidence of severe _____.

6 Many species of plants and animals previously found only in tropical regions are now found in areas that were previously too _____.

7 There is a real threat that species will become extinct as their natural _____ are lost and there is nowhere for them to _____ to.

8 The wild _____ plant found in the mountains of southern Ethiopia.

9 Most agriculture in Africa relies on _____, it is put at risk by changes in climate variability.

10 It is predicted that disruption to agriculture will mean that by 2050 up to _____ more people in the world will be hungry.

11 Climate change will have significant impacts on species diversity and _____ in Africa.

12 Both substantial reductions in heat-trapping _____ in developed countries and careful _____ to changes in climate are crucial.

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A7.6 Increase your word power: Discourse markers

Discourse markers are words and expressions which show the relationship between different parts of a discourse or text in order to present a logical arrangement of ideas.

Discourse markers are linking words and expressions which generally occur at the beginning of a sentence.

They can have various functions, as shown in the table.

Function	Example
adding information	*In addition*
contrasting a piece of information in relation to another	*However*
emphasising a piece of information in relation to another	*Of course*
sequencing information in a list	*Firstly*
introducing the cause or reason for something or effect of something	*Due to the fact that*
Introducing the effect or consequence of something	*Consequently*
introducing a new topic	*With regard to*
introducing a personal comment or opinion	*In my view*
introducing examples or illustrations of the previous piece of information	*Examples are*

1 **Look back at your completed notes on the impact of climate change in A7.5.**

- **a** Add discourse markers to the beginnings of the sentences where possible.
- **b** Listen to your teacher reading the listening script again and check to see if you have chosen the correct discourse markers.
- **c** Add the discourse markers you heard in the listening script to the table above.

2 **Add the discourse markers in this box to the table above.**

indeed furthermore thus as I see it however in fact nevertheless secondly although whereas due to (the fact that) while as a result secondly regarding for example as far as … is concerned hence an illustration of this is moreover since for instance

3 **Think about the relationship between the sentences in these pairs and then introduce one of them with a suitable discourse marker to link them. Be careful to change the wording of the sentences when necessary.**

- **a** Shoes are traditionally made of leather. Many shoes are made of plastic nowadays.
- **b** Our school hall is used for assembly everyday. The hall is often used for plays and concerts.
- **c** There are many potholes in the road into town. Traffic moves slowly along the road into town.
- **d** Several countries in Africa have changed their names since independence. Zimbabwe, Zambia and Malawi are countries that have changed their names since independence.
- **e** It takes a long time to travel from Ethiopia to West Africa. There are not many direct flights between Ethiopia and West Africa.
- **f** Human beings have a long history in Africa. Human history started in Africa.
- **g** The international community is beginning to address the problem of climate change. This contribution is too little, too late.

4 **Write the notes on the greenhouse effect in A7.3 in a paragraph, making sure you include the necessary discourse markers.**

A7.7 Language focus: Cause and effect

Two ideas that express:

reason + result (or cause + effect)

or

result + reason (effect + cause)

Can be expressed in several ways.

cause clause	linking expression	result clause
I am ill Too many trees have been cut down	and as a result and therefore so and hence	I am unable to run the race. there is flooding in many areas during heavy rain.
result clause	**linking expression**	**cause clause**
I am unable to run the race There is flooding in many area during heavy rain	because due to the fact that since as	I am ill. too many trees have been cut down.

noun phrase	result or effect verb	result clause or noun phrase
Illness	means leads to the fact that	I am unable to run the race. there is flooding in many areas during heavy rain.
Deforestation	leads to causes results in	flooding in many areas.

noun phrase	cause verb		result clause or noun phrase
Being unable to run the race	is due to	the fact that	I was ill.
Flooding in many areas	is caused by is a result of		too many trees have been cut down. deforestation.

1 **Complete these sentences with a suitable cause or result expression or verb.**

a He has won a lot of races and broken a large number of world records and _____ some people think he is the best long distance runner ever.
b I haven't seen you for a long time _____ I wasn't able to invite you to my party.
c I haven't eaten all day. _____ I'm very hungry.
d I'm out of breath _____ that I've been running very fast.
e The burning of fossil fuels _____ carbon emissions.
f Too much carbon dioxide in the atmosphere _____ global warming.
g Drought _____ famine.
h We've been training hard all season _____ we feel ready for the big event.

2 **Discuss possible events that resulted from these situations. Use different words and expressions.**

a There was a violent storm so …
b The bus driver was driving too fast.
c I've been working hard in the garden all day.

A7.8 Speaking: The impact of climate change in Ethiopia

1 **You are going to discuss some of the causes and impacts of climate change. Study the language in the boxes before you start.**

Describing causes and effects To remind yourself of how to do this see A7.7
Conditional sentences • *If people continue to destroy forests, we will have more droughts.* To revise the formation of 1st and zero conditional sentences see A2.10
The future passive • *Our future **will be affected** by climate change* To revise how to express the future see A7.3
Making suggestions To revise how to make suggestions B5.2

2 **Work in a group and discuss these questions.**

> Around the world climate change is causing frequent droughts or floods, fewer and shorter wet seasons, higher temperatures, disappearance of plant and animal species, appearance of plant or animal species in areas where they are not usually found, the disappearance of rivers.

a In what ways is the climate changing in Ethiopia and / or in your area?
b What effects have these changes had on the country as a whole and / or on your area?

> Ethiopia is developing its economy. In common with other countries in both the developing and the developed world, this often involves activities that can promote climate change and lead to unsustainable development.

c **i)** Think of some examples of unsustainable development, for example;
- Cutting down too many trees to create farm land and for fuel and construction.
- Use of too many chemical fertilisers to increase crop production
- Growing too many crops to feed animals and reducing the number of crops grown for human food.

ii) What are the effects of these activities?

d Think of some examples of activities that will help Ethiopia to fight climate change and lead to more sustainable development.
- National activities
- Local activities in your area.

3 **Prepare a verbal summary of your answers to each question to present to the rest of the class and decide which group member is going to present each one to the class.**

4 **Each group can take it in turns to present their answers to each question to the class.**
Be prepared to challenge any ideas that you disagree with.

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A7.9 Speaking: Pronunciation – Homophones

Homophones are words which have a different meaning and spelling but sound the same when they are pronounced.
Example: right – write no – know ate – eight

1 **Work with a partner. Read this list of words aloud and then write down a homophone next to each one.**

flour	flower
hear	
meat	
pear	
read	(present tense of verb)
read	(past tense of verb)
sum	
Sun	
tale	
there	
Watt	
week	
wear	

2 **Think of some more homophones.**

3 **In each of these sentences one of the words is wrong. Read them aloud and then rewrite the sentences correctly with a homophone of the wrong word.**

a My waste is too big! My trousers don't fit any more.
b We need to check if the postman has left any male today. I'm expecting a letter.
c Bares are dangerous animals.
d Bored games were played in ancient Egypt.
e The stones of the Great Pyramid each way over two tons.
f Don't stair at that man. It's very rude.

A7.10 Speaking: Three role-plays

You are going to take part in three short role-plays. Study the language in the boxes before you start.

Describing causes and effects	Turn-taking	Giving reasons
To remind yourself of how to do this see A7.7	To revise how to take turns in a conversation, see B5.3	*The reason I don't want to … is …* *Above all …* *And besides …* *And another thing …* *Not to mention the fact that …* *Plus the fact that …*

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Role-play 1: Village conversation

Work in a group of three. Choose your roles quickly and then spend a couple of minutes thinking about what you are going to say before you start your conversation.

Your roles:

- Two of you are town councillors: responsible for the administration of a town several villages around it.
- One of you is a villager who supports his / her family by farming a small piece of land.

Two town councillors

Your area has suffered badly from deforestation. You want to persuade the villager to stop cutting down trees and take part in a tree planting programme. Your suggestions are:

- The villager is not allowed to cut down trees on land he is farming, unless he replants
- He can go to an area of replanted forest to cut down trees 10 kms away
- The local council will provide fuel for cooking rather than wood.

You must try to persuade the villager to accept your point of view

A villager

Cutting down trees is a part of your way of life. You rely on wood for fuel for cooking, heating and also for building. You also need to clear forest for farming as each piece of land becomes exhausted and infertile.

You cannot afford to plant trees as you have no time or money for it. Also, you also cannot walk 10 kms to an area of sustainable forest. You don't believe the council will provide alternative cooking fuel.

You must argue against the councillors' suggestions

Role-play 2: Town conversation

Work in a group of three. You must not be with the same people you worked with in Role-play 1. Choose your roles quickly and then spend a couple of minutes thinking about what you are going to say before you start your conversation.

Your roles:

- Two of you are officials from the Ministry of Agriculture.
- One of you is a town councillor responsible for the administration of a town and several villages around it.

Two officials from the Ministry of Agriculture:

Ethiopia has suffered badly from deforestation. The government is now working to reduce deforestation and promote sustainable forestry by;

- prohibiting the cutting down of any tree unless a new tree is planted
- funding alternative fuel for villagers who depend on wood
- promoting the planting of sustainable forests.

You must try to persuade the councillor to accept your point of view and implement your policy.

A councillor

Cutting down trees is part of the way of life in your area. People rely on wood for fuel for cooking and heating and also for building. They also need to clear forest for farming as a piece of land becomes exhausted and infertile.

They cannot afford to plant trees as they have no time or money for it. They also cannot walk long distances to areas of sustainable forest. You don't believe the government will provide alternative cooking fuel.

You must argue against the officials' suggestions.

Role-play 3: Ministry conversation

Work in a group of three. You must not be with the same people you worked with in Role-plays 1 and 2. Choose your roles quickly and then spend a couple of minutes thinking about what you are going to say before you start your conversation.

Your roles:

- Two of you are officials from the United Nations Development Programme.
- One of you is an officer from the Ministry of Agriculture responsible for implementing national forestry policy.

Two officials from the United Nations Development Programme:

Ethiopia has suffered badly from deforestation. It is causing soil erosion, which is causing a reduction in the amount and quality of agricultural land. With Ethiopia's growing population this in turn is leading to a shortage of food.

Deforestation is also thought to cause drought and may be contributing to global warming. You want the Ministry of Agriculture to:

- prohibit the cutting down of any tree unless a new tree is planted
- fund alternative fuel for villagers who depend on wood
- Promote the planting of sustainable forests.

You must try to persuade the officer from the Ministry of Agriculture to accept your point of view and implement your policy suggestions.

An officer from the Ministry of Agriculture

Cutting down trees is part of the way of life in Ethiopia. People rely on wood for fuel for cooking and heating and also for building. They also need to clear forest for farming as a piece of land becomes exhausted and infertile.

They cannot afford to plant trees: they don't have time or money for it. They also cannot walk long distances to areas of sustainable forest. You don't believe the government can provide alternative cooking fuel.

You must argue against the UNDP officials' suggestions.

A7.11 Study skills: Focus on writing

1 Assess your progress with your writing goal

In B5.6 we focused on writing skills: we looked at different types of writing, your attitude to writing, what good writing is. You also assessed your own writing ability and identified areas that you need to work on. You set one of these as a writing goal for last week. What progress have you made with it?

1 Work with a partner and discuss the following:
   - **a** What was your goal?
   - **b** What work did you do to try to achieve it?
   - **c** Show your partner your most recent piece of writing and together assess your ability in your goal area.
   - **d** What is the outcome of this work? Which of these statements reflects how you now feel?
   - I worked hard and feel more confident about this area.
   - I worked hard and have made some progress, but I still need to work on this area.
   - I did a little work and made a little progress, but I still need to work on this area.
   - I did very little work on this area and have not made any significant progress.
2 Set yourself another writing goal for this week and next. You can choose:
   - to continue working on the same area you were focussing on last week;
   - to focus on another weak area you identified.

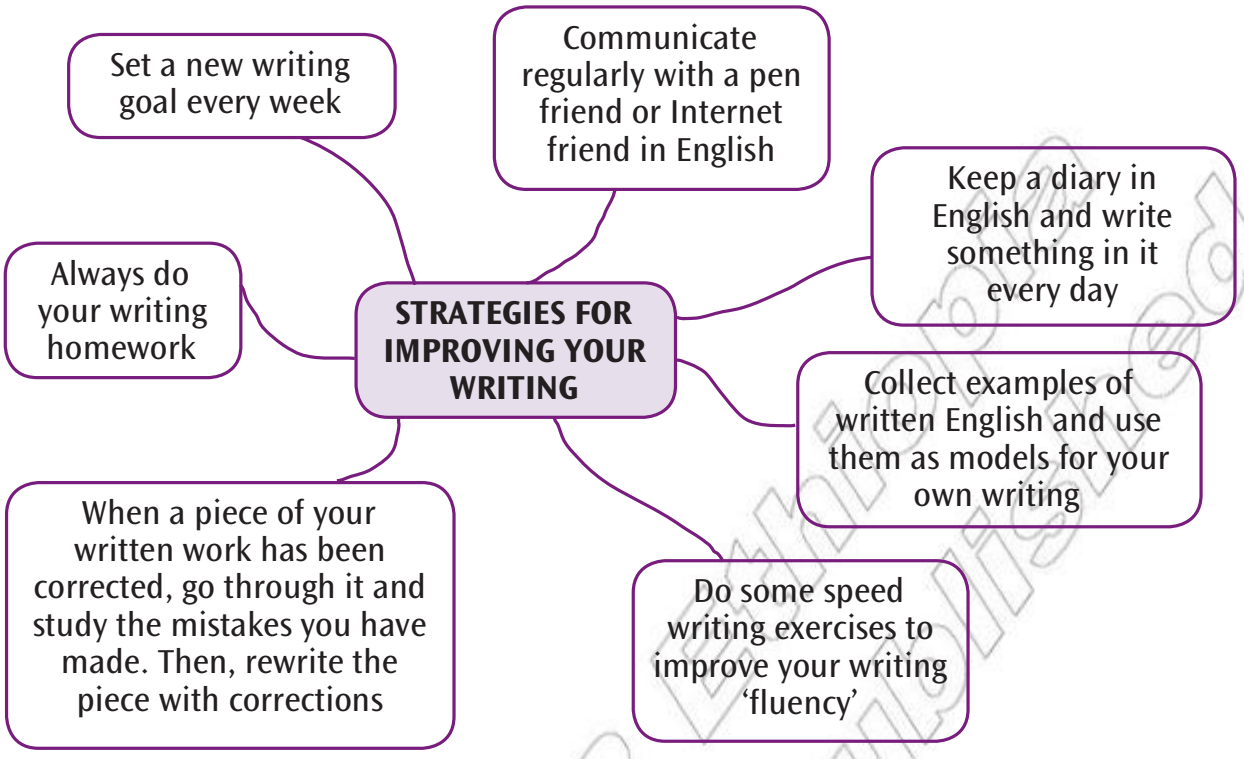
   Write your goal in your notebook or study journal.

2 Strategies for improving your writing.

Setting a writing goal each week is a useful strategy for improving your writing. There are other things you can do as well.

1 With your partner, study this mind map and discuss;
   - which of these strategies you already do regularly or occasionally
   - which of these strategies you don't do but which are a good idea
   - any other ideas for strategies for improving your writing.
2 Make your own mind map of writing strategies that you think will work for you.

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Part B

Objectives

In this part of Unit 7 you will:

- learn some words about weather
- listen to a weather forecast
- practise using *will* and *going to*
- describe experiences of bad weather
- learn how to express hopes and fears
- learn some word building patterns
- read about why weather forecasts are important
- write a summary
- learn some phrasal verbs with *on* and *off*
- write an information leaflet
- talk about strategies you can use to improve your vocabulary
- do listening and reading assessment tasks.

B7.1 Increase your word power: Weather

1 **Discuss these questions in a small group.**

a What kinds of weather do you get at different times of year?

b What kind of weather do you like:

- best?
- least?

Why?

2 **Identify the weather conditions shown in the pictures and then match them to the descriptions.**

a frozen water falling from clouds

b hard pieces of ice falling from very high clouds

c hot rays of light

d a combination of strong wind, heavy rain and maybe thunder and lightening

e when clouds are so low on the ground that it is difficult to see around you

f water falling from clouds

g a white or grey mass in the sky

h the movement of air from one direction



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3 **Complete this table as follows:**

Column 1= the names of the weather conditions in the pictures above.

Column 2 = the adjective forms of these weather words.

Column 3 = the verb form of the weather word or the verb that it is commonly used with.

Noun	Adjective	Verb or verb that goes with it
1	sunny	The sun is shining
2		It's
3		
4		
5		The _____ is _____.
6		It is _____.
7		It is _____.
8		

4 **Match the nouns and adjectives in the box to each of the weather features below.**

hot	a breeze	humid	heavy	strong	warm	dry	a flood
cold	a shower	a tropical storm / cyclone			a drought	cool	pouring

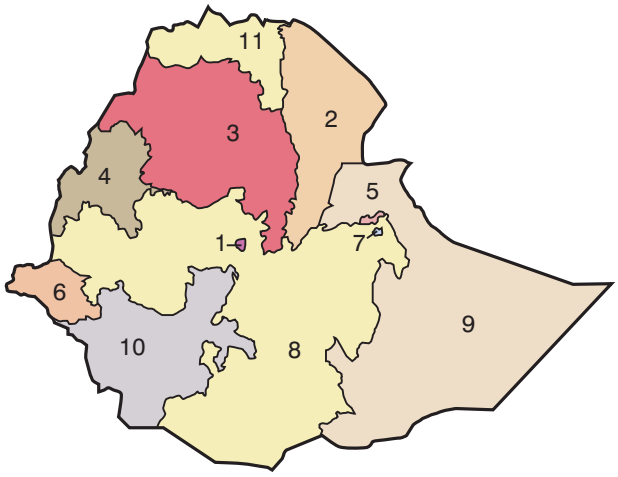
1 temperature: *hot*
2 the condition of the air:
3 wind:
4 rain:

5 **Which of the weather conditions in exercise 3 and 4 are extreme? That is to say, unusual and dramatic, and can cause great damage and / or loss of life?**

6 **Which of the weather conditions mentioned in this section are:**
a common in your area?
b rare in your area?
c unknown in your area?

B7.2 Listening: Weather forecast

1 **Look at the map of Ethiopia and identify the regions listed below marked by the numbers 1 to 11. Write their names on the map.**



2 **Now listen to the weather forecast for your country and make notes in the table.**

Name of Regional States	Weather forecast
Benishangul-Gumuz	
Gambella	
Oromia	
SNNPR	
Tigray	
Amhara	
Afar	
Somali	

3 **Work with a partner. Talk about;**

a what the weather is like today in your area.

b what you think the weather will be like for the next 24 hours in your area.

B7.3 Language focus: *will* and *going to*

will and *going to* are used a lot in English when we are talking about the future. However, they are each used in various different ways:

1 To express future facts we use *will*

a *I won't be here tomorrow.*

b *Your test will be on 14th June.*

2 To predict the future we can use both *will* and *going to*.

a We use *will* to express what we think or believe will happen:

I won't finish all my homework tonight.

Global warming will have many serious impacts.

b We use *going to* to express something that we have strong evidence for in the present.

Look at that black cloud. It's going to rain.

I can see you are going to have a baby.

3 To express our intentions we can use both *will* and *going to*

a We use *will* when we make promises:

I'll see you tomorrow.

I'll never be rude to you again.

b We use *will* to express a decision at the moment of speaking:

The phone is ringing. I'll answer it.

c We use *going to* to express something we have already decided to do.
Why are you wearing those old clothes?
I'm going to paint my room.

Note: You must use *shall* instead of *will* with *I* and *we* in questions.
Shall I come to your house on my way to school?
Shall we go and see if Rosie is at home?
It is rare nowadays to use shall with I and we, in statements.
We shall be early for the party. (rare) / We will be early for the party. (usual form)

1 Listen again to the weather forecast.

a Complete these sentences.
The current rain bearing system _____ remain across western and central parts of the country for a few days. So starting in the west, the heavy rainfall of the last few days _____ continue in Benishangul-Gumuz, Gambella, southern and western Oromiya and SNNPR, with flooding in some areas.

b Discuss why *will* and *going to* are used in each of these sentences.

2 Make sentences about the dates of these future events. Use *will*.

a Your next birthday. *My next birthday will be on 8th August, in two months time.*
b The next birthday in your family.
c The end of this term.
d The beginning of next term.
e The next public holiday.

3 Make predictions about these things using *will* or *going to*.

a The weather this afternoon.
b The weather tomorrow.
c Which country will win the next football World Cup.
d Your future career.
e Hunger in Africa.
f Clothes in 100 years.

4 With a partner, take it in turns to re-tell the weather forecast you listened to in B7.2 based on the information in your table. Use will and *going to* where appropriate.

5 Complete the replies. Use the contracted form of will: 'll or going to and any other necessary words.

a 'There is someone knocking at the door.' 'I _____open it.'
b 'All your clothes are dirty!' 'Yes, I _____ them.'
c 'Why are you looking at that bridal dress?' ' Bekele and I _____!'
d 'I can't hear the radio.' 'I _____.'
e 'I heard you are leaving school.' Yes. I_____ a job.'
f 'Please don't tell anyone about my new boyfriend.' 'Don't worry, I _____ your secret. '
g 'Oh no! Look at that child! He's leaning right over the edge of the bridge' 'Oh dear! He _____ into the river!'
h 'Do you know what you _____ give Father on his birthday?' 'I don't have any money so I _____ a small cake.'

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B7.4 Speaking: Bad weather

1 **Discuss these questions in a small group.**

a What's the weather like today?
b Is it normal for this time of year?

2 **Ethiopia is often affected by extreme weather which can have a significant impact on people's lives. Drawing on your knowledge and experience of these events in your area, or other parts of Ethiopia, describe what can be the consequences of the following:**

a too much heavy rain
b late rains
c no rain
d severe thunderstorms
e very high temperatures
f very low temperatures

If there is too much heavy rain, rivers flood and this has terrible consequences.

Yes. Do you remember the floods in Dire Dawa a few years ago? About two hundred people lost their lives.

Yes, it was awful, and in addition, many things were destroyed. For example …

Yes, and this meant that …

3 **Make lists of all the consequences you can think of for each of these events.**

4 **Take it in turns with other members of your group to present your list of consequences for each event to the rest of the class.**

B7.5 Language focus: Hopes and fears

1 **Study this language about how we can express our hopes and fears about the future.**

Hopes	
I hope that	we'll have good rains this year.
I'm optimistic that	there'll be good rains this year.
I'm hoping for	good rains this year.
I'm optimistic about	the rains this year.
Fears	
I am worried that I am afraid that I am concerned that My worst fear is that	the rains will come late.
I doubt that	the rains will come this year.
I'm pessimistic about	the rains this year.

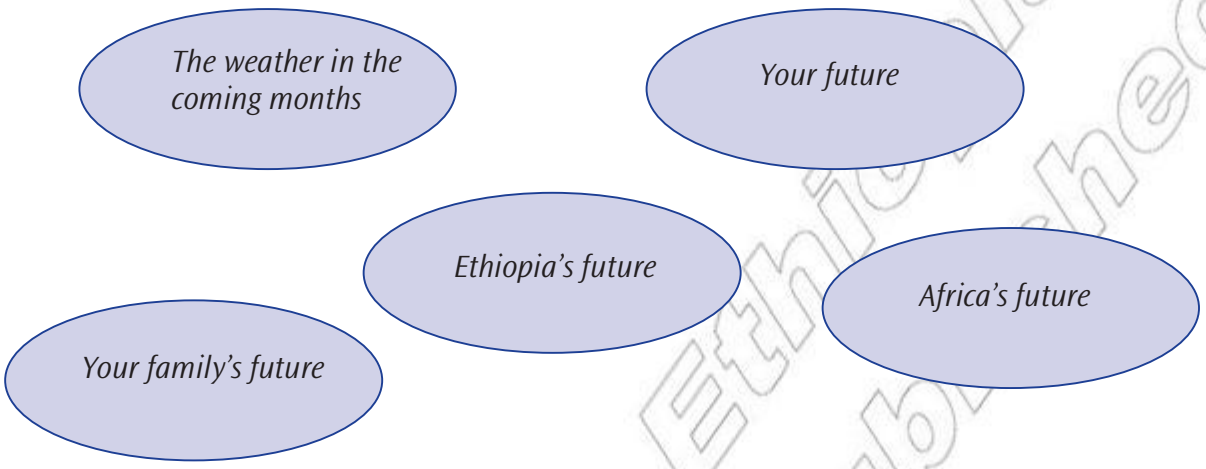
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2 **Work with a partner. Ask and answer questions about the topics in the circles. Justify or explain your answers.**

Example:

– What are your hopes for the weather in the coming months?

– I hope that we'll have good rains this year so that farmers will be able to plant and have good crops. Otherwise we could face a serious food security problem in our region later on this year.



B7.6 Increase your word power: Word building

Verbs can be made from some base adjectives by adding *-en*, *-ise** and *-ify**.

Example: *short – shorten*
modern – modernise

Sometimes spelling changes are required

Example: *high – heighten*
simple – simplify

* *-ise* and *-ify* can also be added to some nouns to make verbs

1 **Make verbs from these adjectives. Make any necessary spelling changes. See how many of them you already know, without using a dictionary.**

Adjectives	Verbs
broad	
dark	
deep	
false	
flat	
hard	
legal	
light	
long	
loose	
general	
popular	

Adjectives	Verbs
pure	
regular	
soft	
solid	
strong	
tight	
weak	
wide	

2 **Some of the verbs and adjectives in your table are opposites, or antonyms. For instance: *soften* and *lengthen*. Identify the other antonyms.**

3 **In your table, add some more adjectives and verbs that follow the same pattern.**

4 **The stress patterns of the adjectives is unchanged when they become verbs with these suffixes. Practise the pronunciation of the adjective and verb pairs.**

5 **Test you partner. One of you must close your book, while your partner calls out a word from the table: an adjective or a verb. You must then give the verb or adjective equivalent.**

Example: *A: Purify*
B: Pure
A: Correct!

6 **Complete these sentences and short paragraphs with the four adjectives in brackets, adding verb suffixes where necessary.**

Note:
- The adjectives are not given in the order in which they are used in the sentences
- You may have to change the form of some of the verbs.

1. The main road into the city is too _____ and the city council is going to _____ it. To _____ the period of construction, work will be carried out 24 hours a day, 7 days a week, which may not be _____ with local residents. (*narrow / popular / short / wide*)

2. During the experiment, the _____ liquid _____ and then _____ to a _____ brown substance. (*clear / dark / hard / solid*)

3. If someone is feeling _____ and is likely to faint, lie them down on a _____ surface and raise their feet above the level of their head. _____ any clothing around their neck and give them some _____ water to drink. (*cold / flat / loose / weak*)

4. My muscles are too _____, so I am starting to do _____ exercise with weights. My aim is to _____ my stomach and _____ my muscles all over. (*flat / regular / soft / strong*)

B7.7 Reading: Why weather forecasts are important

1 **The text below has been cut up into paragraphs and some topic sentences removed. You must do the following:**

a Put paragraphs (A-E) in the correct order (1-5)
b Add the three topic sentences in the box below (X-Z) to the three middle paragraphs (2-4)

A Around the country there are weather stations where information is collected about temperature, precipitation (rainfall), wind direction and speed and atmospheric pressure. In addition, data is obtained from satellites in space and radar. All this data is sent on a daily basis, or more frequently than that, to the National Meteorological Agency where it is analysed using powerful computers. These apply physical laws to the data to create mathematical models which are then used to produce charts, weather and air-quality forecasts, climate predictions, risk assessments and early warning services.

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B Aviation is especially sensitive to the weather and it cannot operate without accurate weather forecasting. Fog can prevent aircraft from landing and taking off. Thunderstorms are a problem because they can cause severe turbulence. Ice, hail, strong winds, and lightning can cause severe damage to an aircraft in flight and on a day to day basis airliners are routed to take advantage of the wind direction to improve fuel efficiency. The military use weather forecasting when planning actions and manoeuvres so they can take place in the most suitable weather conditions. Farmers rely on weather forecasts to plan planting and harvesting. On the sea, fishermen and sailors need to be warned about storms which can put their vessels as well as their lives at risk. Various business sectors require weather forecasting too. The tourist industry needs to know if conditions are going to be good for activities such as trekking or safaris. While shopkeepers need to plan for goods such as suitable food and clothing that customers may require due to significant changes in the weather.

C As we have seen, weather forecasting plays a vital role in the modern world. However, it is still impossible to give 100% accurate weather forecasts and all over the world this leads to unexpected and unplanned for weather events which can damage agriculture and economies in general, and result in human loss of life. Accuracy has improved over the years and five-day weather forecasting today is as accurate as two-day weather forecasting was 30 years ago. Improving forecasting accuracy remains a goal for meteorological services around the world.

D This is done to protect life and property. Some of the most common types of severe weather are thunderstorms, cyclones, as well as high winds, floods and drought. This information is vital to allow the public at large to prepare themselves and their property for weather events that may endanger them, to enable electricity companies to be prepared for cable damage so they can warn the public of possible power shortages, and also to help the government to plan relief activities for those affected.

E We are all familiar with weather forecasts. Various traditional methods of forecasting have been used for centuries. These include observing the behaviour of certain animals, insects and plants. In the modern world, we listen to the weather forecast on the radio, watch it on the TV or read it in the newspaper. The modern science of weather forecasting is called 'meteorology', which is the study of the atmosphere and its phenomena. In Ethiopia it first attained importance when a small meteorological unit was established in 1951 to provide weather information solely for aviation. Slowly, the usefulness of this information was realised by other sectors so that nowadays weather forecasting plays a vital role in the life of the nation.

TOPIC SENTENCES

X Weather forecasting is used on a daily basis by many different sectors.
Y Modern weather forecasting involves two principal processes: data collection and analysis.
Z A major part of modern weather forecasting is the provision of severe weather warnings.

2 **Now answer these questions about the text.**

a What role has aviation paid in weather forecasting in Ethiopia?
b What is the role of weather stations, satellites and radar in weather forecasting?
c Why do pilots of aircraft need to know about the following?
i) thunderstorms ii) hail iii) wind direction
d What action might people take if the following are forecast?
i) floods ii) drought iii) a cyclone
e) How has weather forecasting improved in the last thirty years?

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B7.8 Writing: A summary

- A summary is a short version of a longer text. It contains the most important information in the longer text.
- To write a summary, read and understand the text. Then, make notes on the text in your own words.
- To make 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 text in full sentences and paragraphs. Summaries should be written in your own words, so draw only on your notes; don't look back at the text.

1 **Make notes on the text on why weather forecasts are important in this way.**

- Fill in the main points by making notes of the topic sentences.
- Make notes of the supporting points in each paragraph.
- Use your own words rather than simply copying phrases from the text.

Why weather forecasts are important	
Paragraph 1 Main point	
Supporting points	
Paragraph 2 Main point	
Supporting points	
Paragraph 3 Main point	
Supporting points	
Paragraph 4 Main point	
Supporting points	
Paragraph 5 Main point	
Supporting points	
Paragraph 6 Main point	
Supporting points	
Paragraph 7 Main point	

Supporting points	
Paragraph 8 Main point	
Supporting points	
Paragraph 9 Main point	
Supporting points	
Paragraph 10 Main point	
Supporting points	
Paragraph 11 Main point	
Supporting points	

3 **Now write your own text using the information in your notes. On this occasion, your summary can be in bullet points.**

B7.9 Increase your word power: Phrasal verbs with *on* and *off*

More rules for using phrasal verbs

1 In B6.2 we saw that phrasal verbs behave in different ways:
- Some phrasal verbs do not take a direct object
- Other phrasal verbs take a direct object, but this can go in different places.

a Some can be separated by their object.
b Some cannot be separated by their object.

2 Inseparable phrasal verbs include some two-word phrasal verbs and all three-word phrasal verbs. With this type of phrasal verbs the object goes after the verb:
My brother takes after my mother, but I don't take after her at all.
Don't go back on your promise. You said you would never go back on it.

3 Separable phrasal verbs can have a noun object before or after the particle:
Please take your shoes off. Or: *Please take off your shoes.*

When the object is a pronoun, it can only go before the particle:
Please take them off.

1 **Match the phrasal verbs with *on* and *off* in the boxes on the left, with the correct synonyms or definitions in the boxes on the right.**

a call on call off	cancel visit
b get on get off	develop / make progress receive little or no punishment for a crime
c go on go off	explode continue
d keep on keep off	avoid doing something do something many times
e look on make off	leave quickly consider
f put on put off	postpone gain (kilos in bodyweight)
g set on set off	attack begin a journey
h switch / turn on switch / turn off	start a machine stop a machine
i take on take off	lose (kilos in body weight) employ

2 **Rewrite these sentences with an appropriate phrasal verb from the table above.**

- Change the grammar of the sentence where necessary
- Separate the phrasal verb where possible.

Example: *The school is employing two new teachers.*
The school is taking two new teachers on.

a Please start the TV so that we can watch the news.
b The thieves rushed out of the bank and left quickly in a car.
c How much progress are you making with your course?
d Last night I heard some fireworks exploding.
e When I went to my uncle's house I was attacked by his dog.
f Do you want to continue learning the guitar?
g I have gained 5 kilos since I stopped running.
h Please avoid walking on the grass in the garden while it is growing.
i I consider my brother to be my best friend.
j Don't forget to visit us next time you are in town!
k The exam has been postponed as the papers didn't arrive on time.
l Nunu's party was cancelled due to the death of her grandfather.

B7.10 Writing: An information leaflet

In Unit 7 we have read, listened to and discussed a number of issues relating to the weather and climate change. These include:

- Climate change
- The greenhouse effect
- Deforestation
- Weather
- The importance of weather forecasts.

Now you are going to write an information leaflet on one of these topics, or another climate or weather-related topic. This information leaflet is for students in Grade 9.

Follow these steps.

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1 **Research your information leaflet**

a Decide if you want to prepare your information leaflet with a partner or on your own.

b Decide which topic you are going to write about:
- One of those listed above
- Another related topic.

c Decide what kind of information you want to include in your information leaflet:

d Find the information you need in this unit and the work you have done on it or on the Internet.

e Do NOT cut and paste your information: read the website and take notes and then write your text in your own words.

f If possible, find some photographs and other illustrations to put in your information leaflet.

2 **Write your information leaflet**

a Now you have your information, you can think about how you are going to present it. Decide the following;
- What section headings are you going to use? In what order are you going to put them?
- Do you want to use bullet points or write in paragraphs?
- Where are you going to put your photographs?
- Do you want to use other kinds of decoration to make your information leaflet more attractive?

b Start writing your information leaflet and working on its presentation.

c When you have finished it, check it carefully.
- Decide if you are satisfied with the content, or if you need to change, take out or add anything
- If you worked with a partner, do it first on your own, and then compare your assessment with your partner's.

d When you are satisfied with your content, write a final neat version of your information leaflet.

B7.11 Study skills: Focus on vocabulary

1 **How do you feel about learning vocabulary?**

a Read these sentences and decide if you agree (A) or disagree (D) with each one.

1 I like learning new words. I try to remember them and use them.

2 Vocabulary is important: you need to know lots of words.

3 There are so many words in English; I can't remember them all.

4 I think I know a word, but then the teacher tells me it has another meaning. How many meanings can a word have?

5 English spelling is very difficult. It doesn't follow any rules.

b Now work in a small group and compare your answers. Justify your choices.

2 **If you know a word, what do you know?**

As you get to know a word, you learn more and more about it.

a Work with a partner. The mind map below sets out the different things you know when you know a word. Match these explanations to the features in the mind map.

i) Whether it has one meaning or several.

ii) What it looks like.

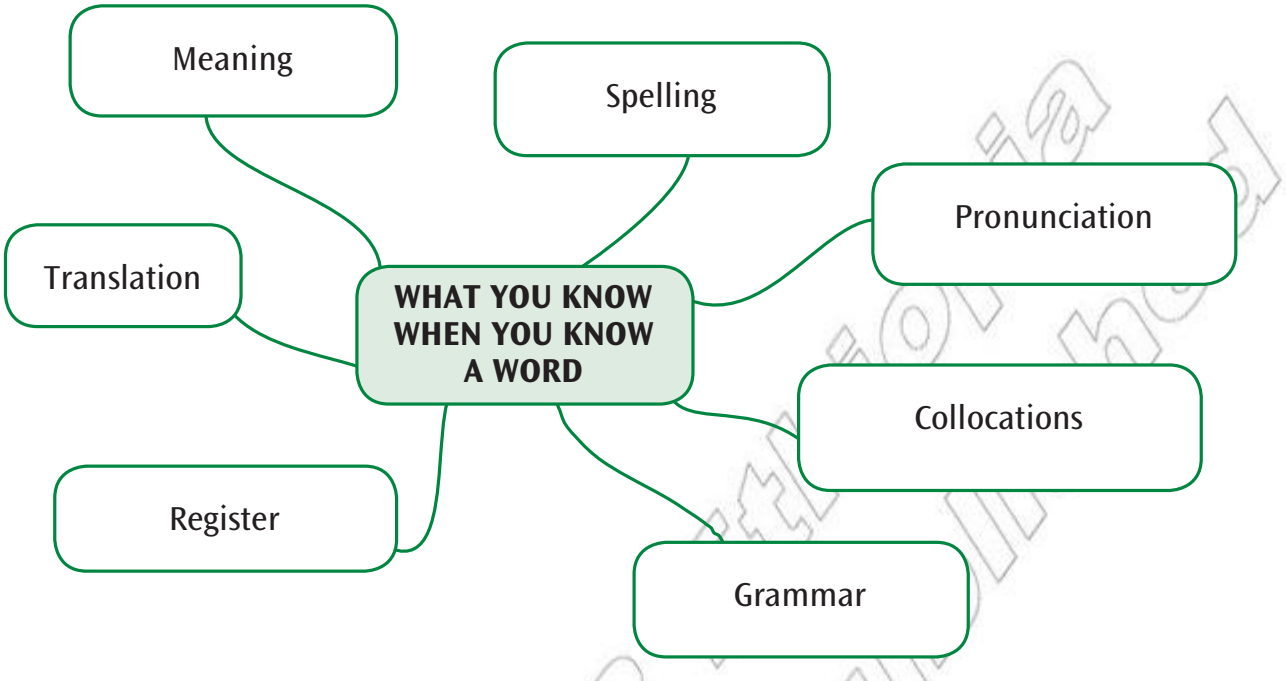
iii) What it sounds like.

iv) An equivalent in your mother tongue.

v) What other words it can be used with. E.g which prepositions can go after it or before it, which adjectives or adverbs can go with it.

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vi) Whether it is used formally, informally, neutrally.
vii) What part of speech it is and how it is used in a sentence.



3 **With your partner, look at the words in the table. Using a dictionary, complete as much information in the table as you can.**

spelling	meaning	pronunciation	grammar	register	translation
beetroot	dark red root vegetable				
embroider		em ˈbroider			
hesitate			verb	neutral	
revolting				informal	
screwdriver	a tool that you use for turning screws				
yummy			informal		

4 **Assess how well you know some words.**

a You can recognise all the words in this table, but how well do you know them? Complete as much information in the table as you can on your own and WITHOUT using a dictionary.

spelling	meaning(s)	grammar	register	translation(s)	collocations
tree					tall, small, young, mature, banana, mango

bank					
book					
okay					

b Compare your results with those of some other people.

c We talk or write about different topics. How much we can say or write depends on many how words we know related to that topic. On your own, create your own mind map of words related to the topic of farming. Compare your mind map with those of some other people.

d How can you revise and increase your understanding of the words you already know and learn new words?



5 Active and passive vocabulary

As you have already seen, knowing a word is complicated. We know more about some words than others. We may know so little about a word that we can only recognise it and have some idea of its meaning when we meet it, for example, in a reading text. In fact, there are many words that fall into this category: we understand them when we meet them, in other words we know them passively, but we don't use them actively ourselves when we speak or write.

Some new words that we meet are simple and easy, and almost immediately we know everything about them and can use them actively. However, other new words we may only know passively for a long time before we find out enough about them to be able to use them actively. Some words may never pass into our 'active' vocabulary.

It often takes quite a long time before a word passes from our 'passive' vocabulary to our 'active' vocabulary. It depends how often we hear it or read it and come to understand it.

With a partner, discuss which of these words you think you can use actively (without looking back to the table above) and which of them you know only passively.

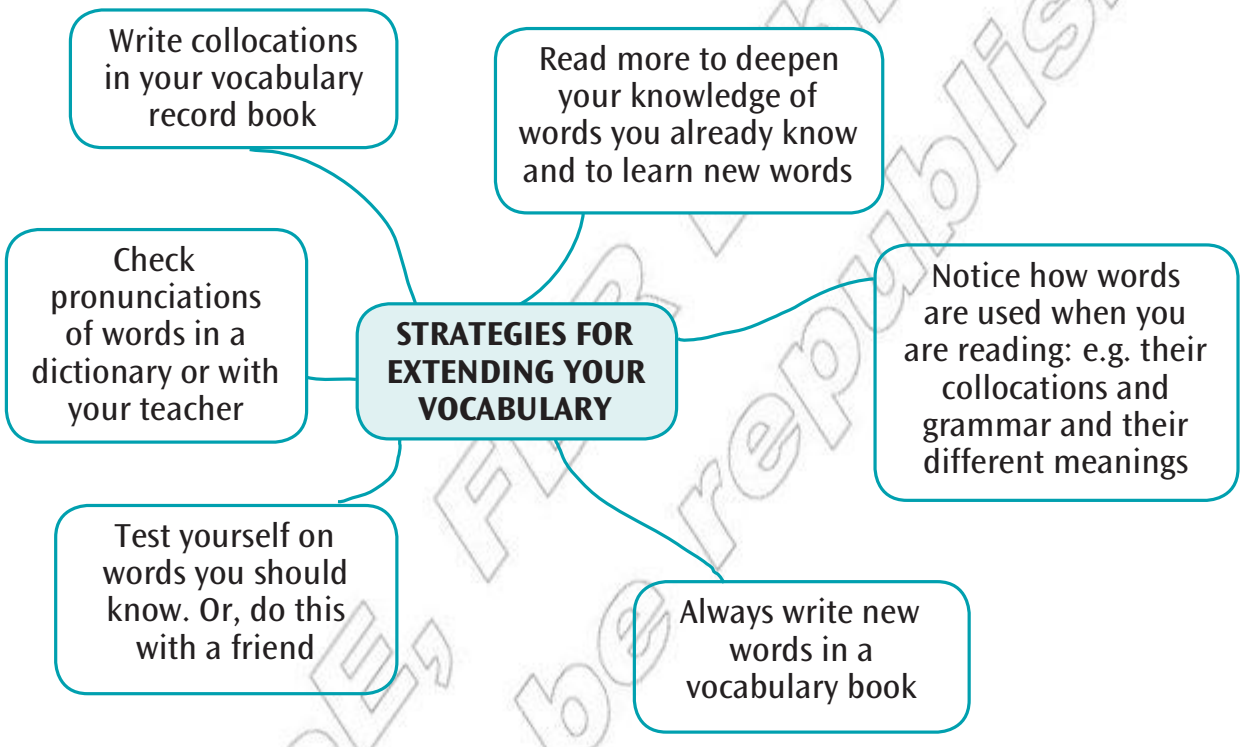
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- beetroot
- revolting
- embroider
- screwdriver
- hesitate
- yummy

6 Extending your vocabulary

a With your partner, study this mind map and discuss:
- which of these strategies you already use regularly or occasionally
- which of these strategies you don't use but which are a good idea
- any other ideas for strategies for extending your vocabulary

b Make your own mind map of vocabulary strategies that you think will work for you.



7 Set a vocabulary goal

You have already set goals for improving your writing. You can also do this for extending your vocabulary. Choose one of the strategies in your mind map to focus on next week and write it in the form of a goal in your notebook or study journal.

Example:

My vocabulary goal for next week

I am going to focus on writing new words in my vocabulary record book. I'm going to write not only words which are new but also some words which I know passively but I would like to know actively. I'm going to add words to my vocabulary book in class and when I'm doing my homework. At the end of the week, I'll look through it to revise what is in it.

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B7.12 Assessment

1 Speaking and listening

1 Listen to your teacher reading a talk about the future of the world's climate and take notes in this table.

a How climate change projections are made	
b The limitations of climate projections	
c Changes in temperature	
d Changes in rainfall	
e Extreme weather events	
f Changes in sea level	
g Our response to these changes	

2 Work with a partner. Take it in turns to re-tell what the speaker said about the future of the world's climate using your notes for reference.

2 Reading

Your teacher will give you a text about floods in Mozambique in February 2000. Read the text and choose the best way to complete each of these sentences.

1 In February 2000 Mozambique was:
   - **a** one of the countries where heavy rain fell
   - **b** the only country to suffer flooding
   - **c** the country with the most rainfall in Africa

2 Flooding in the Limpopo Valley:
   - **a** continued to 11th February
   - **b** caused the Limpopo River to burst its banks
   - **c** brought suffering to residents

3 Tropical Cyclone Eline:
   - **a** hit the areas already affected by flooding
   - **b** affected Mozambique's second city
   - **c** caused flash floods

4 Thousands of people were rescued by:
   - **a** a few ships from South Africa and some other countries
   - **b** helicopters provided by foreign governments
   - **c** a combination of helicopters and boats

5 Sofia Pedro:
- **a** was born in a tree
- **b** was taken to Chokwe hospital
- **c** gave birth in Chokwe Hospital

6 The rescue effort:
- **a** took a long time to get going
- **b** was carried out very efficiently
- **c** was not helpful

7 As a result of the floods:
- **a** 20,000 cattle were killed
- **b** 214,000 classrooms were destroyed
- **c** 113,000 small farmers lost everything

8 The Mozambican government:
- **a** asked the international community for money
- **b** attended a donor conference three weeks after the floods
- **c** received millions of dollars three months after the floods

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Unit
8

Water

Part A

Objectives

In this part of Unit 8 you will:

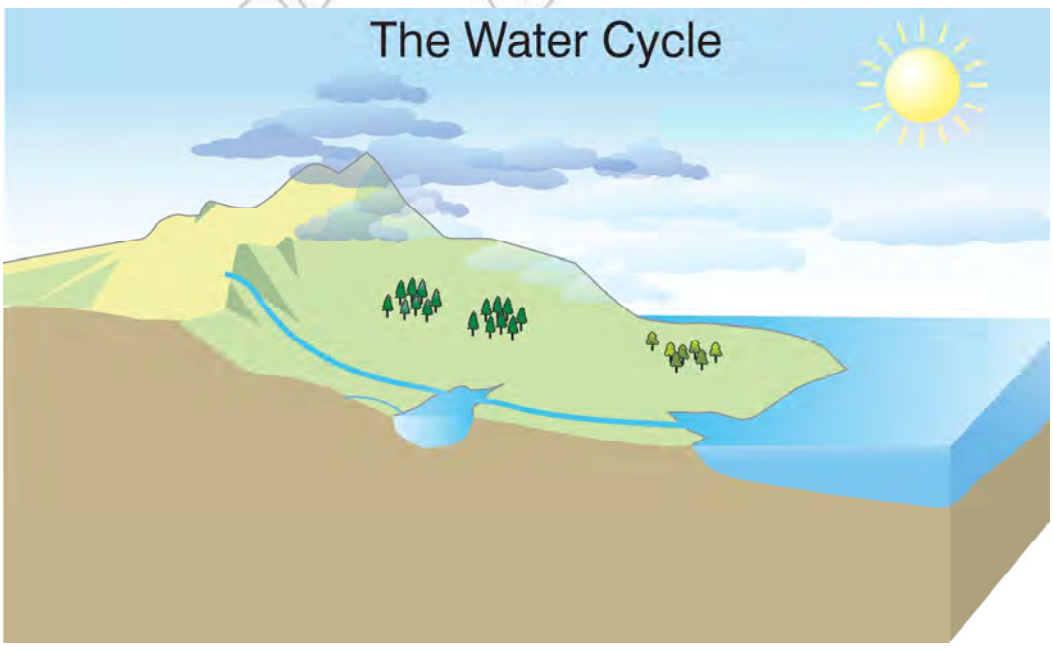
- listen to a description of the water cycle
- read a story
- learn some words about water
- talk about water
- learn about some word building patterns
- learn about *like* and *as*
- talk about strategies you can use to improve your vocabulary
- talk about how to improve your reading.

A8.1 Introduction: The water cycle

1 **Work in a small group. You are going to listen to a description of the water cycle. Before you listen, discuss what you understand by these terms.**

a evaporation
b transpiration
c convection
d condensation
e advection
f precipitation

2 **Now listen to your teacher describing the water cycle and as you listen, use arrows and words to illustrate the process on this diagram.**



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3 **Go back to exercise 1 and write definitions of words a to f.**

4 **With a partner, describe the water cycle from memory.**

- Go back to A6.6 and revise sequencing words and expressions.
- Take it in turns to describe the water cycle to each other from memory.
- As you listen to your partner, you can look at the diagram to check if what s / he is saying is accurate.

A8.2 Reading: The tale of a tap

When faced with a text to read, an important first step is to survey it BEFORE you actually start reading it. This will give you useful information about what kind of text it is and what it is about which in turn will help you to understand it better when you read it in detail.

1 **Read this information about how to survey a text.**

How to survey a text

1 Look at the title and pictures, if any.

2 Quickly look over – or survey – the first couple of paragraphs without carefully reading every word; just run your eye over each line. Then, survey the first line or two of the other paragraphs.
DO NOT start at the beginning of the text and read each line carefully and slowly trying to understand it in detail. This is not an efficient way to begin a reading comprehension task.

3 While you are surveying the text, you can ask yourself these questions, depending on what kind of text it is:

Fiction

a Where is it set At home? Another country? In Africa? In a town? In the country?
b What is happening?
c Who are the people?
d What is the tone? Is it sad, humorous?

Non-fiction

a What is the subject of the text? People? Places? Things?
b What school subject is it related to? Biology? History? Geography?
c Where does it come from? A newspaper? A magazine?
d What is the writer telling us, what is his or her purpose?

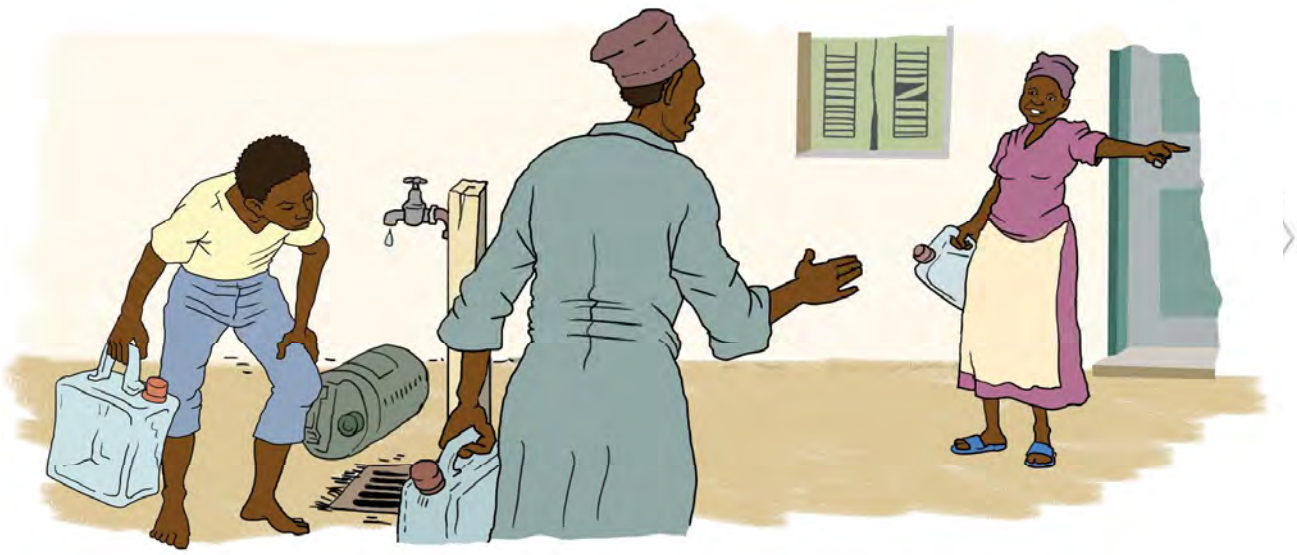
These steps enable you to see the text as a whole before you start to read it in detail, and if it is a reading comprehension task, before you answer the questions; only when you have quickly surveyed the text should you start to answer the questions.

2 **Survey the reading text below. Try to do it in two minutes only.**

3 **Discuss with a partner what you have found out about it.**

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Now read the text and answer the questions below.



The tale of a tap

A few weeks ago I woke in the morning as usual with a light heart and a foggy head and, as usual sang out for my cup of tea.

My wife sang out equally cheerfully that sorry, this morning there was to be no tea because there was no water.

"What?" I said.

"There is hardly any water anywhere," she said. "Not in the whole town. According to the radio, the pipes have burst."

Determined to do something about the situation, I phoned the water department and after a lot of humming and hawing, I was told that there was still some water in taps at ground level, but that there would not be sufficient pressure to take the water up to us on the second floor.

There was a tap in our yard. "Quickly," I told my wife, "bring out all the jerry cans and buckets we have got." She stood there staring at me with a hard look. "What jerry cans are you talking about? As for buckets, the only bucket we have has a hole in the bottom because you insist on playing the drums on it." So I dashed off to the hardware store to buy three large jerry cans and rushed home.

I went straight back to the yard tap which had been left open and was now trickling precious water away. Out of the corner of my eye I saw Third Floor bearing down like an angry buffalo, eyes fixed on the tap and water containers banging about his knees.

We were on a collision course but there was nothing we could do. We closed like a couple of old tankers and both of us went down in a tangle of arms and legs, our utensils going everywhere. By the time we had disentangled ourselves, sorted out our containers and tossed for first go at the tap, the stream of water had died down to a trickle. When we reached the tap, it gave a gurgle and then a hiss. Fortunately, before we could leap at each other's throats, a friendly woman looked into the yard and told us that water could be had from the well in the mosque nearby. The only trouble with this news, as with all news, is that by the time it reaches me, it has already reached half the town.

The mosque was packed with sweating, bad-tempered humanity armed with a variety of containers and utensils. The focus of everybody's attention was the solitary tap connected to the well and the large, scowling individual who had control over the hose pipe that was fitted to it. He was directing this hose pipe to a gross or so of debes that his helpers kept bringing up to be filled.

We were all waiting for him to finish filling his containers before making an assault on the hose pipe. The chance came sooner than I expected. One of his helpers had been filling his debe without undoing the top and the scowling man, noticing this, let go the hose pipe to personally unscrew the top.

I dived for the pipe. So did all the other human beings. Somehow I survived and what is more, me out of the crush still clutching the hose pipe. I stuffed the end into the first opening. This ppened to be my neighbour's open mouth but fortunately I realised my mistake before I had operly drowned him.

Eventually, after a fierce struggle and a rich harvest of bruises, I pulled myself from the mass with erry can full of water and directly proceeded home with it. I laid the full can proudly before my fe and still breathing heavily from the experience, waited for her praise.

"Only one little can! Why it's not enough to fill the basin and wash the children's clothes with," ere the sweet words which greeted my triumph.

"Oh it is," I said, getting heated. "It's enough to fill three basins, four basins if you like . . ." and demonstrate my point, I tipped the water into the sink. "Stop!" screamed my wife, "the plug isn't All the water is going down the drain!" It was too late. Three-quarters of the water was gone. I myself on the head with the can and the rest of the water gushed out leaving me drenched me to y shoes.

"You are wasting all the water," said the woman I am married to. I didn't say anything. I just ared at her and then we kissed and made up; but from the day the water stopped flowing, we have ver again taken anything for granted.

From a story by Malimoto in *Drum* magazine.

4 **Choose the best answer to each of the following.**

1 From this text we can tell that the writer;
   - **a** lives in a hut.
   - **b** lives in a house.
   - **c** lives in a block of flats.
   - **d** lives on the ground floor.

2 The writer went to the tap in the yard because;
   - **a** the well in the mosque was too crowded.
   - **b** it was the nearest available water supply.
   - **c** he wanted to get there before his neighbour.
   - **d** there would not be any water upstairs for a short time.

3 The writer didn't want to go to the well in the mosque because;
   - **a** it was too far away.
   - **b** it was far too crowded.
   - **c** he wasn't a Moslem, and felt he could not use it.
   - **d** he was afraid of the large man in charge of the hose-pipe.

4 When the large, scowling man dropped the hose pipe;
   - **a** everyone tried to grab it at once.
   - **b** the writer's neighbour got it first.
   - **c** the writer immediately picked it up.
   - **d** the writer was unable to get hold of it.

5 When he got home with a jerry can full of water, his wife;
   - **a** greeted him triumphantly.
   - **b** was very happy to see him.
   - **c** was very pleased to see that he had managed to get some water.
   - **d** was disappointed at the small amount of water he had obtained.

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5 **Write clear, brief but complete, answers to the following questions. Do not write notes; write in full sentences.**

1. Who was 'Third Floor' and why does the writer compare him to an 'angry buffalo'.
2. Explain in one sentence how the writer managed to get the hose pipe from the 'large, scowling individual'.
3. Find three expressions in paragraphs 3-7 that mean 'to move quickly'.

6 **Explain the following in your own words.**

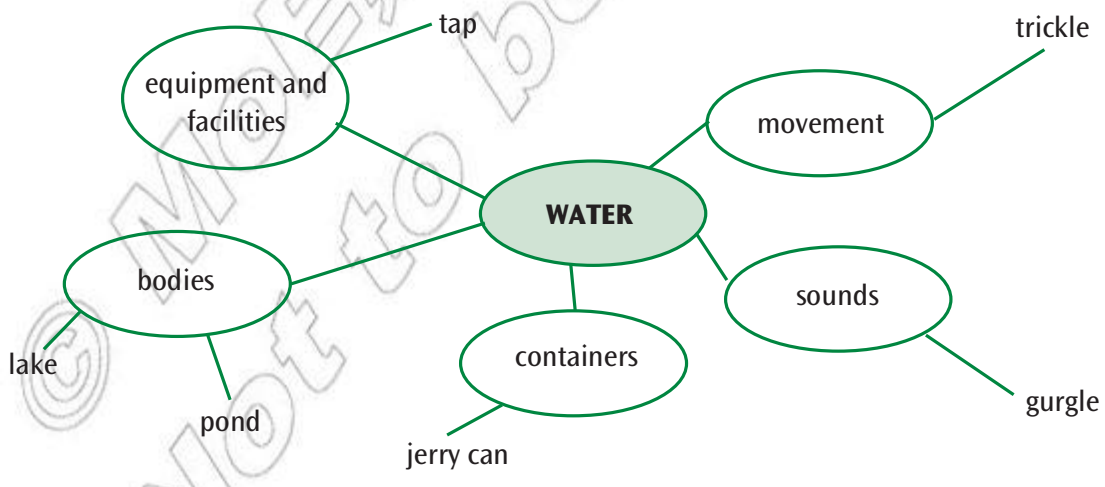
1. a light heart (line 1)
2. a foggy head (line 1)
3. humming and hawing (line 9)
4. out of the corner of my eye (line 19)
5. on a collision course (line 21)
6. tossed for first go (line 24)
7. gurgle (line 25)
8. humanity (line 29)
9. the crush (line 39)
10. taken anything for granted (line 55)

6 **Discussion questions**

1. How well did the people in the story behave? Do you think the writer has exaggerated or in your experience do people in this situation usually behave in this way?
2. What would you do if you had been in the writer's situation?
3. Do you find the story amusing? Give reasons for your answer.
4. What serious point is the writer making in this otherwise humorous story?

A8.3 Increase your word power: Water

1 **Complete this mind map with the words in the box. You can use a dictionary, if you want. Some of the words are in the text.**



flow ocean shower well bucket sink gush jerry can lake bottle tinkle pipe gourd bath river flood lap pump flush toilet gush pond tap swimming pool gurgle barrel puddle wash basin trickle stream

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2 **Add some more words to your mind map, if you can.**

3 **Work in a small group. Make five sentences, each one containing words from as many of the groups in your mind map as possible.**
Example: *At night I can hear the trickle of the stream as it flows past our house and down to the river.*

A8.4 Speaking: All about water

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

1 **What is water used for? Make a list of as many uses as you can think of, not just the kinds of things you and your family use it for, but how it is used in agriculture, industry and so on.**

2 **How much water has everyone in your group used so far today?**
Work it out in this way:
- Each of you should think about what you have used water for today.
- You then calculate the total number of litres you think you have used: one bucket = approximately 20 litres, one average glass = 300 millilitres.
- Add each of your totals together and work out the average quantity that each person has used.

When you have finished, compare your answers with those of other groups.

3 **True or false?**
a Water is made up of hydrogen and oxygen.
b You can drink sea water.
c Sea water makes up 97 per cent of the world's water.
d Waste water from homes can be reused.
e One litre of water is used to make one litre of beer.

A8.5 Increase your word power: Word building

Recognising words that belong to the same family can really increase your word power! For example, if you know the word: *photograph*, you should be able to recognise that *photographic* and *photographer* are part of the same family.

If you recognise the word endings, that will tell you what kind of word it is and help you to understand how it is being used.

-ic: many adjectives end with this suffix
-er: is often added to verbs to describe someone who does this action

1 **Try to complete the words in the table (white parts only). They all appear in this unit in the form in which they are given in the table.**

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Verb	Noun	Adjective	Adverb
	atmosphere		
	breathing	breathing	
	condensation		
connect	connection		
	container	contained	
continue			
	convection		
demonstrate			
	evaporation		
expect			
			fortunately
		invisible	
		moist	
			personally
precipitate	precipitation		
			properly
	pride	proud	proudly
realise			
		solitary	
struggle	struggle	struggling	
	transpiration		
triumph			

2 **Pronounce each family of words in the table. Pay attention to the stressed syllable; it maybe be different in some forms of the words. Mark the stressed syllable in each word.**

3 **Complete each of these sentence pairs with two forms of the words in brackets. Note: You may have to make further changes to some of the words.**

a (personal) The President made a _____ visit to the scene of the accident.
Students are _____ responsible for the payment of their fees.

b (condensation) I am fond of putting _____ milk in my tea.
It is so hot in the kitchen that _____ is running down the walls.

c (moist) You need to _____ very dry clothes before you iron them.
Not a single drop of _____ was left in the river during the drought.

d (atmosphere) Planes should only fly in good _____conditions.
When I entered the classroom the _____ was not good. I quickly realised that someone was being punished.

e (solitary) There is a _____ tree in our garden.
Sometimes I enjoy _____.

f (expect) The audience waited _____ for the concert to start.
_____ mothers should stay calm and rest as much as possible.

4 **Make your own sentence pairs with four other words (not ones you used in the previous exercise).**

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A8.6 Language focus: *like* and *as*

Like, of course, is a verb, but it also has another use which is similar way to the meaning of *as*.

1 **Try to identify rules of use for the words *like* and *as* by answering the questions.**
Sentences 1-4: Same meaning, different grammar

1 It's raining again. It's been like this every day for a week.
2 As we expected, the rains are early this year.
3 I want to be a doctor, like my brother.
4 The government did as they promised and built a new school.

a Which meaning do *like* and *as* express: similarity or purpose?
b Which word is used as a preposition before a noun: *like* or *as*?
c Which word is used as an adverb before a subject and verb: *like* or *as*?

Sentences 5-9: Different meaning, same grammar

5 My father uses this room as an office.
6 My bedroom is like an office with all my books and papers everywhere.
7 My father used to work as a nurse.
8 Some parts of the country, like the south-west, receive a lot of rain.
9 Rainwater flows over the ground as surface run-off.

d What is the meaning of *like* and *as* in these sentences? Match the sentences to each of these meanings;
i) for example =
ii) in the position of =
iii) in the form of
iv) for this purpose =
v) similar to =

e Are *like* and *as* used as:
i) a preposition before a noun?
ii) as an adverb before a subject and verb?

Note: In the USA and UK *like* is often used in everyday conversation, especially by young people, in these non-standard ways:
i) to introduce a subject and verb (instead of the more standard *as*);
Example: *The government did like they promised and built a new school.*
Nobody sings like she does.
ii) to report what someone has said;
Example: *I asked my brother to lend me some money, and he's like, 'how much do you want?'*

2 **Complete these sentences with *like* and *as*.**
a I want to join the army _____ an officer.
b The garden looks _____ a jungle. We must tidy it.
c I usually wear light colours _____ white, pink or yellow.
d My eldest sister is _____ a boss at home.
e _____ the oldest child, she has a lot of responsibilities.

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f Your idea is good. I'll do _____ you suggest.
g Mimi came first in the test, _____ we all knew she would.
h _____ you know, term finishes in three weeks.
i When water evaporates it rises into the air _____ water vapour.

3 **Complete these sentences from A8.2 Reading text *The tale of a tap*.**

a A few weeks ago I woke in the morning _____ usual.
b The only trouble with this news, _____ with all news, is that by the time it reaches me, it has already reached half the town.
c I saw Third Floor bearing down _____ an angry buffalo.
d We closed _____ a couple of old tankers.

A8.7 Study skills: Focus on vocabulary

B7.11 focused on vocabulary: we looked at your attitude to vocabulary, what knowing a word means and the difference between your active and passive vocabulary. We also looked at some strategies for extending your vocabulary. You set one of these as a vocabulary goal for last week. What progress have you made with it?

1 **Work with a partner and discuss the following.**

a What was your goal?
b What work did you do to try to achieve it?
c What is the outcome of this work? Which of these statements reflects how you now feel?
- I have been using this strategy and I think it is helpful.
- I have been using this strategy and I think it is quite helpful.
- I have been using this strategy but I don't I think it is helpful for me.
- I didn't use this strategy at all.

2 **Set yourself another vocabulary goal for this week and next. You can choose:**

- to continue working on the same strategy you were focusing on last week
- to focus on another of the strategies see B7.11.

Write your goal in your notebook or study journal.

A8.8 Study skills: Focus on reading

1 **How do you feel about reading?**

a Read these sentences and decide if you agree (A) or disagree (D) with each one.
1 I don't enjoy reading. I only read English because I have to.
2 Reading English is slow and boring. I'm always having to look words up in a dictionary.
3 I love reading in my free time.
4 Reading really helps me improve my English.
5 When I read I underline words I don't know.
6 English spelling is very difficult. It doesn't follow any rules.
b Now work in a small group and compare your answers. Justify your choices.

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2 How fast do you read?

Work in a small group and discuss these questions.

a Do you read faster in English or in your mother tongue?

Here is a list of reasons why many people read slowly. Which of them do you do? Do you do them when reading in both English and your mother tongue?

- Stopping to try to understand every word
- Saying the words aloud or in your head.
- Using a dictionary a lot.

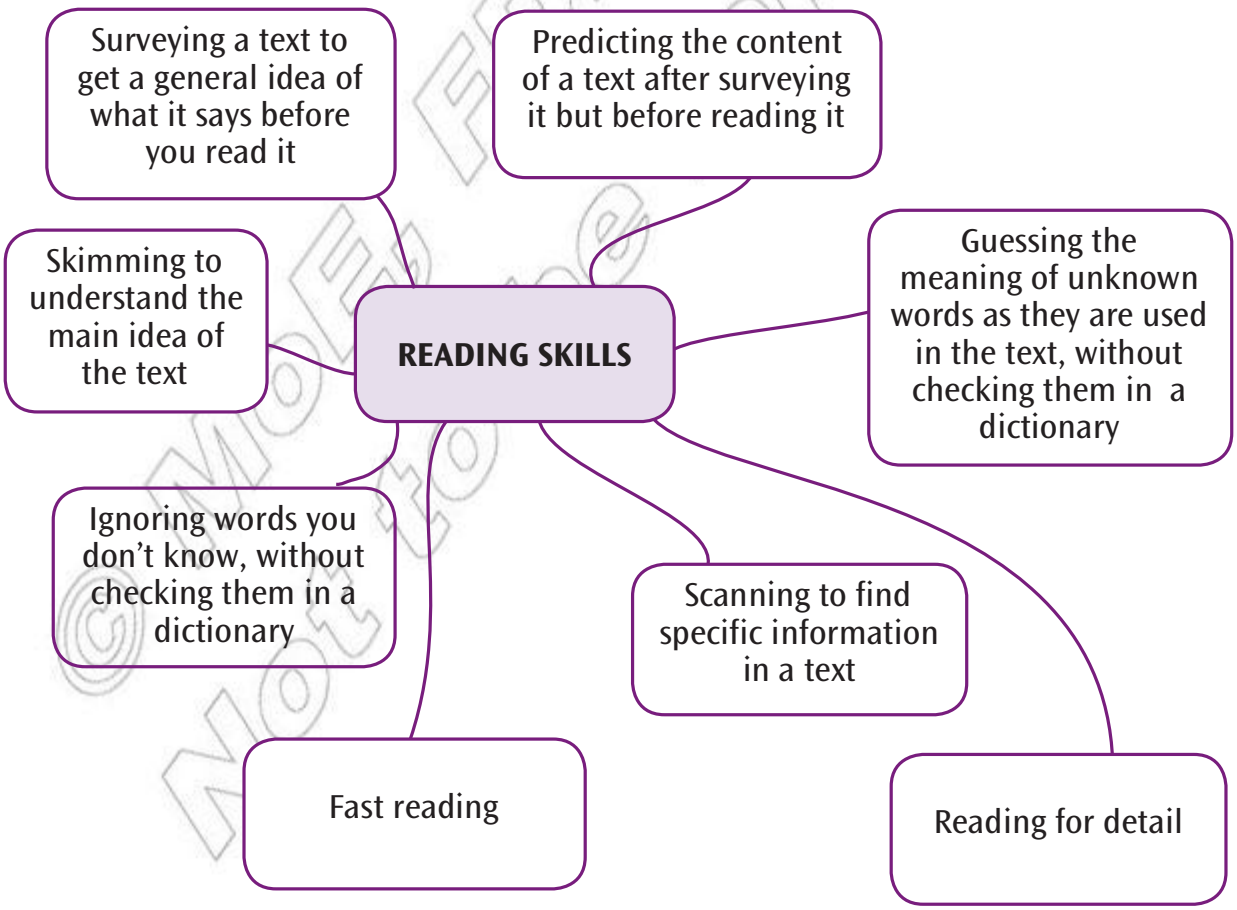
b How can you improve your reading speed? Make a list of possible ways.

3 Reading skills

Different reading skills are used for different kinds of reading tasks and hence for different kinds of texts.

With your partner, study this list of reading tasks and decide which of the skills in the mind map would be most appropriate for each one. You can choose more than one skill for any of the tasks.

a Reading a menu in a restaurant to find out what is served.
b Finding information on a specific topic in an encyclopedia or website.
c Reading the information you want in an encyclopedia or website.
d Looking to see what's in the newspaper.
e Reading a newspaper article.
f Reading a text and answering comprehension questions about it.
g Reading a novel.



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4 Check your reading speed

To find out your reading speed, you are going to read this short extract from *The African Child*, the autobiography of Camara Laye which is about his childhood in Guinea Conakry, West Africa in the 1930s. It is about the time when he went to help his relatives with the rice harvest.

Follow these instructions:

- Don't start reading until your teacher tells you to.
- Read the text.
- Read the ten statements below. Decide if each one is true of false according to the text. Write T or F next to each one.
- Look up to see how long it has taken you.

When the toms-toms sounded, the reapers set out. With them I marched along to the rhythm of the tom-tom. The young men threw their sickles into the air and caught them as they fell. They shouted and danced as they followed the tom-tom players. My grandmother had warned me not to be too friendly with these players. But it would have been impossible for me to tear myself away from their spirited music, from their sickles flashing in the rising sun and the sweetness of the air.

When they reached the first field the men lined up naked to the loins with their sickles ready. My uncle Lansana or some other farmer – for the harvest threw people together and everyone helped everyone else – signalled that the work was to begin. Immediately, the black torsos would bend over the great golden field, and the sickles begin to cut. Now it was not only the morning breeze which made the field tremble, but also the men working.

The movement of the sickles as they rose and fell was astonishingly rapid and regular. They had to cut off the stalk near the last joint and the last leaf at the same time that they stripped the leaf. They almost never missed. This was largely due to the way the reaper held the stalks so as to cut them. Each man made it a point of honour to reap as regularly and rapidly as possible. As he moved across the field he had a bundle of stalks in his hand. The other men judged him by the number and size of these bundles.

My young uncle was wonderful at rice cutting, the very best. I followed him proudly, step by step, he handing me the bundles of stalks as he cut them. I tore off the leaves, trimmed the stalks and piled them. Since rice is always harvested when it is very ripe, and if handled roughly, the grains drop off, I had to be very careful. Tying the bundles together was man's work, but, when they had been tied, I was allowed to put them on the pile in the middle of the field.

From *The African Child* by Camara Laye

a True or false?

1 Tom-tom players went with the reapers to the fields.
2 The writer's grandmother didn't want him to make friends with the tom-tom players.
3 The men wore a lot of clothes as they worked.
4 The men worked slowly.
5 They usually cut a stalk with a single cut.
6 Each man tried to cut more stalks than the other men.
7 The writer's uncle wasn't a very good reaper.
8 The writer was allowed to do some of the work.
9 The rice was not completely ripe when they cut it.
10 It was difficult for a child to tie the bundles of rice stalks.

b When you have checked your answers, in a small group, discuss how well you did.

1. Did you survey the text first?
2. Did you try to guess the meanings of any words you didn't understand, or did you ignore them?
3. How many questions did you get right?
4. How fast was your reading speed?
5. Do you need to work on improving your reading speed? If so, how are you going to do it?

5 Set a reading goal

You have already set goals for improving your writing and vocabulary. You can also do this for improving your reading skills. Choose one of the skills in your mind map to focus on next week and write it in the form of a goal in your notebook or study journal.

Example: *My reading goal for next week*

I am going to focus on ignoring words I don't know in the text, and concentrate on getting a good understanding of the text without knowing every single word. If there are some new words which seem to be key to getting a general understanding of the text, I'll try to guess their meaning from context.

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Part B

Objectives

In this part of Unit 8 you will:

- listen to a text about the global water shortage
- learn about adverbs
- discuss water shortage
- practise using *I wish*
- learn how to express contrast
- take part in a speaking game
- take part in a role-play
- read about how the world is dealing with water shortage
- write some paragraphs about how we can save water in Ethiopia
- do a speaking assessment task.

B8.1 Listening: The global water shortage

1 **Work in a small group. Look at the pictures and discuss what they tell us about water shortage.**



Women have to walk long distances to collect water in many parts of Africa.



In some desert and semi-arid regions of the United States golf courses are kept green by regular watering.

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2 **Now listen to your teacher reading a text about water shortage and take notes on the key facts about the topics in the box.**

1 How water is used around the world
Domestic use:
Agricultural use:
Industry:

2 Reasons for the water crisis
Increase in water use over the past 300 years:
Natural factors:
Human factors:

3 How different parts of the world are affected.
Number of countries affected:
Most seriously affected areas:
Regions in Africa seriously affected:

4 Outlook for 2025:

2 **In your group, discuss the information in your notes.**

a Which of the facts are you already aware of and which are new?
b Which, if any, do you find surprising?

B8.2 Language focus: Adverbs

Work with a partner.

1 **What is the difference between an adjective and an adverb? Discuss this and then look at the table.**

Adjectives and adverbs

Compare these two sentences;
The captain of the team was so efficient that everyone admired him.
The captain led his team so efficiently that everyone admired him.

Adjectives can be used before a noun, They can also be used after certain verbs These are link verbs (verbs which refer back to the subject) for example;

Subject	link verb	adjective
He	became	famous
She	was	rich
They	ended up	successful

Adjectives can also be used after verbs of feeling and appearance

Subject	verb	adjective
She	looked	beautiful
The ugali	tasted	delicious
The room	smelt	horrible

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After most verbs, though, you must use an adverb, not an adjective.

Subject	verb	adverb
The children	ate	quickly
Her clothes	fit	beautifully
She	speaks	well

These are adverbs of manner, and they usually look similar to their related adjectives as they are made up as follows:

adjective + *ly*

Example: *quickly*

However:

i) Many adjectives do not have corresponding adverbs. **Example:** *old, little*

ii) Some adjectives can be used as adverbs without change. **Example:** *hard, late*

iii) Some adjectives look like adverbs, but they aren't. **Example:** *friendly, cowardly*

iv) Some adverbs are completely irregular. **Example:** *good – well*

2 **Complete this table with the correct forms of the missing adjectives or adverbs. Note: some of the adjectives don't have adverbs.**

adjective	adverb	adjective	adverb
childish	childishly	hopeful	
	easily	cowardly	
good			early
fast		friendly	
angry		late	
	probably	slow	

3 **Complete these sentences with the adjective in brackets, using the adverbial form where necessary. Then write an ending for the sentence.**

a The (friendly) crowds welcomed the competitors …

The friendly crowds welcomed the competitors into the stadium with cheers and whistles.

b The policeman shouted (angry) at …

c The teacher looked so (angry) that …

d Juma played very (bad) and …

e The weather was so (bad) …

f Swimming is a (healthy) activity that …

g The athlete ran (fast) and …

h The striker kicked the ball so (hard) that …

In the comparative form, adverbs behave in a similar way to adjectives

Aberash's singing is beautiful. (adjective)

It is more beautiful than her sister's. (comparative adjective)

It is the most beautiful singing I have ever heard. (superlative adjective)

Her guitar playing is as beautiful as her singing. (adjective)

Aberash sings beautifully. (adverb)

She sings more beautifully than her sister. (comparative adverb)

She sings the most beautifully of anyone I know. (superlative adverb)

She plays the guitar as beautifully as she sings. (adverb)

One-syllable adverbs are the same as adjectives in the comparative form.
Example: *fast – faster – fastest*

Travelling by motorcycle is faster than by bus. (comparative adjective)
A motorcycle travels faster than a bus. (comparative adverb)
A car travels as fast as a motorcycle. (adverb)

4 **Complete these sentences with the correct form of the words in brackets. Where necessary add *than*, *the* or *as* and make any necessary spelling changes.**

a Nujuma studies _____anyone else in the class. I think she is _____ working student in the school. (hard)
b The rains have arrived much _____ we expected this year. (early)
c Generally dogs live _____ cats. (long)
d Our new pump works _____ the old one. (efficient)
e My younger brother behaves far _____ I did at his age. (bad)
f I can't speak Swahili _____ I should after living in Mombasa for several years. (fluent)
g This afternoon the Ethiopian team played _____ they normally do. (good)

5 **Work with a partner.**

- Discuss how well you can do each of the activities in the list.
- Decide who can do each one better than the other.

Sing
Run
Dance
Play football / basketball / netball
Write an English composition
Do a maths equation

Example:

I can sing quite well.

I can't sing at all.

So I can sing much better than you?

Yes!

B8.3 Speaking: Water shortage

You are going to discuss the water shortage issue that you heard about in B8.1. Study the language in the boxes before you start.

Describing causes and effects To remind yourself of how to do this see A7.7	**Comparative adverbs** Look back at the previous section see B8.2
The future passive • Our future will be affected by climate change To revise how to make passive sentences see A1.6	**Making suggestions** To revise how to make suggestions see B5.2

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2 **Work in a group. Read these sentences from the listening text and discuss the questions below.**

> Today the world is facing a water deficit and many countries are already water-stressed, which means they do not have enough freshwater to meet the needs of their population.

a How badly have these places been affected by water shortage? Think of some reasons why?
Example: Europe and North America.
Europe is not as badly affected as North America. This may be because Europe is not as badly affected by climate change as North America. There are large deserts in North America too, so it's probably much drier than Europe.
i) Lake Tana and Lake Chad
ii) North America, North Africa, China, the Middle East, and the Indian Subcontinent
iii) North Africa and Southern Africa
iv) North Africa and West Africa
v) East Africa
vi) Ethiopia

b Thinking back to some of the reasons for water shortage mentioned in the listening text, and from your own knowledge, discuss whether any of them relate to:
i) your region of the country
ii) any other region of the country.

c Can you think of any ways to improve the water shortage situation in your region and the rest of Ethiopia.

d Prepare a short summary of the ideas that have come up in your discussion and be ready to present it to the rest of the class. Each person in the group should present one part of your report.

B8.4 Language focus: *I wish*

1 **Study the language we use to express our wishes.**

I wish

a To express your wishes for the present and future
I wish I were good at maths (but I am not good at maths).
Don't confuse wishes and hopes. Hopes are possibilities, while most wishes are impossibilities.
Compare:
I hope I become a doctor. (It may be difficult, but I may do it)
I wish I could be a doctor. (I'm going to do something else as this is not possible).

b To express your wishes and regrets about the past
I wish I had studied harder for the test. (but I didn't study hard)

When we express a wish, we are talking about an unreal or even impossible situation. For this reason, the tense of the verb changes, but that does not mean the time has changed. It means that the verb is expressing something unreal.
Example, *I wish I were good at maths* is talking about the present, not the past.
Note: We usually say *I wish I were …* but we can also say *I wish I was*. (This is also the case in some conditional sentences: *If I were you I wouldn't do that.*)

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1 Make sentences in the way indicated so that they have the same meaning as the original sentences.

Example: *It's raining, so we can't go to the match.*
I wish it weren't raining so we could go to the match.

a It's a pity there is no secondary school in my village.
I wish …

b We don't have enough time to prepare for the exam.

c We don't see each other very often because you don't live near my house.

d I can't watch TV because I've got too much homework to do.

e I didn't go to your party.

f I haven't finished my homework so I can't go out.

2 Work with a partner.

a Make three wishes for your own life.

Example: *I wish I were taller.*

b Make three wishes for Ethiopia.

c Express three regrets about your past.

B8.5 Language focus: Contrasting ideas

1 **We have already looked at some words and expressions which can link contrasting sentences and contrasting ideas in a discourse. Study these ways of introducing contrasting ideas.**

There are two kinds of contrast and two kinds of words and expression which are used to link sentences that express them.

1 Clauses of concession

Concession means that you accept one idea and at the same time you put another idea against it. Concession can be expressed by means of a word or phrase.

Example: *Although*, *even though*, *however*, *despite*, *in spite of*

These have similar meanings but behave slightly differently.

Although / even though some parts of the country receive a lot of rain, other parts receive very little.

Although / even though introduce a clause. *Even though* is stronger and more emphatic than *although*.

Despite / in spite of the fact that some parts of the country receiving a lot of rain, other parts receive very little.

Despite / In spite of the fact that introduce a noun phrase

Some parts of the country receive a lot of rain. However, other parts receive very little.

However introduces a sentence.

2 Clauses of difference

We can contrast two different but equal ideas with words and phrases such as: *whereas*, *while*, *on the one hand … on the other hand*

- *The twins are very different. On the one hand Tefere is outgoing and lively and on the other hand Selam is shy and quiet.*
- *The twins are very different. Whereas / While Tefere is outgoing and lively, Selam is shy and quiet.*
- *The twins are very different. Tefere is outgoing and lively, whereas / while Selam is shy and quiet.*
- *The twins are very different. On the one hand, whereas / while Tefere is outgoing and lively, Selam is shy and quiet.*

Putting *On the one hand … on the other hand* with *wheras* or *while* brings out the difference more strongly.

2 **Join these pairs of sentence using a suitable linking word or phrase.**

- ***Decide which kind of link is needed.***
- ***Decide if you need one sentence or more***

a He is a rich man. He is not generous.
b He did not steal the money. He was sent to prison.
c Neither of my parents is from Addis. My mother is from Dire Dawa. My father is from Harar.
d I'm not sure what I want to do. I would like to be an accountant. My mother thinks I should be a lawyer.
e My sister is bossy. She has a very kind heart.
f I listen to all kinds of music. I like our traditional music. I like hip hop.
g There are two seasons in inland South Africa. October to April is hot and wet. April to September is cool and dry.
h It was raining yesterday. We played the match.

3 **Complete these sentences about water shortage using a suitable clause of contrast.**

a Building a dam is complicated. On the one hand it provides cheap, renewable energy in the form of electricity _____.
b Although climate change is one of the causes of water shortage _____.
c Despite the fact that_____, electric pumps can cause depletion of aquifers.
d Powerful water pumps_____. However, at the same time _____.

B8.6 Speaking: May I interrupt?

Work in a group.

1 **In B1.5 you practised the language of discussion. Can you remember some of the expressions you can use to interrupt someone in a discussion?**

Make a list.

2 **When someone interrupts you, it may just be to say one thing, then you have the opportunity to continue what you were talking about. Sort the expressions in the box into the two groups below.**

- Excuse me for interrupting, but …
- Anyway, …
- To get back to …
- I'd like to comment on that.
- May I say something?
- As I was saying …
- Sorry, but …
- Where was I?

Interrupting	Returning to the topic
Excuse me for interrupting, but …	

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3 **In your group, you are now going to play an interrupting game. Follow these instructions.**

a One student chooses a topic from the list below and starts talking about it.
b The other students in the group have to interrupt, using a suitable expression and also something relevant to the discussion.
c The original speaker has to try to return to the topic.
d After two minutes, another student chooses another topic.
e Continue in this way until all the topics have been used.

Topics:
- The African Union
- The education system in Ethiopia
- African music
- Climate change
- Fashion
- The best way to study
- Tourism in Ethiopia
- Learning a language
- The River Nile
- The Gibe III dam

B8.7 Speaking: Role-play – the Ola Dam meeting

You are going to take part in a role-play meeting to discuss the building of a large dam.

1 The situation



As demand for water increases in regions of water shortage this has the potential to cause disputes between communities and between nations. Over fifty countries around the world are already in a situation where there is potential for conflict unless they are able to establish agreements on the sharing of water resources in rivers, lakes and aquifers.

In the mountains of Elvira, on the River Ola, the government is planning to build the huge Bassa dam. It will cost over US$2 billion and will produce a massive 1,800 megawatts of electricity. However, the dam will flood a large section of the Upper Ola valley and in the Lower valley within Elvira and across the border in Keira inhabitants are faced with an uncertain future. Moreover, water levels in Lake Tougan in Keira are expected to drop.

There has been a lot of discussion about the dam on both sides of the border and so the Elviran Ministry of Power and Water has called a meeting for concerned groups.

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2 Groups present at the meeting

Representatives from the Elviran Ministry of Power and Water.
Representatives from the Government of Keira.
Representatives of the dam construction company Maseretti.
Representatives of local residents living upstream of the dam.
Representatives of local residents living downstream of the dam.
Representatives from Lake Tougan in Keira.

3 Agenda for the meeting

1 A representative from the Elviran Ministry of Power and Water opens the meeting and gives a brief summary of the situation from the Ministry's point of view.
2 Other representatives are then invited to give their point of view.
3 There follows a general discussion at which any of the representatives can speak or ask questions.
4 When the discussion has finished, the Representative from the Elviran Ministry of Power and Water closes the meeting.

4 Preparation for the meeting

a Get together with other students playing the same role as you and read through the instructions for your group (see below).
b Discuss some more points that your can make, and questions that you can ask.
c Study the language in the boxes before you start.

The language of discussion
Expressing your opinion
Commenting on what someone has said
Asking for clarification
Agreeing
Disagreeing
Interrupting
To remind yourself of this see B1.5

Turn-taking
To revise how to take turns in a conversation see B5.3

Giving reasons
The reason I don't want to … is…
Above all …
And besides …
And another thing …
Not to mention the fact that …
Plus the fact that …

Expressing contrast
See B8.4

Representatives of local residents living upstream of the dam
The lake created by the dam will mean that you are forced to move. This will mean abandoning your houses, land, villages, schools and so on. The government has promised to give you land elsewhere, but you don't want to move.

Representatives of local residents living downstream of the dam
Damming the river means that you won't be able to depend on it in the same way as you do now. There will be less water most of the year and on the other hand when there is too much rain upstream, the dam will have to be opened and this will cause flooding.

Representatives from Lake Tougan in Keira
You have been told that the dam will mean a significant drop in the level of water in the lake, which is already falling due to climate change and during particularly dry years it is very serious as it destroys the breeding grounds for fish. The dam could mean that the lake will practically disappear. You depend on fishing and this has been your way of life for centuries. Without the lake your way of life will be destroyed.

Representatives of the dam construction company Maseretti
You are a European company and you have built many dams in different parts of the world. You think that there have been too many rumours going around about the dam that are not based on fact. It will bring huge benefits to Elvira in terms of electricity generation and the farmers downstream will have year round controlled irrigation.

Representative from the Elviran Ministry of Power and Water
This is a very big and expensive project for the country and you are aware that some people will suffer, particularly those living upstream of the dam who will be displaced by the lake it will create. On the other hand these disadvantages are outweighed by advantages: Elvira will be able to generate 1,800 megawatts of electricity: enough to develop its economy to earn money from exporting electricity to neighbouring countries. This will significantly reduce the country's dependence on imported petrol. In addition, those living downstream, including those over the border, will have water for year-round irrigation, and you will be able to sell electricity to the government of Keira.

Representatives from the Government of Keira
You are not convinced that the dam will bring benefits to Keira, in spite of what the government of Elvira says. Environmentalists say that the water level of Lake Tougan will drop significantly and this will be disastrous for the people who live around it and depend on it. It could make your government very unpopular with the people in that part of the country.

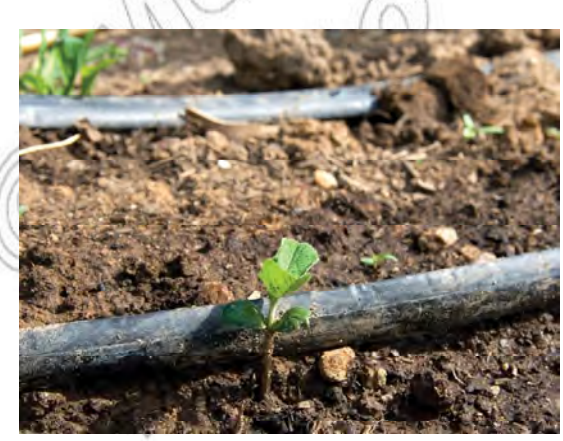
5 After the meeting

Out of your roles, discuss the following.

a What were the most important points about the dam that were made in your discussion?
b Is it clear whether or not the dam should be built, or is there a difference of opinion?
c Did everyone participate equally in the meeting?
d Were people able to develop the ideas given here about each role and add some of their own ideas?

B8.8 Reading: How the world is dealing with water shortage

1 **a** Survey the reading text below. Try to do it in two minutes only.
b Discuss with a partner what you have found out about it.





(1) A third of the world's population is living in areas where water supplies are insufficient for their needs. With population growth and climate change it is estimated that this proportion could increase to half. Yet a 2006 United Nations report states "There is enough water for everyone" and "Water scarcity is often due to mismanagement and a shortage of investment". The two key issues to be addressed in order to ensure sufficient water supplies for the world's growing population in an era of climate change are improved management and the reduction of waste and over-consumption.

(2) Since agriculture consumes 70 per cent of the world's freshwater, at a time when growing populations require more food, the challenge is to find efficient irrigation systems which reduce demand. Some hydrologists believe that wasteful irrigation would be reduced if farmers paid for the amount water they use, or the amount of time their pumps run. Currently in many parts of the world, farmers pay a flat rate per annum and this encourages them to over-irrigate.

(3) There are many other imaginative ideas that are helping farmers in different parts of the world to both increase yields and at the same time limit depletion of rivers and aquifers. A small-scale community level solution in India is the revival of an ancient tradition of building small dams to create reservoirs for collecting rainwater to serve single villages. Another scheme in parts of Bangladesh and Zambia involves the use of treadle pumps. These allow farmers to transfer shallow groundwater to fields by stepping up and down on pedals that drive a pump. Cheap to buy, they cost nothing to run. Moreover, the effort required is enough to discourage over-pumping.

(4) At the other end of the scale, many commercial farmers in semi-arid zones are abandoning techniques such as flooding and the use of sprinklers which involve high levels of evaporation loss. Instead, they are turning to drip irrigation by which systems of perforated tubes are laid along rows of plants. Each plant then receives a steady flow of drips. Although high-tech and expensive to install, drip irrigation uses between 30 per cent to 70 per cent less water than traditional methods and produces better yields.

(5) Apart from agriculture, there are water savings to be made in urban areas. Often, systems are poorly maintained resulting in leaks and inefficient plumbing systems. Faced with this problem, officials in Durban, South Africa undertook a programme of repair and replacement to stop leaks and installed water meters and more efficient toilets and taps in houses. In addition water tanks were installed in each house to provide 200 litres of water a day free of charge. As a result, daily water consumption in the city was cut significantly, by as much as half in some parts, and the scheme paid for itself within a year.

(6) Recycling waste water is another important conservation method. This is done by filtering waste water through sand and carbon, treating it with ozone and adding chlorine. In Durban, for example, the quality of recycled water is high and it has reduced the city's demand for groundwater by 5 per cent.

(7) Desalination of sea water can increase water supply in coastal areas with little or no groundwater. However, it is extremely energy inefficient, which is why it is currently used chiefly in energy-rich Middle Eastern countries. Because of the world crisis in energy supplies as well as water, it is unlikely that the use of desalination will become widespread.

(8) Ideas like these show that human beings have the necessary skills and creativity to come up with ways of reducing water consumption that involve managing water more effectively so that it is used less wastefully. It is up to governments to motivate their populations to adapt to these new ways of using water.

2 **The text covers the following topics. Match each one to the relevant paragraphs.**

a Outlook for the future.
b Water conservation in urban areas.
c Reasons for the water shortage.
d Promoting water conservation by farmers.

3 **Now read the text. Make notes on water conservation methods in each of the sections mention above.**

4 **Find words in the text with these meanings:**

a The use of money to make a business activity successful, or the money that is used. (paragraph 1)
b The study of the movement, distribution, and quality of water throughout Earth. (paragraph 2)
c The reduction of the amount of something that is present or available. (paragraph 3)
d A piece of equipment used for scattering water on grass or soil. (paragraph 4)
e Using advanced technology. (paragraph 4)
f The pipes that water flows through a building and the sinks, baths and toilets that use the water. (paragraph 5)
g The process of removing salt from sea water so that people can use it. (paragraph 7)

B8.9 Writing: Saving water in Ethiopia

Write two to three paragraphs (not more than one side of a page) about the best water conservation method or methods;

- **EITHER for your region or town**
- **OR for Ethiopia as a whole.**
- Draw on the information in the Reading text B 8.8 and work you have done in this unit on water shortage.
- You can also draw on other sources and your own ideas, if you wish.
- Describe the method or methods you are recommending and explain why they will bring benefits.
- Make a plan of your main points and supporting points.
- Write a first draft and check it carefully before writing a final version.

B8.10 Assessment

1 **Speaking and listening**

You are going to discuss this question:

What is the water situation in your area and how can it be improved?

1 Before you start, on your own spend a few minutes preparing for the discussion.
   - You can draw on ideas presented in this unit and your own knowledge of your local area.
   - Use language you have practised in this unit, including interrupting, returning to the topic in B8.7 and the language of discussion, turntaking and giving reasons in B8.8.
2 When you are ready, form a group with a few other students and begin your discussion.

2 **Writing**

Your teacher will assess the 2–3 paragraphs you wrote on how we can save water in Ethiopia in B8.9.

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Unit 9

Disability

Part A

Objectives

In this part of Unit 9 you will:

- discuss disability
- read a text about why disability is no obstacle to success
- learn some words about disability
- practise verb + verb patterns
- learn how to express ability
- administer a survey about disability
- write a survey report
- learn about phrasal verbs with *up* and *down*
- practise using affixes

A9.1 Introduction: What is disability?

disability / dɪsə'bɪlətɪ / *noun* [countable, uncountable] *plural* **disabilities**
a permanent illness or injury that makes it difficult for someone to do ordinary things such as seeing, walking etc:
disabled / dɪs'eɪbəld / *adjective* **1** someone who is disabled cannot use a part of their body properly; **2 the disabled** people who are disabled









Discuss the following questions.

1. There is a large range of disabilities, including the examples given in the definition above: not being able to see or walk. Think of some other examples and make a list.
2. Disability is considered by many people to be a 'life sentence'. In other words it is compared to being sent to prison for the rest of your life. However, most disabled people manage to make the best of their lives in a way that is an example to able-bodied people. Do you know or have you met any disabled people like this?

A9.2 Reading: Disability is no obstacle to success

You are going to read about three people with disabilities who have achieved success and fame.

1 **Skim each text to find out:**

a what disability each person has
b why they have achieved fame.

2 **Match a name to each of these questions.**

You may need more than one name for some of the questions.

Who …

a was physically very fit?
b experienced cruelty?
c was saved by their education?
d was given a scholarship?
e ended their career because of an injury?
f was first helped by their grandmother to develop their natural talent?
g travelled round the world?
h achieved a first for disabled people?
i did more than one kind of job?
j has lived in two different countries?
k was a difficult child?
l communicated by touch?
m achieved international success in two different fields?

3 **Find words and expressions with these meanings in the text.**

a long narrow pieces of wood or plastic that you fasten to boots so you can move across snow. (Kibuuka)
b an international sports event for disabled people. (Kibuuka)
c something that causes trouble or harm that has been brought about by an evil spirit. (Prudence)
d when something or someone is not looked after well. (Prudence)
e something that prevents danger, loss, or failure. (Prudence)
f became very successful. (Prudence)
g something that affects someone in an unpleasant way, and makes them suffer. (Helen)

4 **Discussion questions**

a Why do you think Helen Keller thought deafness was more of an affliction than blindness?
b Prudence's grandfather thought she was a curse when she was born. Have you come across similar attitudes to disability in your culture?
c Have you ever watched or read about the Paralympic Games? What do you think able-bodied people can gain from watching them?
d What do you think was the key event in the lives of each of these three people?
e Which story do you find the most inspiring? Why?

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Kibuuka's fast track to fame

Tofiri Kibuuka was born in Uganda. Although blind his sporting prowess soon became apparent and he was given a place at the Outward Bound School in Kenya. In 1968, while still at the school, he was one of group of three who successfully climbed Africa's highest mountain, Mount Kilimanjaro in Tanzania, the first blind people in the world to achieve this feat. Afterwards he was invited to Norway to promote sport for the disabled and due to political problems back home in Uganda, he stayed there.



Being interested in all kinds of outdoor sports he took up the Norweigian national sport of cross-country skiing. This involves walking across snow-covered countryside on skis, sliding along where possible. His natural ability meant that soon he was entering competitions for the disabled and in 1976, representing Uganda, he was Africa's first competitor in the 1976 Winter Paralympic Games, in fact the first African in any Winter Olympic event. He competed again in 1980. Although never a medal winner, he achieved respectable times at various distances.

In spite of his success at cross-country skiing, when Kibuuka took Norwegian citizenship, he knew he would never be picked for the national team, and so he went back to running and it was as a runner that he achieved extraordinary success. At the 1984 Summer Paralympic Games he took silver in three events: the 800 metres, 1,500 metres and 5,000 metres. Then in 1992 he achieved silver in the marathon. His astonishing Olympic career finished in 2000 when he had to retire from the marathon due to injury.

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Prudence's song of success

Prudence Mabhena is Zimbabwean, born with a condition called arthrogryposis which has affected her legs so badly she can't walk. Her father's father, thinking she was a curse, wanted her dead and soon after her birth, she and her mother were thrown out of his house. Later, when she was scarcely five years old, her mother, too, abandoned her and she was brought up by her grandmother.

Her grandmother would take Prudence to the fields while she worked. As she worked, she sang, and Prudence would sing along with her in her childish way. These were happy days, but Prudence's grandmother didn't have enough money to send her to school, so she sent the child back to her father, by now living with a new wife and children. Here Prudence experienced neglect and hatred: she had to crawl around on the floor by herself and was left dirty and unwashed.

Two years later, salvation came in the form of a scholarship to a school for children with physical disabilities. Here Prudence thrived. She was given a wheelchair and started singing in the choir. Before long, music took over her life and she formed an Afro-fusion group called Liyana, made up of eight disabled musicians. Her hard work and musical talent meant that a few years later she was appointed to the teaching staff at her school,



Prudence Mabhena

and now with a job, a salary, accommodation and the music she loves, she is a happy woman.

Prudence starred in a moving film about her life called 'Music by Prudence' which won an Oscar for best short documentary film in Hollywood in 2010.

Helen Keller: conqueror of a dark and silent world

Helen Keller was probably the first disabled person to become internationally famous as a result of her inspiring story. She was born in the USA in 1880 and when she was only one year old illness took away her hearing and sight. She was an intelligent child, but unable to hear or see, she became wild and uncontrollable. Fortunately, when she was six years old her parents employed a woman called Anne Sullivan as her teacher. Anne stayed with Helen for the rest of her life. She worked patiently with her and taught her finger spelling: a technique whereby people spelled words with their fingers in Helen's hands, and she learned to do the same. Later, she learned to lip read by touching people's lips as they spoke, and she herself learned to talk.



Helen Keller

She was hungry to learn and succeeded in entering Radcliffe College, the foremost women's college in America at the time. She was the first deaf and blind person to be awarded a Bachelor of Arts degree. Later Helen toured the world, assisted by Anne, giving talks about her life and raising money for the blind. Famously, she once said that deafness was a greater affliction than blindness.

A9.3 Increase your word power: Disability

1 **Study the information in the box and discuss these various kinds of disability with a partner.**

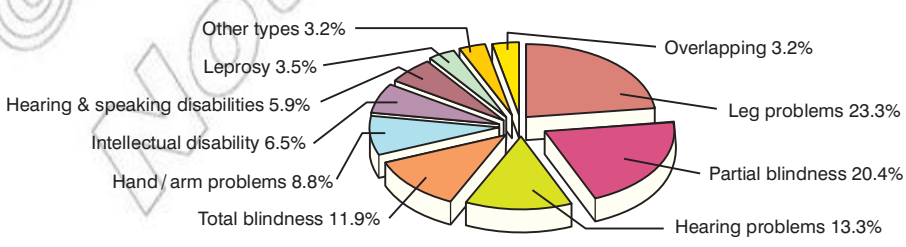
SOME EXAMPLES OF DISABILITY
Physical disability **Paralysis:** when you lose the ability to move your body or part of your body **Amputation:** when an arm or leg is cut off
Sensory disability **Deafness:** inability to hear. Someone may be hearing impaired without being completely deaf **Blindness:** inability to see. Someone may be partially sighted rather than completely blind
Mental disability **Intellectual disability:** a condition of incomplete mental development and abnormally low intelligence **Dyslexia:** a condition that makes it difficult for someone to read and spell **Autism:** a condition that makes people unable to communicate properly or to form relationships **Schizophrenia:** a serious illness in which someone thinks that imaginary events, conversations and ideas are really happening or true **Depression:** a condition that makes you have feelings of sadness and anxiety and unable to live a normal life Note: When referring to people with a mental disability, it is no longer acceptable in English to use words like 'mad' or 'stupid'.

2 **The names of these conditions can have different grammatical forms. Complete these sentences with a suitable word in the correct form.**

a John is _____. Since birth he has been unable to see anything at all.
b Rosa is _____. She can only hear you if you sit very close to her.
c There are many _____ in countries where a lot of landmines were left behind after conflicts.
d A spinal injury left my cousin _____ in both legs and unable to walk.
e _____ children often seem lonely, but they can be loving to people they know well.
f It is important to support those who are _____ and not to laugh at them or call them 'stupid'.

3 **Study the graph about disability in Ethiopia and discuss the data it shows.**

a How do the categories of disability in the graph fit into those given in the table above?
b What are the most common and least common types of disability?
c What is your reaction to the statistics: are you surprised or not?



Types of disability in Ethiopia 1994

Source: World Bank Country Profile on Disability. Prepared by Wa'el International Business and Development Consultant 2000 www. siteresources.worldbank.org/DISABILITY/Resources

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A9.4 Language focus: Verb + verb patterns

When one verb is followed by another, the form of the second verb may be in the *-ing* form or *to* + the infinitive. Which form is used depends on the first verb.

1 Some verbs are always followed by the *-ing* form
I enjoy playing cards.

2 Some verbs are always followed by to + the infinitive
I've decided to study law at university.

3 Some verbs are followed by either form.

a With some verbs it doesn't make much difference which you use
Example: *prefer, continue, hate*
The child continued to drink his milk.
The child continued drinking his milk.

b With other verbs there is a difference in meaning depending on which form you use
Example: *stop, like, remember, try*
I stopped to eat my lunch = I stopped what I was doing in order to do something else.
I stopped eating my lunch = I stopped this activity.

4 Some verbs are followed by an object and then the infinitive of another verb with or without *to*
Example: *Fertiliser helps farmers to grow more. Parents should make their children do their homework.*

1 **Complete the sentences with a suitable verb in the correct form: *-ing* or infinitive**

1 Do you mind_____ the window?
2 It's okay, I don't mind you _____ the window.
3 Where is Joe? He promised _____ early.
4 I hope _____ a doctor one day.
5 Please don't forget _____ your mother for the wonderful dinner.
6 Our teacher is trying _____ us read more outside class.
7 I want _____ home now.
8 My father has persuaded me _____ a sports club.
9 Do your parents let you _____ late at weekends?

2 **Complete each of the sentences in each pair with the correct form of the verb in brackets.**

a **i)** Please don't stop _____ (sweep), the floor is still dirty.
ii) On the way home we stopped _____ (look) at the sunset.
b I like _____ (drink) water in the morning.
c I like _____ (listen) to the guitar.
d I remember _____ (see) this film before.
e Please remember _____ (lock) the door when you leave.

3 **Identify a verb + *-ing* in the text about Prudence Mabhena and a verb + infinitive in the text about Helen Keller.**

Which of the four groups in the box do these verbs belong to?

4 **Complete these sentences so that they are true for you, then compare your sentences with your partner's.**

a I hope _____ when I finish Grade 12.
b I like _____ when I get home from school.
c I don't enjoy_____.
d I stopped_____ when I started secondary school.

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A9.5 Language focus: Ability past, present and future

Two principal verb forms used for expressing ability are *can* and *able* to.
Work with a partner and try to work out the rules for using these structures.

1 **Study these sentences in which both these forms appear. Both forms are interchangeable in all the sentences except one. Which sentence is that?**

a I can / am able to run a marathon.
b I can / have been able to run a marathon for about two years.
c I couldn't / wasn't able to run more than 5 or 6 km before that.
d I couldn't / wasn't able to run the Abebe Bikila marathon last year.
e I could / was able to run the Abebe Bikila marathon in 2hrs 55 mins last month.
f It was wonderful! I could / was able to hear people cheering me all the way round.
g I hope I can / will be able to do it in a faster time next year.

2 **Now complete these rules with '*can*', '*could*', '*able to*' or '*was / were able to*', and find examples of the rules in the sentences above.**

a _____ and _____ are mostly interchangeable.
b _____ is probably used more than _____.
c _____ cannot be used after *to*, or after modals such as *must* or *should*. So we have to use _____ in these contexts.
d Sometimes _____ is the past of can.
e We can only use _____ for general ability, not to express what happened at a particular moment in the past. In this context we have to use _____.
f However, _____ is possible in any situation in the past:
- in the negative
- with sense or perception verbs such as *see, hear, taste, feel, remember, understand.*

3 **Complete these sentences with *can*, *can't*, *could* or *couldn't* where possible. Where not possible use the correct form of *able to*.**

a When my brother was a child he _____ turn upside-down and walk on his hands.
b What _____ you see from your window?
c I won't _____ finish my homework before tomorrow morning.
d I _____ type without looking at the keyboard since I did a typing course.
e There was a fire last night in our block, but everyone _____ escape from the building.
f I used to _____ speak a little Oromo, but since we moved to Addis, I _____.
g I'm tired today as I _____ sleep last night.
h Last weekend I stayed at home and I _____ finish my essay.
i The people in the next room were talking loudly and we _____ hear everything they said.

4 **Work in a small group. Discuss some of your personal abilities at these ages. Note: When talking about the future, you can begin your sentences with:**

I think I … or I expect I …

- 1-year-old
- 5-years-old
- 10-years-old
- 15-years-old
- your current age
- 25-years-old
- 50-years-old
- 70-years-old

Example: *At 10 years old I could read and write, I could dance and sing and play football. I couldn't swim at that age, or ride a bicycle.*

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A9.6 Speaking: A survey about disability

The United Nations Convention on the Rights of Persons with Disabilities recognises the rights of disabled people to live in the community, to marry and have children, to be educated, to employment, to take part in political life, to take part in the religious, social, cultural and sports life of the community. In other words to take a full part in the life of the communities they live in, rather than to be kept apart from the rest of society.
Of course, this is an ideal situation, and as yet in many societies these rights have not been fully recognised due to the negative attitudes of many able-bodied people.

1 **How do you and the people in your community feel about the rights of disabled people? Work in a group of four or five students. Together you are going to carry out a survey into attitudes to disability rights. Read through the steps below before you start.**

Step 1: What do we want to find out about and how are we going to do it?

The survey is going to be about the rights of disabled people as laid down in the United Nations Convention, as outlined above.

One of the most common ways of obtaining information in a survey is through a questionnaire. A survey gives us information about a group of people, rather than one individual. The survey questionnaires are completed by individuals and then all the questionnaires are put together and the results of the survey collated.

Step 2: Draw up your questionnaire

You need to draw up a list of closed questions so there is a limited choice of answers.

Example:

1 A disabled person is going to marry a member of your family.
This would be acceptable for someone with:

a a physical disability Yes ✔ No ✗
b a sensory disability Yes ✔ No ✗
c a mental disability Yes ✔ No ✗

You should write a question of this type about each of the rights in the Convention.

Step 3: Conduct the survey

How many people are you going to question in your survey? If you want the statistics to be easy to work out, aim for a total such as 20 or 25 people. Then divide that number between the number of people in your group. Each person in the group should make that number of copies of the questionnaire and ask the same number of people (not members of this class) to complete it. They may be friends or relatives or neighbours. Your completed surveys should be brought to your next English lesson.

Step 4: Collate the results.

How the results are collated depends on the nature of the questionnaire. In the kind of questionnaire we are doing here, the scores should be totalled in this way:

Total number of people surveyed = 20

	Yes	No
Question 1		
a	12	8
b	15	5
c	4	16
Average	10	10

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You can then convert each number to a percentage:
Total number of people surveyed = 20

	Yes	No
Question 1		
a	60%	40%
b	75%	25%
c	20%	80%
Average	50%	50%

2 Discuss these questions about your survey results.

a What are the results for each question?
- **i)** Do your survey group find disabled people as a whole acceptable in this situation?
- **ii)** Which disability groups are most and least acceptable to your survey group in this situation?

b Looking at the results of the whole survey:
- **i)** In which situation are the survey group i) most and ii) least accepting of disabled people?
- **ii)** Which disability groups are most and least acceptable to the survey group?

c How do you feel about these results? Do they surprise you or not?

d Do you think the results would be the same if you asked another group of people in a different part of Ethiopia?

A9.7 Writing: A survey report

1 Study and discuss this information about writing a survey report

A survey report presents and analyses the information obtained through a survey. It is normally written in a formal style and divided into sections. Each section should have a heading.

The first section presents the purpose of the report (what was investigated) and how it was carried out (how many people were included in the survey, who they were and how the information was given, for example, by interview or by questionnaire).

The aim of this report is to present the results of a survey into …
Twenty people were given a questionnaire consisting of … The results were then …

The body of the report presents the findings (information which has been found), clearly divided into topics. The facts are presented and may be commented on. The present tense is normally used to describe the findings. Facts should be presented in figures (*16 out of 20 think that…*) or as proportions (*the most acceptable situation is …*), in rank order (*in 3rd position is*), as fractions (*about half of the people surveyed think*) or percentages (*54% believe …*). Exact figures can be put in brackets after a broader statement of proportions.

In terms of someone's relative marrying a person with a disability, on average there is an equal division between the people surveyed who find this acceptable and those who find it unacceptable, although there is a large gap between the acceptability of different disability groups. A good majority of those surveyed (60% and 75% respectively) are comfortable with the idea of someone with physical or sensory disability marrying into their family. However, mental disability is unacceptable to the vast majority (80%).

The last section draws a conclusion from all the information presented and if appropriate, may make some recommendations.

The survey indicates that the attitude of the survey group to … is generally positive, although … It shows that in future …

2 **In your group, now look back at the results of your survey and discuss how to organise your report.**

Make notes on the following.

- What are your headings going to be?
- How are you going to present the facts?
- What information do you need to include in the first section?
- What are you going to say in the last section?

3 **Now you should write a rough draft of the report on your own. Look at the checklist below for guidance.**

a My report has a title.
b It is clearly divided into sections and each section has a title.
c The first section describes the purpose of the report and how it was carried out. The body of the report presents the information which has been found, clearly divided into sections.
d The facts are presented and commented on where appropriate.
e The present tense is used to describe the findings.
f The last paragraph draws a conclusion from all the information presented.
g The language is quite formal.
h Spelling, grammar and punctuation are correct.
i My report is well-presented: it has a neat appearance and is clearly set out.

4 **Make any changes necessary to your report and then write your final, corrected version.**

A9.8 Increase your word power: Phrasal verbs with *up* and *down*

More about phrasal verbs

Many phrasal verbs have synonyms. Usually these are just one-word verbs. Compare these pairs of sentences.

We were very surprised when Mulatu turned up on Saturday.
We were very surprised when Mulatu appeared on Saturday.

Shashitu is a good businesswoman. She has built up her business over the years and now she is very successful.
Shashitu is a good businesswoman. She has gradually increased her business over the years and now she is very successful.

It is useful to know these synonyms so that you can make your writing more interesting by avoiding repetition of the same words.

1 **Put these sentences based on the reading text in A9.2 in order.**

a took cross-country up skiing Kibuuka.
b 2000 to He in up had give running.
c her Prudence's up grandmother brought.
d disabled Liyana Her eight of group made musicians was up.

2 **Identify the phrasal verbs in the sentences and then rewrite the sentences with these synonyms, instead of the phrasal verbs.**

composed raised stop started

3 **Rewrite these sentences using the phrasal verbs in the box instead of their synonyms.**

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- You may need a dictionary to help you.
- Pay attention to the position of the direct object.

pick up	turn down do up	turn up hold up	get down make up	let down

1 We were very surprised when my uncle appeared last night.
2 My brother was offered a job in a factory but he refused it.
3 An accident delayed the traffic in town today.
4 I'm going to collect my new dress from the tailor when I go to town.
5 I must work hard so I don't disappoint my parents.
6 I don't believe what you say. You have invented it.
7 We must decorate the school hall for Speech Day.
8 My brother's wife annoys me as she is always asking me to do things for her.

4 **Work in a group.**

a Make up your own sentences with the phrasal verbs in exercises 2 and 3.
b Read out your sentences to the rest of the class with a gap where the phrasal verb should be. The other students must guess which verb it is.

A9.9 Increase your word power: Affixes

Affixes can be added to the beginning or ending or some nouns, verbs, adjectives and adverbs. Generally the rule is: prefixes change the meaning of the word, while suffixes change the form of the word, (although there are a few suffixes that change meaning).

1 **Prefixes**

1 Match the meanings to these prefixes, then check your answers in B2.5, where you can find most of them.

anti-	against
dis-	the opposite of / not
extra-	beyond / outside / not included in something
fore-	middle
in-	bad / wrong
inter-	between or involving two or more things,
mid-	places or people
mis-	before or at the front of
multi-	many
over-	too much / across or above
pre-	before / earlier than
re-	again or back
self-	of or by your self
semi-	half
sub-	under or below
un-	not enough
under-	

2 Complete these sentences by adding suitable preffixes to the words in brackets.

a Let's have our meeting _____ (week), on Tuesday or Wednesday.
b My brother has a _____ (ability); he can't use his left arm.
c At choir we stand in a _____ (circle) in front of our choir-mistress.
d The OAU _____ (dated) the AU.
e I like playing _____ (active) games on a computer.
f When debating, make your points strongly; don't _____ (state) your side of the argument.
g The Institute has been at the _____ (front) of water conservation research.
h My brother's _____ (action) is always to say no when I ask him for something.
i I don't like people who are _____ (centred) and don't think of others.

3 With a partner, think of at least one new word with each of these prefixes, or look in a dictionary.

2 Suffixes

1 Look at these words and then match the suffixes to the meanings below

friend**ship** child**hood** Commun**ism**
Commun**ist** act**or** can open**er** fifty**ish**

-ship	abstract noun, used especially for family terms
-hood	adjective giving the word it is added to a less precise meaning
-ism	abstract noun for beliefs and sometimes a profession
-ist	a person with a belief and sometimes his or her profession
-or / -er	abstract noun, usually refers to status
- ish	a person or thing who / which does … a particular job

2 Give the names of the following people or things.

a A person who plays a guitar.
b A person who plays drums.
c A group of women, for example at university or college together.
d The state of being a mother.
e All the members of an organisation or club.
f Followers of Buddha.
g The profession of writing and / or presenting news stories for the media.
h To describe someone who looks as if they are approximately 20 years old.

3 With a partner, see how many other words you can think of with these endings.

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Part B

Objectives

In this part of Unit 9 you will:

- listen to a talk about disability rights
- talk about how to help disabled people in different situations
- listen to short accounts from people with different disabilities
- discuss how we should support the disabled
- practise wh- questions + prepositions of time
- invent a gadget to help a disabled person
- read a poem
- do listening and reading assessment tasks

B9.1 Listening: Disability rights

1 **Work with a partner. You are going to listen to a talk about disability rights.**
The talk covers a variety of topics. Key words about each topic are listed below.
Try to predict what each topic is, and what is said about it. You may need to check the meanings of some of the words or expressions.

a 600 million people, birth, meningitis, accidents, landmines

b access to buildings, flights of stairs, wheelchair ramps, lifts

c education, employment, reluctant, unable to cope, no limits

d independent, disability aids, technological aids, Braille

e acceptance, inferior, stared at, bullied,

f progress, change in attitudes

2 **Now listen to the talk and make notes about each topic.**

3 **Discuss with some other students the points made in the talk about each topic**

B9.2 Speaking: How can I help?

You have heard about the rights of disabled people. You also know that they face prejudice which makes it difficult for them to exercise those rights.

How can the able-bodied community make sure that those with disabilities of various kinds are given their rights? As Mahatma Gandhi said "You can judge a society by how they treat their weakest members".

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1 **Work in a group. Read each of the scenarios and discuss what you could do to assist. Try to reach a decision about the best course of action in each case.**

Scenario 1
You are at the local hospital. Another visitor in a wheelchair has arrived to visit her sister on the first floor. There is no lift.

Scenario 2
A student in a wheelchair has just started at your school. He can make his way around the ground floor with no problem, but some of the classrooms he uses are upstairs, and there is no lift.

Scenario 3
Your uncle is deaf and he needs to go to the Council to sort out a problem with a document about his land.

Scenario 4
One of your cousins, aged 12, is autistic and he doesn't like going to new places with crowds of people. His sister's wedding is next week and she very much wants her brother to be there.

Scenario 5
Your younger sister, aged 10, is dyslexic and she doesn't like reading, although she is very intelligent.

Scenario 6
A blind person who lives next door wants to fly to Nairobi to visit his relatives. He lives with his mother, who is very old and can't do much to help him.

2 **Spend a few minutes preparing a presentation to the rest of the class of your decisions.**
Each member of the group should report back on one of the scenarios.

B9.3 Listening: Things that have changed my life

1 **You are going to listen to descriptions of things that have helped three disabled people to overcome specific difficulties.**
As you listen, make notes in the table.

	Milliam, Uganda	Rachel, England	Stephen Hawking, England
a The nature of their disability			
b Career			
c The specific obstacle they faced			
d How they overcame it			

2 **Discussion questions**

a What are the disability rights issues involved in each of these cases?

b Talk about a disabled person you know, or who you have heard of, who has managed to overcome a difficulty.

B9.4 Language focus: *When* and *if*

Both *when* and *if* are used to introduce a clause which is dependent on another clause.
if introduces a conditional clause:
If it rains, I'll come home

when introduces a situation that is definitely going to happen
When it gets dark, I'll come home.

Both have the same structure
When/if + subject + verb in present tense + subject + will + verb

1 **Complete this dialogue with *when* or *if***

Fanta: _____ are you going to Axum?

Mossa: I'm hoping to go on Saturday.

Fanta: How are you going to travel?

Mossa: I could go by car with my uncle, but he's leaving at 4 o'clock in the morning, or I can go by bus, about 9 o'clock. _____ I go by bus I should get there about midday.

Fanta: _____ you arrive, can you phone my cousin and ask him to phone my grandmother?

Mossa: Yes, no problem.

Fanta: _____ are you coming back?

Mossa: _____ I come back with my uncle, I'll be back on Sunday afternoon. _____ I take the bus, it will be Sunday night.

Fanta: What about your homework?

Mossa: I'll do it _____ I get back.

2 **Practise reading the dialogue with a partner.**

B9.5 Speaking: How should we support the disabled?

1 **You are going to discuss the situation of disabled people in Ethiopia today. Study the language in the boxes before you start.**

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***When* clauses**	**Hopes and fears**
To revise *when* clauses go to B9.4 **Example:** *When you see a blind person trying to cross a busy road, you should help them.* Use this structure to put forward ideas about how to help people with disabilities.	To revise how to express hopes and fears go to B7.5 *I hope that people with disabilities will …* *I'm optimistic that …* *I am worried that the government won't be able to …* *I am afraid that people with disabilities will …* Use these types of sentences to discuss points put forward in the discussion.

2 **Work in a group. Think about the actions by individuals, communities and the government that can support and assist people with disability.**

You can include:

- ideas you have listened to, read and discussed in this unit
- things that already exist or that people already do in your community.

To start you off, here are some points.

Disabled people generally depend on their families for support. Outside the family individuals can play their part as well as communities and the government.

When someone sees a blind person trying to cross a busy road, they should help them.

When you go in a public building like a hospital with more than one floor, there should be a lift.

When someone in a wheelchair goes along a pavement in town, there should be wheelchair ramps on street corners.

If you have a neighbour with limited mobility, you should offer to run errands for them.

The school could hold a special event, like a concert, to raise money to provide a wheelchair or hearing aid for a disabled person.

3 **Fill in this table with your ideas.**

You can include the ones given above if you want to.

What the government should do	Provide a lift in all public buildings like hospitals with more than one floor.

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What communities should do	
What individuals should do	

4 **Compare your ideas with those of other groups in the class.**

B9.6 Language focus: Talking about time using *wh*- questions + prepositions

When we are talking about time, we can refer to *when* something happened or the *duration* of an event.

In the left hand column of the list below are wh- question words and expressions we can use to ask questions about time.

1 **Make logical questions from the list.**

a When	are you going to stay at school today?
b What time	is your birthday?
c How long	did you come to this school?
d How long ago	did you arrive here today?
e What day	do you think you will leave school?
f What month	do you normally do your homework?
g What year	were you born on?
	have you lived in your present house
	do you go to bed?

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We use prepositions to introduce times: a point of time or a period of time.

during, while, for, since, ago + a period of time

- *during* the holidays
- *while* I was at the market, *while* you were studying
- *for* three years, we have lived here *for* a long time
- three weeks ago

***in, at, on, by, until, before, after, when, from, to, in, since* + a point of time**

- *at* six o'clock
- *on* Wednesday, on Saturday morning, on 4th July
- *by* five o'clock, *by* the time we left
- *until* midday, until I left primary school
- *before* we went home, *before* going to bed, before Thursday
- *after* lunch, after leaving, *after* we had eaten
- *when* we left, *when* we had left
- *from* 10 o'clock *to* 12 o'clock
- *in* February, *in* the holidays, in three days, *in* the afternoon, *in* 2003
- *since* the holidays, I have been here *since* John left

2 **Match the prepositions on the left to the times on the right. You will need to use some of the prepositions more than once.**

At	10 o'clock 6 o'clock	ago.
Since	2 hours I was born	
On	Monday August 2010	
In	two years time	

3 **Each of the prepositional phrases answers one of the questions in exercise 1. Match the answers to the questions.**

4 **With a partner ask and answer the same questions, but give answers which are true for you. Use any of the prepositions in the information box above.**

5 **Complete these sentences with suitable prepositions.**

1 Please come to my birthday party. It is _____Saturday, _____ the afternoon _____ 5 o'clock. It will last _____ about 11 o'clock. My father wants everybody out of the house _____ midnight.

2 Rachel has been a nurse _____ four years. She qualified _____ 2006. She has wanted to be a nurse _____ she was a child. She hopes she will be able to work as a nurse _____ she reaches retirement age.

3 Our school opened _____ 1985. _____ then, there was no secondary school in this area. _____ it opened, the number of students has increased every year. Ten years _____ there were about 800. Now there are more than 1,500.

4 Nelson Mandela was President of South Africa _____ 1994 _____ 1999. He became president _____ the first democratic elections in South Africa, which were held four years _____ he was released from prison _____1990. He had been in prison _____ twenty-seven years.

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B9.7 Speaking: Invent a gadget for a person with a disability

Work in a small group.

1 **What gadgets do you know of which enable people with disabilities to live independent lives?**

In this unit we have already mentioned walking sticks, wheelchairs, hearing aids and glasses, as well as speech synthesisers, computers that respond to speech, Braille keyboards. Have you heard of any others?

2 **You are now going to invent a gadget to assist people with a specific disability. Before you start, study the language in the boxes.**

Talking about advantages and disadvantages	**Describing a gadget**
See A1.8 *On the one hand, a wheelchair can help people go along a road or a long corridor, but on the other hand it is difficult to use in a small room and it can't go up steps.* **Use this language to evaluate gadgets.**	Size: *It's quite big, about 1m by 50 cm.* Shape: *It's round / square, triangular.* Materials: *It's made of wood, plastic, metal, leather.* Details: *It has a handle and a switch to start it.* *There is a handle sticking out of the top.* **Use this language to present your gadget to the class.**

3 **In your group think of a new gadget.**

It can be a completely new idea or an adaptation of an existing gadget (for example, a special walking stick), and it can be simple, like a walking stick or technological, involving some kind of computer or cell phone device.

You must decide:

- What kind of disability your gadget can help.
- What it is.
- What it does.
- How it works.
- What it looks like
- Its name.
- Its cost.

4 **Prepare to present your gadget to the rest of the class.**

- Include the information you came up with in the previous exercise.
- Prepare an illustration of your gadget.
- Prepare your presentation: decide which members of the group are going to present different aspects of the gadget to the class.

5 **Present your gadget to the class.**

- Each group must now make their presentation to the class.
- After each one, the rest of the class can discuss the advantages and disadvantages of the gadget.
- When each group has presented its gadget, the class can choose the best.

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B9.8 Reading: Poem

1 **Read this poem written by an American girl with a disability.**

Two Worlds...
Torn between the ears of
Sounds and Silent,
Uncertain, unable to join...
Tears flow...
Unknowingly both push away,
Rejected, made to feel
Unbelonging...
Tears flow...
'Cept certain hands,
Pulls, pushes, encourages,
Is Relentless...
Tears flow, a smile growing...
Still stuck between,
But Loved...
Sarah Leslie, 16, United States of America
From: *It's about ability*: A UNICEF publication

2 **Discuss with a partner:**

a What kind of disability does she have?
b What is she saying about it?
c Your feelings about the poem

B9.9 Assessment

1 **Listening**

Your teacher will read you a text about a South African athlete with a disability. As you listen complete the gaps in these sentences with one or two words.

1 When Oscar was a baby, both his _____ were amputated.
2 He was good at sport at school, especially water polo, _____ and _____.
3 At the Athens Paralympics in 2004, he won _____ in the 200 metres.
4 In 2005 he was first in the 400m at the South African Championships for _____ athletes.
5 Oscar runs on J-shaped blades made of _____.
6 In 2008 he was _____ from international athletics.
7 It was said that his blades gave him an unfair advantage over _____ _____.
8 Oscar says that paralympic sport is about _____, while able-bodied sport is about _____.

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2 Reading

Your teacher will give you a Fact Sheet prepared by the United Nations International Labour Office (ILO) on Disability in Ethiopia.

Skim read it and match the sections in the text to these sub-headings.

a The way forward
b Key ministries responsible for people with disabilities
c Current Situation
d Governmental support for people with disabilities
e Key international standards on disability and their status
f Organisations of persons with disabilities
g The role of the ILO

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Revision 3 (Units 7–9)

Listening

You are going to hear a talk about growing food crops versus cash crops.

1 **Before you start, discuss the meanings of these three terms:**

subsistence farmers commercial farmers
cash croppers

2 **Now listen to the talk, take notes of the main points under the headings below. You will hear the talk twice.**

1 Subsistence farmers	
2 Commercial farmers	
3 Cash croppers	
4 Advantages	
5 Disadvantages	
6 How we can grow more food	
7 The importance of cash crops	
8 What farmers should grow	

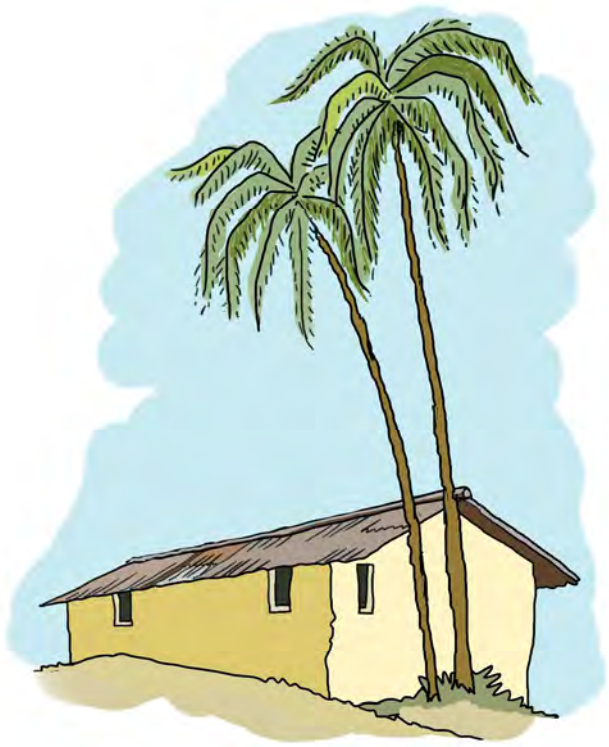
Writing

Write a paragraph summarising the arguments for and against growing cash crops. Write about 120 words.

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Reading

Listen to your teacher reading this poem and then answer the questions below.



PALM LEAVES OF CHILDHOOD

When I was very small indeed,
And Joe and Fred were six-year giants,
My father, they and I, with soil
Did mix farm-yard manure.
In this we planted coconuts, naming them by brothers' names.
The palms grew faster far than I,
And soon, ere I could grow a Man,
They, flowering, reached their goal!
Like the ear-rings that my sister wore
Came the tender golden flowers.
I watched them grow from gold to green;
The nuts as large as Tata's head.
I craved the milk I knew they bore.
I listened to the whispering leaves,
When night winds did wake.
They haunt me still in work and play:
Those whispering leaves behind the slit
On the cabin wall of childhood's
Dreaming and becoming.

G. Adali-Mortti

Ethiopia published

1 **Write answers to these questions**

a Who are Joe and Fred?

_____

b Were Joe and Fred older or younger than the poet?

_____

c What did they use for planting the trees?

_____

d What names were the coconut trees given?

_____

e Who reached maturity first; the poet or the coconut trees?

_____

f What appeared on the trees before the nuts?

_____

g Which part of the coconut did the writer want?

_____

h What happened when it was windy?

_____

i Nowadays does he remember the look or the sound of the trees?

_____

j Where was the poet when he heard the sound of the palm trees?

2 **Match these words from the poem on the left with the meanings on the right.**

a ere	i want very badly
b tender	ii had or carried
c crave	iii before
d bore (to bear)	iv a long thin hole in something
e haunt	v young and soft
f slit	vi stays in your thoughts – usually something sad or beautiful

Pronunciation

1 **Work with a partner. Practise reading the poem aloud. You should read one half each.**

Speaking

1 **Work in a small group and discuss these questions.**

a Describe a sound that you remember from your childhood and what memories that sound has for you.

b The poet remembers planting the coconut palm with his father when he was a small child. Talk about a memory you have from when you were very small.

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2 One minute talks

a Work in a group of three or four people. Choose one person to start. That person must choose one of these topics.

- My favourite food
- What I like doing in my free time
- A person I admire
- A place I want to visit
- Something I want to do

b When your teacher says 'start', speak for one minute on that topic.

- Do not pause!
- Do not go off the topic and start talking about something else.
- The other people in the group must listen and not interrupt you.
- Try to keep talking for one minute – until your teacher says 'Stop!'

c You can get a maximum of three points.

- If you keep going for one minute = one point
- If you keep talking and don't pause = one point
- If you keep to your subject = one point

d Now choose another person in your group to have a turn. Each person must choose a different topic.

Dictation

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

Vocabulary

1 Put the words in the box into the four groups below. Be prepared to justify your choice.

paralysed atmosphere cyclone aquifer hail partially sighted
greenhouse effect hydrologist precipitation dyslexia carbon dioxide
desalination depression fossil fuel dam mist

a Disability
b Global warming
c Water
d Weather

2 Complete the crossword with words from Units 7-9.

Across

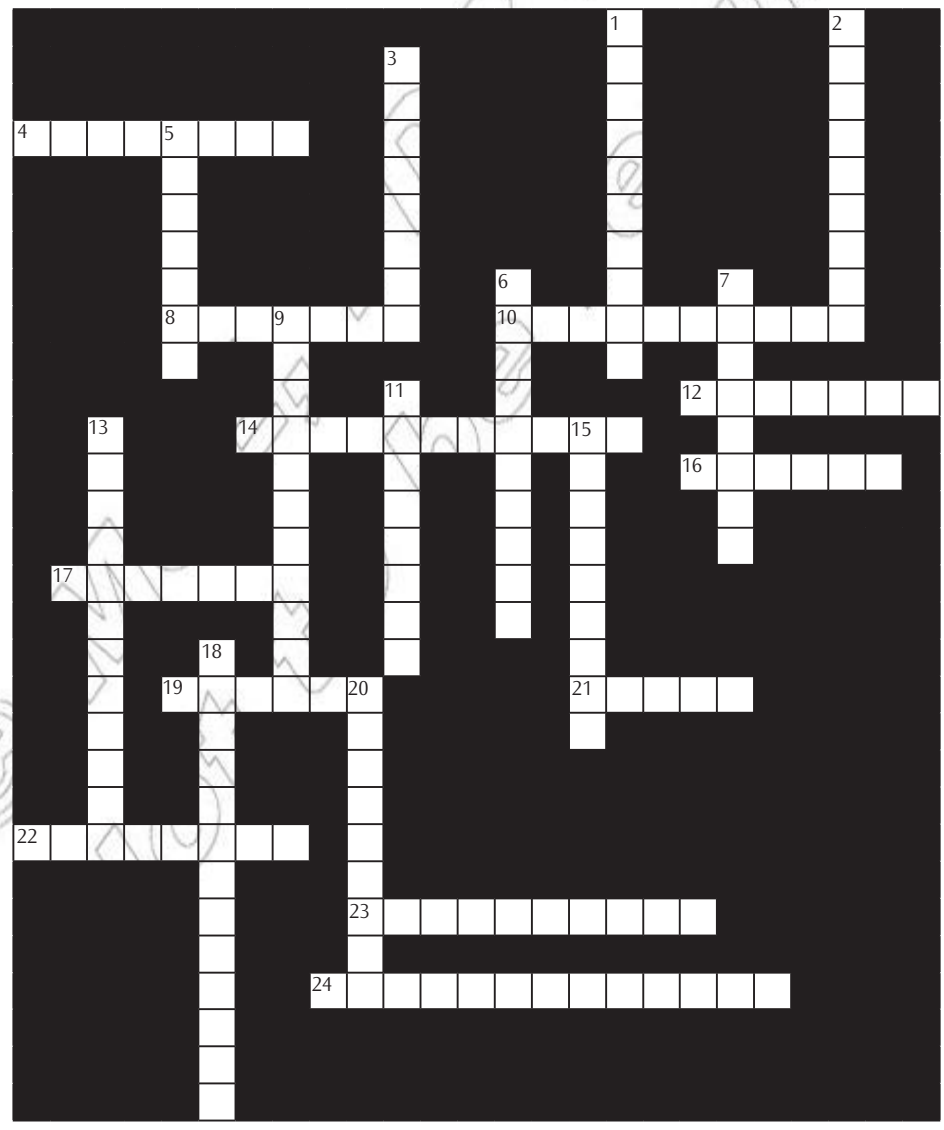
4 A bomb hidden in the ground that explodes when someone walks or drives over it
8 An animal or plant that does not exist any more
10 A half of the earth
12 A long period of dry weather when there is not enough water for plants and animals to live
14 The scientific study of weather conditions
16 A small, useful, and cleverly-designed machine or tool
17 A small book or piece of paper advertising something or giving information on a particular subject
19 A gentle wind

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21 To look at something or someone for a long time without moving your eyes
22 To make something longer
23 Physically strong and healthy, especially when compared with someone who is disabled
24 The cutting or burning down of all the trees in an area

Down

1 Believing that good things will happen in the future
2 A word that sounds the same as another but is different in spelling, meaning, or origin
3 A description of what is likely to happen in the future, based on the information that you have now
5 To make something slightly wet
6 A chair with wheels, used by people who cannot walk
7 A situation in which there is not enough of something that people need
9 A computer program, television system etc that allows you to communicate directly with it, and does things in reaction to your actions
11 Being on your own, without other people
13 Small drops of water that are formed when steam or warm air touches a cold surface:
15 Someone who plays the guitar
18 A gas, especially carbon dioxide that is thought to trap heat above the Earth and cause the greenhouse effect
20 To change a liquid into a gas



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Language Use

Choose the best option to complete each of the sentences.

1 Eating leaves can be … if you don't know what they are.
a harmful **b** healthy **c** healthily **d** harmfully

2 My sister is foolish. When she has money she spends it …
a free **b** extensive **c** extensively **d** freely

3 Abdisa plays …
a the guitar beautiful **b** the guitar beautifully **c** beautifully the guitar
d beautiful the guitar

4 Helen sang … in front of the whole school
a confide **b** confidently **c** confident **d** confidence

5 The concert had to be cancelled … the fact that the star guest was ill.
a In spite of **b** due to **c** so

6 I am a bit lazy and … I don't do any sport.
a because **b** due to **c** consequently

7 Please remember … the stove.
a turning off **b** to turn off **c** turn off

8 I don't remember … your brother before.
a to meet **b** meeting **c** meet

9 The speaker went on … about his school days for half an hour!
a talking **b** to talk **c** talk

10 The bus avoided … the child who ran into the road.
a hitting **b** to hit **c** hit

11 I wish we … in the same town.
a lived **b** would live **c** live

12 I wish I … more time to write this essay!
a have **b** have had **c** had

13 Look, if you pay for my drink, … you one tomorrow.
a I buy **b** I am buying **c** I'll buy

14 … anything this evening. What about you?
a I won't do **b** I don't do **c** I'm not doing

15 I promise … you as soon as I get home.
a I'm telephoning **b** I'll telephone **c** I'm going to telephone

16 Can we borrow your ladder please? … the ceiling.
a We're going to paint **b** We will paint **c** We will be painting

17 I feel awful! I think … sick!
a I'll be **b** I am being **c** I'm going to be

18 I … now play three musical instruments: guitar, piano and drums.
a could **b** able to **c** can

19 … finish yesterday's test on time?
a Were you able to **b** Could you **c** Can you

20 I … go to Amina's party as I was ill.
a couldn't **b** can't **c** will be able to

21 You … go home now, class is over.
a couldn't **b** are able to **c** may

22 My uncle is … on my brother to manage one of his shops.
a getting **b** looking **c** taking

23 What time are you … out for the airport tomorrow?
a getting **b** setting **c** taking

24 Everyone … on our school principal as a great man who works hard for our community.
a takes **b** sets **c** looks

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Unit 10

Poverty and development

Part A

Objectives

In this part of Unit 10 you will:

- read about the development of South Korea
- learn some synonyms of 'rich' and 'poor'
- revise the past or 3rd conditional
- revise how to use linking words and expressions
- identify and practise silent consonants
- read a poem
- talk about strategies you can use to improve your reading.

A10.1 Introduction: The Miracle on the Han River

1 **Do you recognise these logos? What do these companies have in common? Have you seen any of their products?**



2 **Now read this text about a country which is considered to have experienced an economic miracle.**

1 US President Barak Obama's favourite success story is South Korea. He has commented "When my father first came to the States to study (in the 1950s), Kenya was a more affluent country than South Korea. At that time, Kenya's per capita GDP was more than that of South Korea. But South Korea is now a developed and affluent country, while Kenya still remains in severe poverty. There is no reason African countries cannot do what South Korea did". The facts President Obama was referring to are: in the 1960s, Kenya's per capita GDP was US$130, while South Korea's was US$87. In 2009, Kenya's was US$1,600, while South Korea's was US$28,000.

2 In 1960 South Korea was emerging from ruins. In 1948, after 35 years of Japanese occupation it was divided by the Soviet Union and the United States into communist North Korea and capitalist South Korea. Then in the 1950s, when North Korea invaded South Korea, it went through the savage Korean War. Its success story since that time is called the Miracle on the Han River, which refers to the river which flows through the capital Seoul.

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The Han River in Seoul, South Korea

3 So what is South Korea's secret? There are a number of factors. Firstly, security. In spite of being at the frontline of the Cold War between the communist East and capitalist West, South Korea has done its best to maintain peaceful relations with its neighbours, North Korea, China and Japan, with the protection of the USA. In addition it has had strong, efficient governments. Leaders have come and gone, but they have all been focussed on economic growth. Most notably President Pak Chung Hee, who led the country in the 1960s and 70s, and was determined to make it self-reliant. Under his leadership everyone's living standards improved, not just those of the elite.

4 During Pak's presidency, the slogan 'export or die' summed up the country's economic approach. Imports were kept to a minimum, and were largely made up of raw materials which where then manufactured into finished products such as electronics, textiles, ships, automobiles, and steel. These were then exported. In more recent years the country has embraced technology and is now at the forefront of innovation in computing and cell phones. Cheap borrowing facilitated setting up a business and paved the way for global multinationals such as Samsung, LG and Hyundai-Kia.

5 An educated work force has been recognised as essential. Not only has the government invested in well-equipped schools and well-trained teachers, but Korean parents too have been willing to make significant sacrifices for the sake of their children's education. Also important is the fact that the government has reversed the brain drain by encouraging overseas-trained scientists to go back home.

6 The Miracle on the Han River has been due to a combination of good governance and the hard work of the Korean people themselves. A fact President Obama pointed out to American students when he urged them to study harder, like Korean students. There is, however, a downside as South Korea's success has come at the cost of environmental degradation and many social problems. Are they paying a price other developing countries are prepared to pay for the 'good life'? Is the South Korean model the best way to develop?

3 **List the factors that have contributed to South Korea's success.**

4 **Find words and expressions in the text with these meanings.**

a rich (paragraph 1)

b the total value of all the goods and services produced in a country in one year divided by the number of people who live there. (paragraph 1)

c in an early state of development. (paragraph 2)
d the place where fighting happens in a war. (paragraph 3)
e able to do things by itself without depending on other countries. (paragraph 3)
f a group of people who have power and money (paragraph 3)
g a large company that has offices and factories in many different countries. (paragraph 4)
h all the people who are available to work in a country. (paragraph 5)
i the movement of highly skilled or professional people from their own country to a country where they can earn more money. (paragraph 5)
j the process by which something changes to a worse condition. (paragraph 6)

5 Discussion questions

a President Obama compared the economic progress of Kenya and South Korea between 1960 and 2009. Can you compare Ethiopia's economic progress over that period?
b Look back at the factors you listed in exercise 3 and consider;
- To what extent do these exist in Ethiopia?
- Which of them do you think Ethiopia needs to develop?

c Try to answer the two questions posed at the end of the text.

A10.2 Increase your word power: Rich and poor

There are many words we can use to describe whether or not someone or something is rich or poor.

1 Your teacher will dictate a list of adjectives. Write them in the correct column of the table.

Rich		Poor	
Adjective	**Noun**	**Adjective**	**Noun**
rich		poor	

All of these adjectives can be used as nouns when referring to a group of people.
The rich get richer, the poor get poorer.

Many of them have a separate noun form to refer to a state or condition.
He is a poor man. He lives in poverty.

2 Put the noun form of as many of the adjectives in the table as you can.

3 Work in a small group.

a One of you should be a secretary and write down what the others agree.
b Your teacher will read out one of the words from the table and give you just four minutes to make a sentence for each form of the word.
c Your teacher will select groups to read out their sentences.

Example: *Poor*

A poor man lives in my street.
The poor face a lifetime of hardship.
Many people live in poverty in Africa.

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A10.3 Language focus: Revision

1 Past or third conditional

You have already studied how to make past or third conditional sentences to talk about events that didn't happen in the past. See B3.6.

1 **Work with a partner. Make four sentences about South Korea using the third conditional like this.**

- South Korea wouldn't have developed so rapidly if it hadn't had a good education system.
- South Korea would still be a poor country if its government had been corrupt.

Go back to the text for some ideas for your sentences.

2 **Now make four sentences about Kenya or Ethiopia in a similar way.**

- Kenya would have developed more rapidly if business people had been able to borrow money cheaply.

3 **Now practise reading your sentences. Make sure you contract the auxiliary verbs linking words and expressions, which you have already practised, see B3.7**

2 Linking words and expressions

You have already studied how linking words and expressions can be used as discourse markers – see A7.6, to express contrasting ideas – see B8.5, and to express advantages and disadvantages – see A1.8.

1 **Work with a partner. Discuss how to complete the sentences from the reading text, without looking back at it.**

a South Korea is now a developed and affluent country, _____ Kenya still remains in severe poverty.

b In 1948 Korea was divided by the Soviet Union and the United States into communist North Korea and capitalist South Korea. _____ in the 1950s, when North Korea invaded South Korea, it went through the savage Korean War.

c _____ being at the frontline of the cold war between the Communist East and capitalist West, South Korea has done its best to maintain peaceful relations with its neighbours. _____ it has had strong, efficient governments. Leaders have come and gone, but they have all been focused on economic growth.

d Korean parents too have been willing to make significant sacrifices for the sake of their children's education. _____ the government has reversed the brain drain by encouraging overseas-trained scientists to go back home.

2 **Now discuss how to complete these sentences using ideas from the reading text.**

a Countries in Africa have not developed as rapidly as South Korea. An illustration of this …

b Whereas South Korea focused on manufacturing and exports, …

c South Korea has made rapid economic progress in the last 50 years. In fact …

d As far as education is concerned …

e Due to the fact that South Korea has focussed on economic growth …

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A10.4 Speaking: Pronunciation – Silent consonants

1 **In many words the letters, *h, w, g, k, t, b, p* are silent. Identify the words containing silent letters in these groups. (Not all of them do!)**

1 h – what, perhaps, hotel, hour, rhyme, who, honour, vehicle
2 w – two, whole, answer, wish, wrong, somewhere, few, fewer
3 g – walking, gate, song, gnat, foreign, signature, sign, gnaw
4 k – work, talk, knife, know, kiss, king, clock, knee
5 t – whistle, faster, fasten, listen, ten, western, industry, often
6 b – climb, number, debt, comb, submarine, combination, beef, thumb
7 p – petrol, swept, psychology, receipt, pneumonia, psalm, shop, important

2 **Listen and repeat these words after your teacher. Then, practise them with a partner.**

3 **Other letters in English can be silent in certain words. Identify the silent letter in each of these words.**

island, hymn, iron, biscuit, muscle, calm, Wednesday, leopard, handsome, walk

4 **Listen and repeat these words after your teacher. Then, practise them with a partner.**

A10.5 Reading: A poem

1 **Read this poem from Malawi.**

WHY THE OLD WOMAN LIMPS
Do you know why the old woman sings?
She is sixty years old with six grandchildren to look after
While her sons and their wives are gone south to dig gold.
Each day she milks the goat, sells the milk to buy soap,
Feeds and washes the children, and tethers the goat.
In the evening she tells all stories of old at the fireside:
I know why the old woman sings.

Do you know when the old woman sleeps?
She rests with the dark, at night she thinks of
Tomorrow: she's to feed the children and graze the goat.
She's to weed the garden, water the seedling beans,
The thatch has to be mended, the barnyard cleared.
Maize pounded, chaff winnowed, millet ground, fire lit ...
I do not know when the old woman sleeps.

Do you know why the old woman limps?
She goes to fetch water in the morning
and the well is five miles away,
Goes to fetch firewood with her axe
and the forest is five miles the other way,
Goes to the fields to look for pumpkin leaves
leaving the goat tethered to the well tree
And hurries home to the children to cook:
I know why the old woman limps.

Lupenga Mphande



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2 **Make a list of all the jobs the old woman has to do.**

3 **Explain why the old woman has to look after her sons' children.**

4 ***... the well is five miles away*. How many kilometres is five miles?**

5 **List the types of food mentioned in the poem.**

Example: *milk*

6 **List the places mentioned in the poem.**

Examples: *south*
the fireside

7 **Find words in the poem that mean the following:**

a to tie an animal to a tree or post so that it can't escape
b the eating of living grass by cows, sheep etc
c to repair
d to reduce something to very small pieces by hitting it hard many times, usually in preparation for cooking (there are two words which mean this)
e the outer part of a seed (e.g. maize or rice) which has to be separated before it is used
f the process of separating the chaff from the seed
g to go and get something
h a deep hole in the ground where you can find water
i an abnormal way of walking when one leg is injured

8 **With a partner, practise reading the poem aloud.**

9 **Discussion questions**

a To what extent are there people in Ethiopia who live similar lives to this old woman?
b What is your opinion of the poem?

A10.6 Study skills: Focus on reading

In A8.8 we focused on reading. We looked at your attitude to reading, your reading speed and different reading skills and when we use them. You set one of these skills as a reading goal for last week. What progress have you made with it?

1 **Assess your progress with your reading goal.**

1 Work with a partner and discuss the following.
   a What was your goal?
   b What work did you do to try to achieve it?
   c What is the outcome of this work? Which of these statements reflects how you now feel?
      • I worked hard and feel more confident about this reading skill.
      • I worked hard and have made some progress, but I still need to work on this skill.
      • I did a little work and made a little progress, but I still need to work on this skill.
      • I did very little work on this skill and have not made any significant progress.
2 Set yourself another reading goal for this week and next. You can choose:
   • to continue working on the same reading skill you were focussing on last week
   • to focus on another of the reading skills in A8.8.

   Write your goal in your notebook or study journal.

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2 **Strategies for improving your reading.**

Setting a reading goal each week is a useful strategy for improving your reading. There are other things you can do as well.

1 With your partner, study this mind map and discuss:
- which of these strategies you already use regularly or occasionally
- which of these strategies you don't use but which are a good idea
- any other ideas for strategies for improving your reading.

2 Make your own mind map of reading strategies that you think will work for you.



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Part B

Objectives

In this part of Unit 10 you will:

- discuss poverty
- listen to a lecture on development and take notes
- revise prefixes
- talk about how to improve your listening
- revise ways of expressing cause and effect
- revise unreal conditionals
- discuss development priorities for Ethiopia
- write an essay
- do a speaking assessment task.

B10.1 Speaking: Discussion – Poverty

Work in a group and discuss these questions.

1 **We often talk about poor people and the need to eradicate (or get rid of) poverty. What is your definition of poverty?**

2 **The United Nations definition of poverty is given in exercise 3. Look at it and try to complete the gaps.**

3 **Listen to your teacher reading the definition and complete the gaps.**

"Fundamentally, poverty is a denial of choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society

1 It means not having enough to _____ and _____ a family.
2 Not having a _____ or _____ to go to.
3 Not having the land on which to _____ one's food or a _____ to _____ one's living.
4 Not having access to _____.
5 It means _____, _____ and exclusion of individuals, households and communities.
6 It means susceptibility to _____.
7 It often implies living on marginal or fragile _____, without access to _____ or _____."

UN Statement, June 1998 – signed by the heads of all UN agencies

4 **Read the definition carefully and discuss the extent to which it describes people in your region.**

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B10.2 Listening: A lecture on development

LISTENING AND NOTE-TAKING

When?
Listening and note-taking is an important skill. There are many situations in which we have to do it: on the phone taking a message for someone else, at a meeting, during a speech, at a university lecture.

Why?
Notes give us a written record which we can refer to at a later date. For example, if you take notes in a lecture, you may need them a few weeks later when writing an essay or even a few months later when revising for an exam. Thus, notes should be set out clearly and be easily readable.

What?
Obviously when we are listening to someone and taking notes we can't write down everything they say and it wouldn't be helpful if we could. What we need to do is take down the key information: the main points and the important details. Supporting details may be in the form of: an explanation, a description, an example, an evaluation, a contrasting idea. To be able to do this you need to be able to distinguish major from minor points and the relationship between them. This is a difficult skill that requires practice.

How?
A good way of listening and note-taking is by means of an outline. An outline is a list of main ideas and each main idea is followed by a list of supporting details. As with all note-taking, you don't have to write in complete sentences and you can save time by using single words or phrases, abbreviations and symbols.

For more information on note-taking see A1.5.

1 Work in a small group. Discuss these questions.

a Do you have to listen and take notes in other subjects?

b How well can you listen and take notes?

- Can you usually pick out main points and supporting details?
- Do you organise your notes in the form of an outline?





2 **You are going to listen to a talk about development. As you listen, complete these outline notes with supporting details.**

1 What is development about? = *helping poor improve their lives.*
2 Does rich = developed?
3 The aim of development
4 The Millenium Development Goals
5 Agents of development
6 Sustainable development

3 **Compare your notes with your partner's. You may wish to add to or change your own notes.**

4 **Listen to the lecture again to check your notes.**

5 **With the other members of your group, use your notes to re-tell the lecture.**

B10.3 Increase your word power: Revision – Prefixes

We have already looked at prefixes in B2.5 and A9.9. Many prefixes give the opposite meaning to the word they are put in front of and others change the meanings of the words they are added to in a variety of ways.
Here we are going to focus on prefixes which give a word the opposite meaning.

1 **What are the rules?**

a Add the prefixes on the left to the words on the right.

un-	honest
in-	patient
im-	responsible
il-	legal
ir-	happy
dis-	complete

b Now complete these rules.

1 *un-* , *in-*, *dis-* can be added to many adjectives.
2 *in-* changes to *im-* before adjectives beginning with _____ or _____.
3 *in-* changes to *ir-* before adjectives beginning with _____.
4 *in-* changes to *il-* before adjectives beginning with _____.

2 **Add prefixes to these words to give them the opposite meaning.**

All the words – with or without prefixes – have been used in the reading and listening texts in this unit.

a agree _____
b available _____
c co-operative _____
d developed _____
e divided _____
f economic _____
g efficient _____
h employment _____
i equality _____
j equipped _____
k essential _____
l expected _____
m important _____
n information _____
o literacy _____
p mortality _____
q significant _____
r successful _____
s sustainable _____
t trained _____

3 **Work in groups of four or five people and play this game.**

- Student 1 chooses one of the words in the box and makes a sentence with it.
- If the other members of the group think it is a good sentence, Student 1 gets one point. If not, they change the sentence so that it is correct and no-one gets a point.
- Another person in the group (it can be anyone) must contradict Student 1 by saying 'No' followed by the same sentence but with a suitable prefix in front of the word.
- If the rest of the group think the prefix is correct, that person also gets a point.
- The next person chooses another word in the box etc.
- When you have finished playing, see who has got the most points.

legal relevant encourage polite interesting similar sustainable
visible regular legible satisfied able tidy patient

Example: *Student 1: employed – most people in this town are employed.*
Other students: Good, that's one point.
Student 2: No! Most people in this town are unemployed.
Other students: That's one point, too.

4 **Add prefixes to the adjectives in the box and use them to complete the sentences below.**

fortunate possible informed convenient honest probable
logical comfortable replaceable active

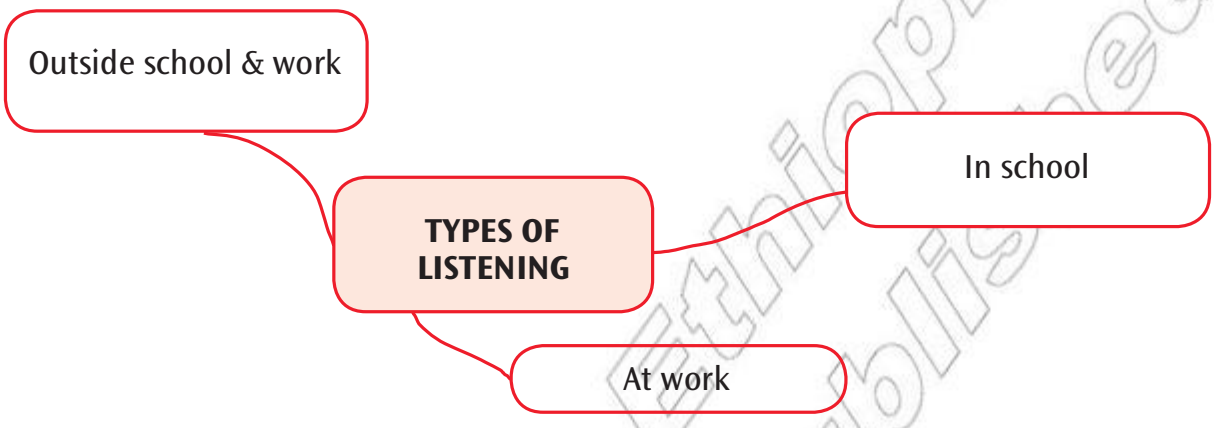
1 Our forests are an _____ resource which we must protect and preserve.
2 It is _____ that lack of funds means the new bridge project cannot go ahead.
3 Many people feel _____ about giving personal information on the Internet.
4 Don't set goals which will be _____ to achieve as you will feel a sense of failure.
5 Even a small _____ act will leave you with a sense of shame.
6 Many find the treatment for TB long and _____, but it is essential that it is continued for the necessary number of months.
7 I'm afraid you have been _____: the lecture is tomorrow, not today.
8 Your story about seeing a ghost is highly _____. I don't believe it.
9 Most of the volcanoes in East Africa are _____.
10 I can't understand the point you are making in this paragraph. It is _____.

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B10.4 Study skills: Focus on listening

1 When do you listen to English?

1 Work in a small group. Think about the situation when you listen (in both English and other languages) in school and outside school, and also, in what situations people have to listen at work.
Discuss your ideas and then complete the mind map



2 Which of the types of listening on your mind map, do you do, or could you do in English? Write 'E' next to them.

3 Compare your mind map with those of some other groups and add any new ideas to yours.

2 How do you feel about listening?

a Read these sentences and decide if you agree (A) or disagree (D) with each one.

1 When I listen, all the words roll together and I just hear sound.
2 I get worried when I can't understand everything.
3 I just listen to pick up the main ideas.
4 Native English speakers speak much faster than Ethiopians.
5 When I listen to native English speakers, I miss a lot of words.

b Now work in a small group and compare your answers. Justify your choices.

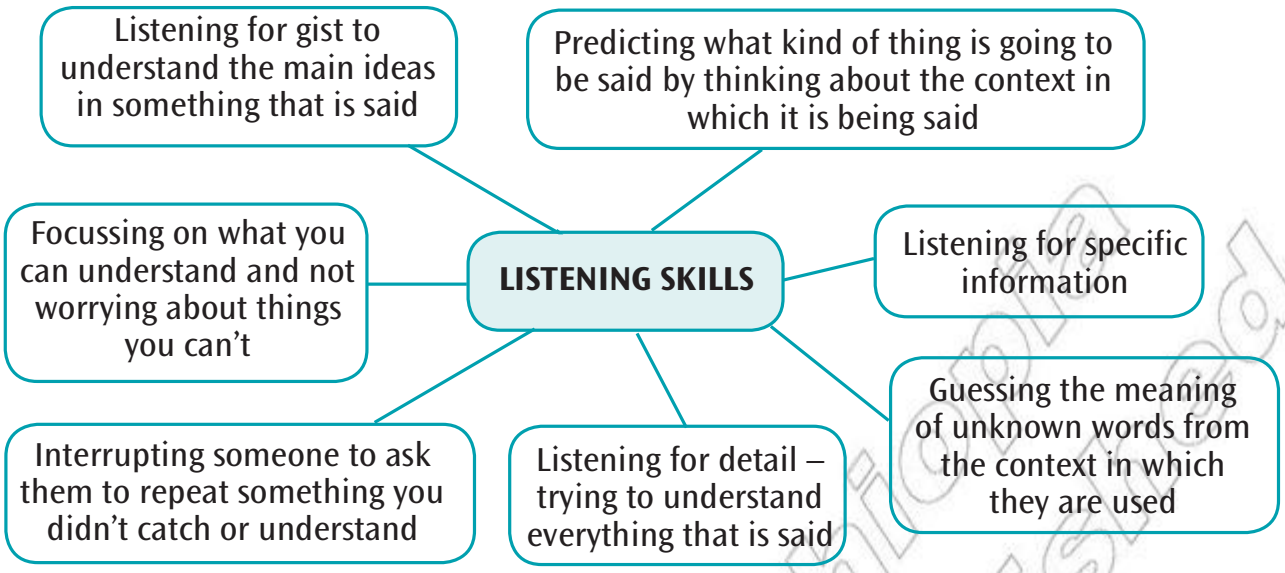
3 Listening skills

Different listening skills are used for different kinds of listening tasks and hence for different kinds of listening texts.

a With your partner, study this list of listening tasks and decide which of the skills in the mind map would be most appropriate for each one. You can choose more than one skill for any of the tasks.

1 Listening to airport announcements to find out if the flight you are waiting for is going to arrive soon.
2 Listening to a story.
3 Listening to a lecture and taking notes.
4 Listening and writing down someone's address and phone number.
5 Listening to someone you are having a conversation with.

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b Now discuss how well you are able to employ each of these skills.

4 Check your listening

1 Listen to a story, Follow these steps.

a Look quickly at the six pictures.
b Listen to your teacher and decide on the correct order of the pictures according to the story.
c Listen again and note down the words which helped you to decide the order of the pictures.
d Think about which listening skills you were using to do this task.
e Compare your responses to exercise b) and c) with your partner's.



2 With your partner, look back at the notes you made when you listened to the lecture, B10.1. Discuss these questions.

a How well did you do the first time you heard the lecture?
b Did you improve with the second listening?
c What did you find difficult? Why?
d On the whole, do you think you managed the task quite well, or not?

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5 **Set a listening goal**

You have already set goals for improving your writing, vocabulary and reading. You can also do this for improving your listening skills. Choose one of the skills in your mind map to focus on next week and write it in the form of a goal in your notebook or study journal.

Example:

My listening goal for next week

I am going to focus on ignoring words I don't know in the text, and concentrate on getting a good understanding of the text without knowing every single word. If there are some new words which seem to be key to getting a general understanding of the text, I'll try to guess their meaning from context.

B10.5 Language focus: Revision

1 Cause and effect

We have already looked at cause and effect, which can also be referred to as reason and result. See A7.7
We can link these two ideas by means of a linking word or expression, or a verb.

Cause **Effect**
Money alone does not lead to development.

Effect **Cause**
Development is not due to money alone.

1 **In the following pairs of ideas, identify which describes a cause and which an effect. Write C or E next to each.**

a i) Over irrigation
ii) Depletion of aquifers
b i) In South America there is a huge demand for grazing land.
ii) Large areas of forest are lost every year.
c i) There has been population growth, climate change and mismanagement of resources in many parts of Africa.
ii) There is serious water shortage.
d i) Some oil-rich countries are under-developed.
ii) The financial gain has not been shared by the population as a whole.
e i) Water shortage in many places.
ii) Over-consumption and waste.

2 **Now combine the ideas to show the cause and effect relationship.**

- Keep the same order of ideas.
- Use a variety of linking words, expressions or verbs.

3 **Discuss with a partner how to complete these sentences using any of the words or expressions you have used in this lesson.**

a Achieving the Millennium development goals …
b Giving more people access to education …
c Providing cheap loans to people with small businesses and farmers …
d Sustainable development …

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2 Unreal conditionals

- We can use the unreal or second conditional to express something which is not the case or unlikely to be the case.
  If we grew more food, we would have more money to spend on other things. (= We don't grow enough food)

This structure can have a present or future meaning

Notice what happens in unreal conditionals: the tense of the verb in the conditional clause changes, but that does not mean the time has changed. It means that the verb is expressing something unreal.

Example: *If we grew more food …* is talking about the present, not the past.

We also use verbs in the same way when using other structures which describe unreal situations such as *I wish*

- We can also use *but for* to introduce a conditional noun phrase with a similar meaning.

But for the weather, we would go for a picnic (= we aren't going for a picnic)

1 **Make an *if* sentence about each of these situations.**

Example: *There is a beautiful bicycle on sale in the shop. I don't have enough money to buy it.*
If I had enough money, I would buy the beautiful bicycle on sale in the shop.

a Not many children go to school, and that's why we don't have a skilled work force.
b You don't play netball well enough, so you can't be in the team.
c The goalkeeper played well at our last match, and that's why we won.
d Semhal can't come to the film as she hasn't got any money.

2 **Make a *but for …* sentence about each of these situations.**

Example: *I didn't pass my exam because I had a bad headache.*
But for my headache, I would have passed my exam.
Or *But for the fact that I had a headache, I would have passed my exam.*

a I want to go with you to the film, but I can't because my mother is ill.
b We had a drought last year and there isn't much food around.
c Ali's height prevents him from being a really good basketball player.
d We have a primary school in our village. That's why most people can read and write in this area.

3 **Discuss with your partner how to complete these sentences.**

a If we had more schools …
b But for the support of NGOs …
c If there were fewer conflicts in Africa …
d But for the level of corruption …

B10.6 Speaking: How can our country develop?

You are going to discuss the factors that can contribute to the development of Ethiopia and countries like it.

Before you start, revise the language in the boxes, which you will need to use in this discussion.

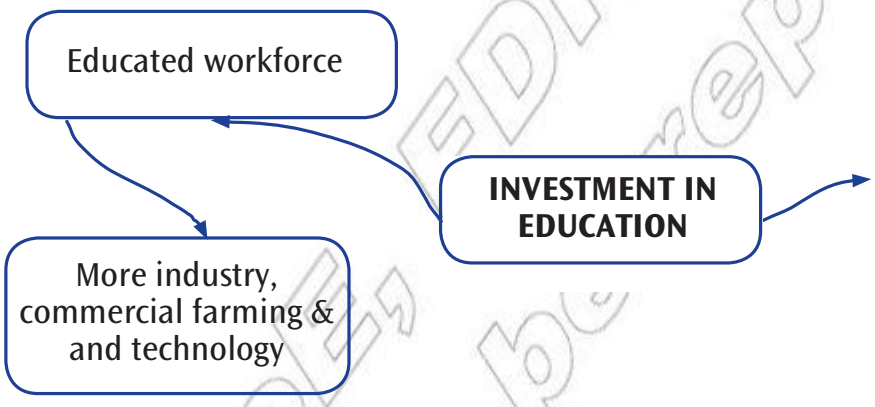
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The language of meetings	Interrupting	Turn-taking
To revise the special language used in meetings as well as the language of discussion see B1.5	To revise how to interrupt someone and return to the topic you were talking about see B8.6	To revise how to take turns in a conversation see B5.2

Phase 1: Group discussion – What are the factors that contribute to development?

a On your own look back at the list you made in A10.1 on the factors that contributed to South Korea's development and the notes you made in B10.1 on development.
b Work in a group. Together, make a list of factors that contribute to development: include some of your own ideas as well as those that have been mentioned in this unit.
c Present your list to the rest of the class.
d Each group in the class should now select one of the factors that has been mentioned so far.
e In your group, discuss
i) the contribution your factor makes to development
ii) how it could help Ethiopia's development.
f Make a simple mind map of your ideas about the factor you have been discussing.
g Everyone in the group must have a copy of the mind map and be able to defend the points the group has made.

Example:



Phase 2: Role-play meeting – What are our priorities?

Now you need to form new groups. Make sure that in your new group there is a representative from each of the groups in phase 1, plus another person who will be the Chairperson. Each group is going to hold its own meeting, independently.

a Background to the meeting:

The situation

The Ministry of Planning has called a meeting to discuss development priorities for the government. A number of priority factors are to be considered and at the end a decision will be taken as to which two the government will focus on in the next five years.

Present at the meeting

The Chairperson – a senior figure at the Ministry of Planning

Departmental chiefs – each representing a different development priority

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Agenda for the meeting

1 The Chairperson opens the meeting and gives a brief introduction.
2 Each departmental chief is then invited to present their priority factor.
3 There follows a general discussion to decide which of the factors presented are the most urgent priorities.
4 The Chairperson asks the participants at the meeting to vote on the two they think the country should focus on for the next five years.

b Preparation for the meeting

- The Chairperson: Read through the notes for the chairperson in B1.5. You are in charge of the meeting so make sure you get through all the points in the agenda. Don't rush the discussion. At the general discussion stage of the meeting, you can participate with your own ideas.
- Departmental chiefs: Prepare to present the mind map and ideas you discussed in Phase 1. At the general discussion stage, have an open mind about the most urgent priorities. Choose other factors if you think they are more urgent than the one you presented.
- When everyone is ready, the meeting can begin.

c After the meeting

The Chairperson of each group should report back to the class which two priorities their group chose.

B10.7 Writing: An essay

You are going to write an essay on an aspect of development.

1 Think about a topic you are interested in writing about. Here are some examples. Think of some others.

Why education is the key to development

Corruption is the enemy of development

What is good governance in a developing country?

What (the name of your town / village / region / country) needs to develop.

Is sustainable development possible?

Development priorities for Ethiopia.

2 Follow these steps.

a Brainstorm some possible points to include in your essay. Think about;
- some kind of definition of your topic (what)
- points to support your point of view (why).

b Select the most convincing 3–5 main points and think of some supporting details for each one. Make an outline of your plan in B10.2.
c Your introduction should introduce the topic and comment on the present situation.
d Each main point should be presented in a paragraph.
e In your conclusion, sum up the points you have made and make a concluding remark about the general impact your ideas will have.
f Write a first draft and then check it carefully: both your ideas and use of language.
g Make any necessary changes to your essay and write your final version.

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B10.8 Assessment

1 Speaking

Work in a small group. Your teacher will give you some statements to discuss on the topic of aid and development.

- You will have five minutes to discuss each statement
- Try to include the language you have practised in this unit on cause and effect in B10.5, and unreal conditionals in B10.6, as well as the language of discussion.

2 Writing

Your teacher will assess the essay you wrote on an aspect of development in B10.7.

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Unit
11

NGOs

Part A

Objectives

In this part of Unit 11 you will:

- talk about NGOs
- listen to an interview with the director of an NGO
- develop your ability to use the present perfect
- discuss why people want to work for an NGO
- learn how to compare data
- discuss whether we need foreign aid workers
- read a newspaper report
- talk about NGOs in your area
- create an NGO and write a brochure about it
- talk about strategies you can use to improve your listening.

A11.1 Introduction: NGOs

In Unit 10 our topic was development. NGOs play an important role in development in Ethiopia and around the world.

Work in a group and discuss these questions.

1 **What do the letters N-G-O stand for?**

2 **Look at these logos of organisations involved in development and relief in Ethiopia.**

a What are their names?

b Which are NGOs, and which are part of the United Nations?



c What kind of work does each of these organisations do?

d Do you know the names of any other NGOs and the kind of work they do?

3 **Complete this definition: *An NGO is …***

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A11.2 Listening: Interview with the director of an NGO

Your teacher will read you an interview with the head of an NGO.

1 **Listen and pick out the main points in each of the answers the interviewee gives. Your teacher will read the interview twice.**

Question 1:
Question 2:
Question 3:
Question 4:
Question 5:
Question 6:
Question 7:

2 **With a partner and referring only to your notes, try to identify what questions were asked. Write them down in full. Then listen to your teacher reading the interview again to check to see if your questions are correct.**

3 **Role-play this interview with your partner.**

- Take it in turns to play the part of the interviewer and the interviewee.
- Use the questions and your notes to remember what was said.

A11.3 Language focus: The present perfect

When talking about events in the past and present, it is often difficult to know which verb form to use: past simple or present perfect. Usually there is some kind of time expression which can help us.

To review:
How the present perfect is formed and its use see B1.3
Prepositions of time see B9.6

1 **Work with a partner. Match the sentence beginnings on the left with appropriate endings on the right.**

There are many possible combinations. See how many you can make.

a I have been in Axum	for two months.
b I stayed in Axum	6 years ago.
c We moved here	for 6 years.
d We have lived here	since 2005.
e My sister was born	in March.
f I haven't eaten	last night.
g I didn't eat	this morning.

2 **Now complete these rules.**

a _____ (such as *two months*) can be used with both past simple and present perfect.
b _____ (such as *2005*) can be used only with the present perfect.
c _____ can only be used with the past simple.
d _____ can only be used with past simple (or present or future).
e _____ (such as *last night* or *yesterday*) can only be used with the past simple.
f _____ (such as *today* or *this morning*) is generally used with the present perfect.

3 **Complete these extracts from the listening text with the correct form of the verb: present perfect or past simple.**

Note: some verbs are in the passive and some verbs are in the present perfect continuous.

How _____ (MSF start)?

It _____(set up) in 1971 by a group of French doctors. In the early days it _____ (be) just a group of medical doctors who _____ (travel) to different parts of the world providing medical aid. Over time the organisation _____(grow), employing more people in the countries where it works. A big moment _____ (be) in 1999, when in recognition of its "pioneering humanitarian work on several continents", MSF _____(award) the Nobel Peace Prize.

What _____ (you do) in Ethiopia?

We _____(work) in Ethiopia since 1984 in areas affected by malnutrition and epidemics, and areas of conflict. In addition we are working on long-term programmes to establish centres around the country for the treatment and prevention of conditions such as TB, kala azar, HIV / Aids, malaria and meningitis. In some places these centres _____(hand over) to the government and our work is done. That is the aim in the end, when the government has the capacity to do our work for us, we can leave.

4 **Work in groups of three or four people and play this game.**

- Student 1 chooses one of the phrases in the box and makes a sentence with it.
- If the other members of the group think it is a good sentence, Student 1 gets one point. If not, someone else changes the sentence so that it is correct. The person who is able to change it correctly gets a point.
- The next person chooses another phrase in the box etc.
- When you have finished playing, see who has got the most points.

for an hour last January half an hour ago since the beginning of term
in June today since I started at this school this week
yesterday since 9 o'clock

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A11.4 Speaking: Why do people want to work for an NGO?

Being an aid worker is not always easy as it involves living in a forgeign country where a different language is spoken. Often their work takes them to places with few basic amenities. Many aid workers are volunteers, which is to say they work for a very low salary which is paid in local currency.

Work in a group and discuss these questions.

1 **Have you ever met and talked to an aid worker from another country?**

- **a** What was s / he doing here?
- **b** Did s / he seem to be glad to be in Ethiopia?
- **c** Did you have any impression about why s / he had become an aid worker?

2 **Here are some quotations from aid workers in different parts of the developing world. What impression do they give? Which of them do you think they are working in aid for the right reasons?**

Put a tick (✔) or a cross (✗) next to each one according to the group's opinion.

- **a** "I like travelling and seeing different places in the world."
- **b** "I like living in a country with a warm climate. My home country is not very sunny and it's usually cold."
- **c** "I'm interested in finding out about different cultures."
- **d** "I have the skills and I want to use them to help people in the world who are less fortunate than me."
- **e** "My experience here will be useful when I apply for jobs in my own country."
- **f** "I can't get a job in my own country so this is a good substitute."
- **g** "I love aid work! There is always a great social life among aid workers."
- **h** "In this job I meet important people, like ministers and ambassadors. My life isn't like that at home."
- **i** "I had been working for many years in the same job in my own country and I was getting bored. I felt I needed a complete change."
- **j** "The work is so satisfying. I feel that I'm making a difference to people's lives and that gives me a good feeling."
- **k** "I have more responsibility here than I've ever had in my own country, and I've enjoyed that very much."
- **l** "It's been amazing. I've learned so much more than people here have learned from me."

3 **Now put this list of aid worker statements in rank order in this way:**

1= the best reason for someone to be an aid worker.

12= the worst reason for someone to be an aid worker.

4 **Compare your list with those of other groups in the class.**

5 **Now with the whole class discuss which of these statements match your own feelings about the kind of job you want to have.**

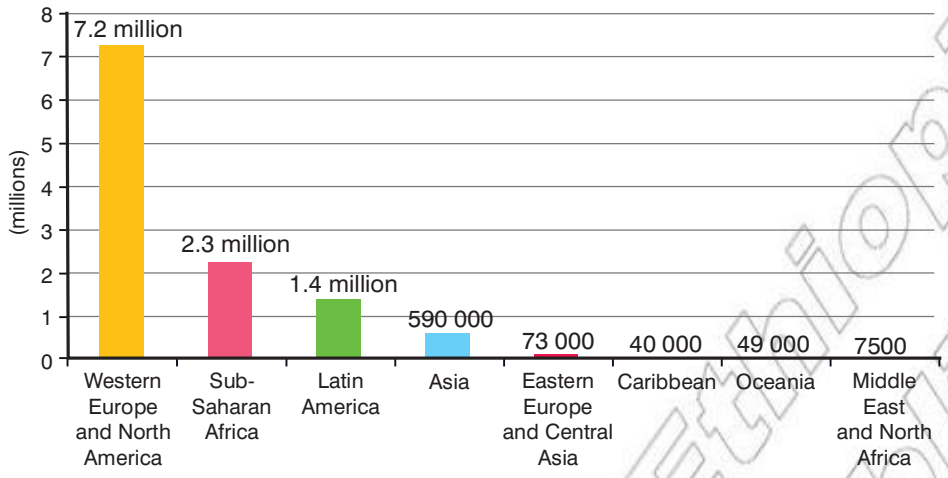
A11.5 Increase your word power: Describing data - showing comparisons

In B4.4 we looked at how to describe changes or trends represented in a line graph. Bar graphs, pie graphs and tables present information, usually at a point of time rather than over a period. We can then compare different entities.

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1 **Look at Graph 2 and discuss;**

1 What is the graph about?
2 What does the vertical axis represent?
3 What does each bar represent?
4 What does the graph show us?



Source: UNAids 2009 Aids epidemic update www.unaids.org

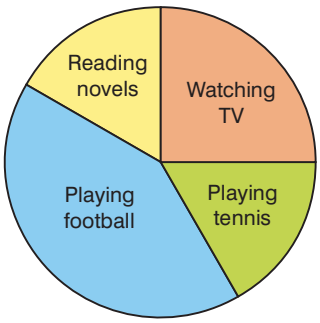
2 **Read this description of graph 2 and complete it with the relevant names of regions.**

Antiretroviral therapy had a significant impact in adding life years to HIV patients in the period 1996-2008. The greatest impact was in _____, the most developed regions of the world, where it is estimated 7.2 million life years were added. Interestingly, in _____ the least developed part of the world, the second largest number of life years were added, but at 2.3 million this was less than half the number in _____. Other regions with significant numbers were _____, with 1.4 million and _____ with 590,000. In the other regions of the world the numbers were insignificant.

3 **Complete these sentences with comparative forms.**

1 The _____ number of life years added was in Western Europe and North America.
2 The second _____ number of life years added was in sub-Saharan Africa.
3 This was _____ than half the number in Western Europe and North America.
4 The _____ number of life years was added in the Middle East and North Africa with 7,500.
5 _____ years were added in Eastern Europe and Central Asia than in the Carribean.
6 _____ years were added in Eastern Europe and Central Asia than in Asia.

4 **Work with a partner. Discuss the information shown in this pie chart.**



5 **Make four sentences about the information in the pie chart.**

Example: *This student spent more time sleeping than at school.*

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A11.6 Writing: A report on some data

You are going to write a one-paragraph report on the data about NGO projects given in the table.

1 **Begin by discussing the data with a partner or in a small group.**

2 **In your report you should not comment on all the data in the table, only the most important. A mind map is a useful way of planning this kind of report.**

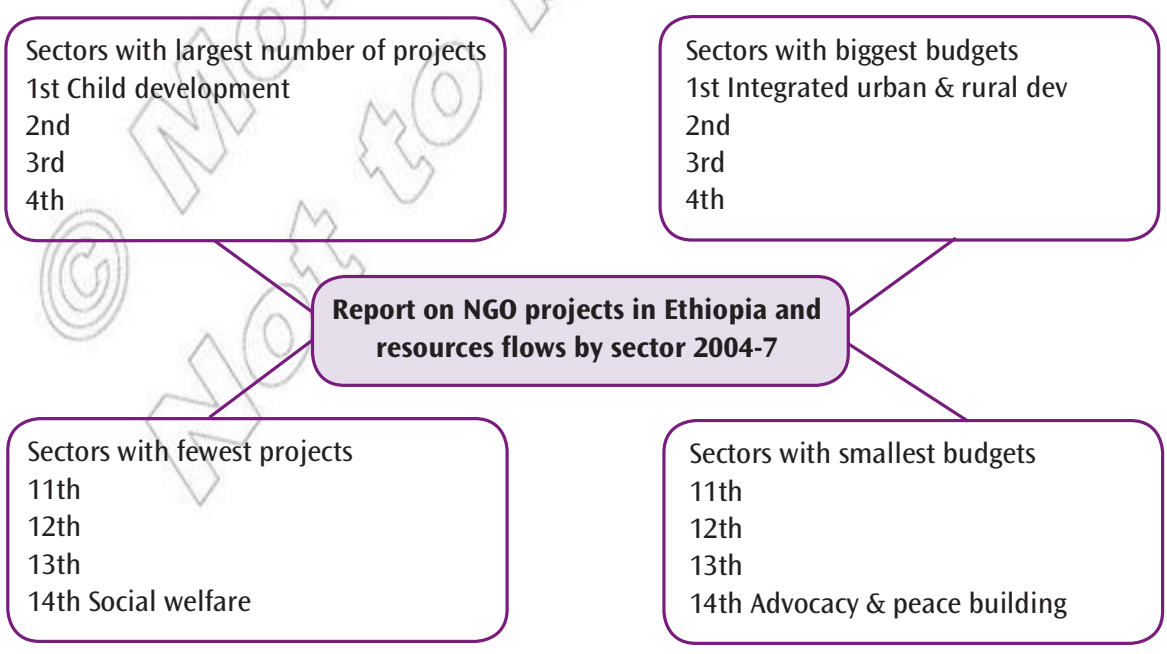
Look at the mind map and complete it with the relevant data from the table.

NGO Projects in Ethiopia and resources flows by sector 2004–7

Sector	No. of projects	Budget in millions of Birr
Child development	394	2,139.50
Education	206	621.01
Health	235	1,084.52
HIV / Aids	175	710.96
Integrated urban / rural development & food security	336	2,977.75
Water & sanitation	141	573.62
Women & girls' empowerment	96	217.73
Environment & natural resources	74	154.01
Advocacy & peace building	34	44.03
Disability & elders support	35	82.50
Agriculture & agro-pastoral	117	467.95
Youth	23	142.05
Social welfare	15	53.83
Capacity building & others	139	268.33
TOTAL	2020	9537.79

Source: EC 2008 given in Partners in Development and Good Governance

SUMMARY OF MAIN REPORT by The Ad Hoc CSO / NGO Task Force



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3 **Write your report focusing only on the information in the mind map. Follow this plan:**

- Begin by saying what the table shows.
- Describe the data in the mind map. Use the language of comparison you practised in the previous section.
- In your concluding sentence, comment on the correlation between the number of projects and the size of the budget. If there is no correlation, try to think of a reason e.g. some sectors may be more expensive to run than others due to large numbers of employees or expensive equipment.

4 **When you have finished, discuss the technique of mind mapping:**

- how useful was it in this activity?
- what else can it be used for?

A11.7 Speaking: Discussion – Do we need foreign aid workers?

There are many kinds of NGOs working in Ethiopia: local NGOs, national NGOs and international NGOS. All of them employ mainly Ethiopians, but there are also a lot of foreign aid workers here, employed principally by international NGOs.

Work in a group.

1 **Discuss the advantages and disadvantages of having international aid workers here.**

Before you start, study the language in the box.

Talking about advantages and disadvantages

A1.8

Despite helping us in the short term, foreign aid workers don't solve the long-term skills shortage, so they can't be a long-term solution

Use this language in your discussion

2 **Try to reach a group agreement and write a list of advantages and disadvantages in the table.**

Advantages	Disadvantages

3 **Prepare to present your ideas to the class: one person in the group can present the advantages, and another person the disadvantages.**

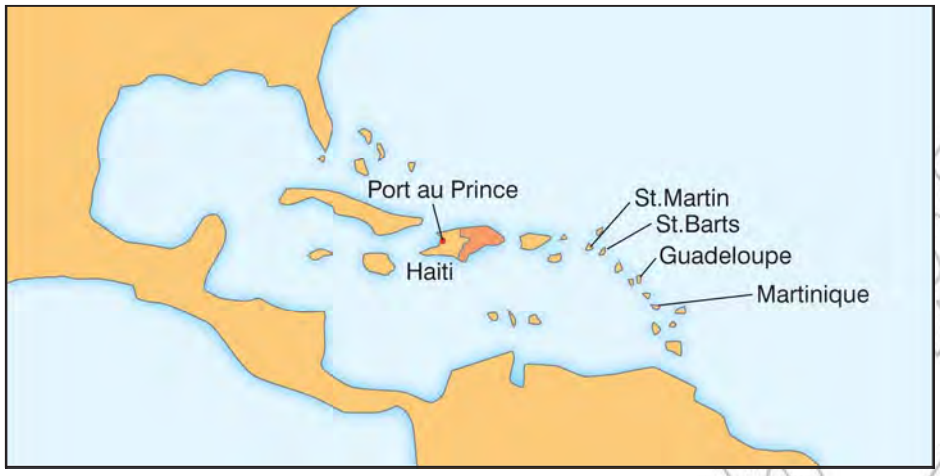
4 **Which NGOs operate in your town or area?**

Talk about how you can get hold of this information and collect as much as you can before your next lesson English lesson. You will need;

- the names of the NGOs
- the sector they work in
- the kind of work they do
- whether each NGO is local, national or international.

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A11.8 Reading: Newspaper report



Can you remember hearing about the earthquake in Haiti in January 2010? Over a hundred thousand people were killed and many times more that figure were injured and made homeless.

1 **Before you read the article, discuss these questions in a small group.**

a Where is Haiti?

b What happens during an earthquake and what are the effects?

2 **Now skim read the article and then do the exercises below.**

Saïda has been found!

During the earthquake that struck Haiti in January 2010, Salvanie lost all trace of her nine-year-old daughter, Saïda. The girl had been pulled alive from the **rubble** of her school, taken to a hospital and then sent on to an unknown destination. Her **desperate** mother **appealed** to the ICRC and the Haitian Red Cross for help. Thanks to their efforts, little Saïda was finally found in Guadeloupe. More than three months after the earthquake, she was back in her mother's arms.



Saïda with her mother, Salvanie, and her little sister, Cama-Lisa. Source: ©ICRC/O. Miltcheva

Peals of laughter and joyful cries **reverberated** across the wooden bungalow where Saïda's family had been living since the earthquake destroyed their home. The little girl was once again **romping** around with her three-year-old sister, Cama-Lisa, while their mother looked on with a twinkle in her eye.

"Saïda has been home for a week now and we've been celebrating the entire time – the first evening, we sang and danced with our neighbours until two in the morning," said Salvanie. "Nothing in the world could have made us happier than having our Saïda back."

The face of the 46-year-old mother lit up when she described being told by the Red Cross that her daughter had been found. "The lady who called said that Saïda was already on a plane heading straight for Port-au-Prince. I was so **overcome** with joy that I started to **tremble**."

A few hours later Salvanie was waiting quietly at the airport with an ICRC team, still in a state of **disbelief** ... until Saïda ran up and threw herself into her mother's arms.

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Avel Joseph, a Haitian Red Cross volunteer, said: "I've never been quite so moved by a meeting of this kind. The **beaming** faces of both mother and daughter made me more aware than ever of the importance of my work."

Long separation

During her stay in Guadeloupe, Saïda was treated in a hospital and then taken in by a **foster family**. "Everyone was kind to me," she said. "The family that took care of me even gave me picture books. But I was so sad to be separated from my mama that I could hardly eat."

Isabelle Jeanneret, head of the ICRC's family-links programme in Haiti, explains how the little girl was traced: "We tried every means of finding Saïda. Her name was broadcast daily on four radio stations in Port-au-Prince. We investigated the possibility of a medical evacuation abroad and considered submitting a tracing request to the National Societies of the countries concerned. In the end, we found Saïda's name on a list of children evacuated to the Antilles that had been provided to us by the French authorities."

I want to be a doctor

A week after her return home, Saïda's head was **swirling** with projects. She was so eager to start school again that she couldn't wait for her injured foot to fully heal. "I want to catch up on everything I missed and work hard so that I can become a doctor and help other injured people."

Salvanie is now looking for a school in which to enrol her daughter – but not just any school. After experiencing the **trauma** of being buried alive in the rubble of her old school, Saïda is afraid to go inside a cement building and wants to attended a tented school. Some scars left by the earthquake will take a long time to heal.

Every year, the ICRC and the Red Cross and Red Crescent National Societies help hundreds of thousands of people (displaced persons, refugees, detainees and missing persons) to restore family links. This involves carrying out a range of activities that aim to prevent separation and disappearance, restore and maintain contact between family members, and clarify the fate of persons reported missing.

© 2010 International Committee of the Red Cross

1 Make notes of the main points Saïda's story in chronological order.

2 Re-tell the story from your notes with the other members of your group.

3 Choose the correct meanings of these words as they are used in this text.

a rubble
- **i** a hard block of baked clay used for building walls, houses etc.
- **ii** broken stones or bricks from a building or wall that has been destroyed.

b peals of laughter
- **i** sudden loud sounds of laughter.
- **ii** quick, quiet, high-sounding laughter.

c reverberated
- **i** had a strong effect over a wide area and for a long time.
- **ii** heard many times as the sound is sent back from different surfaces.

d romping
- **i** playing in a noisy way, especially by running, jumping etc.
- **ii** winning a race, competition, election etc very easily.

e overcome
- **i** unable to behave normally because you feel an emotion so strongly.
- **ii** fight and win against someone or something.

f moved
- **i** changed from one place or position to another.
- **ii** made to feel strong emotions, especially of sadness or sympathy.

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g beaming
- **i** smiling very happily.
- **ii** sending a radio or television signal through the air, especially to somewhere very distant.

h foster family
- **i** A family that helps a child develop a skill, feeling, idea etc develop over a period of time.
- **ii** a family that looks after someone else's child for a period of time but without becoming their legal parent.

i swirling
- **i** moving around quickly in a twisting circular movement.
- **ii** talking a lot about something.

j trauma
- **i** a mental state of extreme shock caused by a very frightening or unpleasant experience.
- **ii** an injury.

3 **Discussion questions**

Decide if you agree or disagree with these statements.

a It is important for newspapers to report individual stories during crises as well as to report the overall situation.

b It would be better for Saïda to have stayed in Guadeloupe, which is part of France and a rich country than return to her family in Haiti, which is a poor country with many problems.

c I could not be a Red Cross worker as the work would be too emotional for me.

A11.9 Speaking: NGOs in our area

1 **Work in a group. Tell the other group members about the information you have found out about the NGOs in your area.**

When everyone has spoken, make a group list in a table. Use the headings given below in your table.

Before you start, study the language in the box.

> **Present continuous**
>
> *There are NGOs working in the education sector. They are building primary schools and some aid workers are working as teachers.*
>
> **Use the present continuous to talk about the work NGOs and aid workers are doing in your area.**

Name of NGO	Sector it works in	Work it does	Local / national / international

2 **Compare your list with those of other groups in the class.**

3 **Discuss the value of this work.**
Which do you think is the most useful? Which is not very useful, in your opinion?

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A11.10 Writing: A brochure about your NGO

Having found out about NGOs in your area, it is now time for you to create your own!

Work in a small group or with a partner.

Phase 1: What kind of NGO? What does it do?

You can base it on one of the NGOs you have found out about, or you can come up with your own idea.

Brainstorm ideas for your NGO. You need to think about:

- What sector it works in.
- The kind of work it does.
- Who benefits from your work.
- How many staff you employ.
- Where your headquarters are based.

Phase 2: Plan your brochure

Think about the information you are going to include in your brochure. Decide the following;

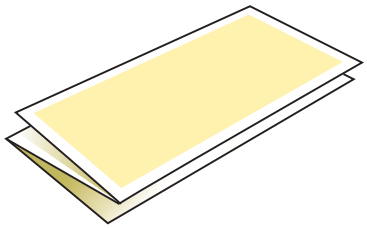
- What section headings are you going to use? In what order are you going to put them?

  Example: *Our work, Where we work , Who benefits, Our staff etc*

- How are you going to persuade people to donate money to your NGO? You need to do this on the back page of your brochure and give details of how people can do this.
- Do you want to use bullet points or write in paragraphs?
- Do you want to include photos or decoration of some kind to make your brochure attractive?

Phase 3: Write your brochure

a Start writing your brochure and working on its presentation. Write it on a folded piece of A4 paper like this one. It will give you six slim pages: three at the front, three at the back. Use page one as the front page.



b When you have finished your brochure, check it carefully.

- Decide if you are satisfied with the content, or if you need to change, take out or add anything.
- If you worked with a partner, do it first on your own, and then compare your assessment with your partner's.

c When you are satisfied with your content, write a final neat version of your brochure.

d All the brochures should be displayed so that everyone has a chance to look at those prepared by other class members.

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A11.11 Study skills: Focus on listening

1 Assess your progress with your listening goal.

1 Work with a partner and discuss the following.

- **a** What was your goal?
- **b** What work did you do to try to achieve it?
- **c** What is the outcome of this work? Which of these statements reflects how you now feel?
  - I worked hard and feel more confident about this listening skill.
  - I worked hard and have made some progress, but I still need to work on this skill.
  - I did a little work and made a little progress, but I still need to work on this skill.
  - I did very little work on this skill and have not made any significant progress.

2 Set yourself another listening goal for this week and next. You can choose:

- to continue working on the same listening skill you were focusing on last week
- to focus on another of the listening skills in B10.4.

Write your goal in your notebook or study journal.

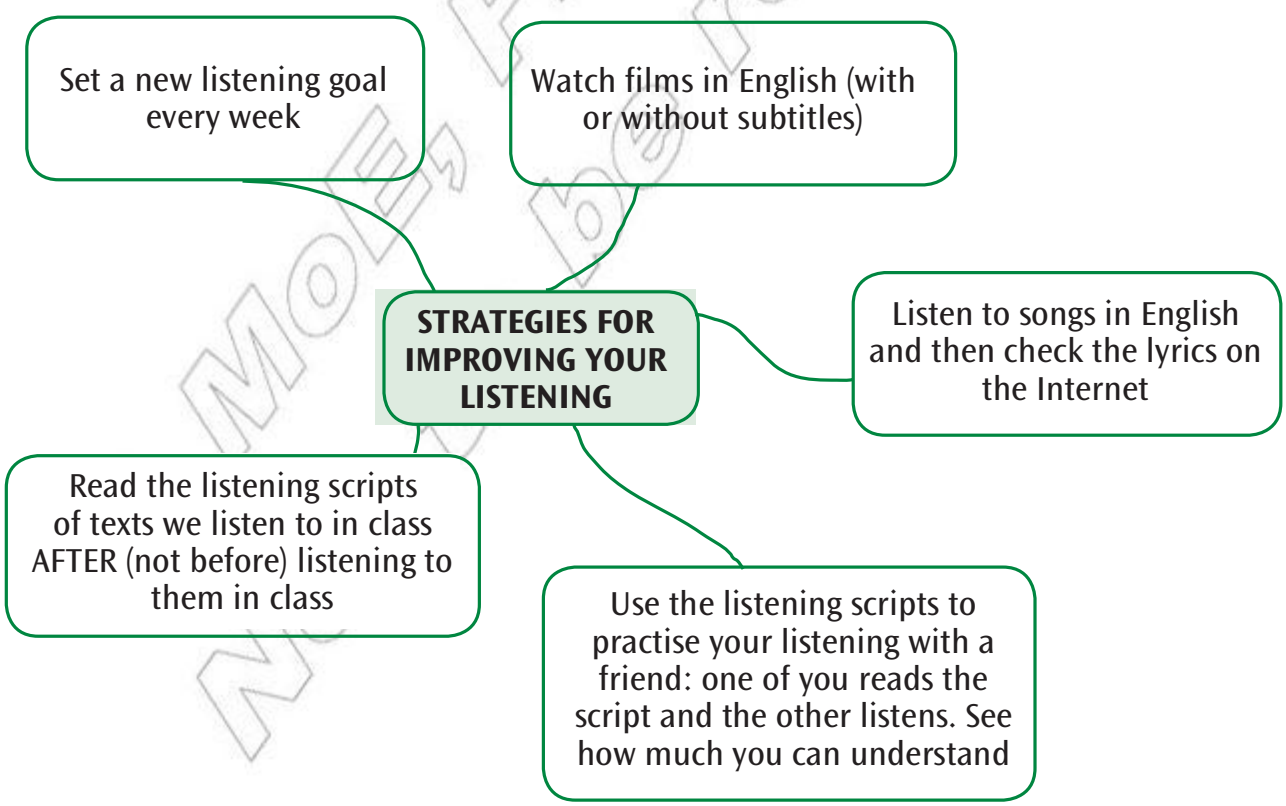
2 Strategies for improving your listening

Setting a listening goal each week is a useful strategy for improving your listening. There are other things you can do as well.

1 With your partner, study this mind map and discuss:

- which of these strategies you already use regularly or occasionally
- which of these strategies you don't use but which are a good idea
- any other ideas for strategies for improving your listening.

2 Make your own mind map of listening strategies that you think will work for you.



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Part B

Objectives

In this part of Unit 11 you will:

- listen to a description of a day in the life of an aid worker
- revise how to use verbs in the past
- learn some phrasal verbs connected with work
- identify and practise minimal pairs
- read some job advertisements
- learn some words to describe skills and personal qualities
- discuss interview skills
- write some interview questions
- practise the intonation of questions
- take part in a role-play
- talk about how to improve your grammar
- do a writing assessment task.

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B11.1 Listening: A day in the life of an aid worker

1 **Look at this list of events in a day in the life of an international aid worker here in Ethiopia. With a partner, think about the order in which you think they happened.**

Events in the aid worker's day	Our prediction	The actual order
a Slept for an hour		
b Had a shower		
c Went to the office		
d Began work on a report		
e Got up	1	
f Went to bed		
g Drove to a nearby village		
h Left work		
i Went to a party		
j Checked on the progress of a water project		
k Checked emails		
l Went back to work		
m Had coffee with a community leader		
n Drove back		

2 **Now listen to an account of this aid worker's day and number the events in their actual order.**

3 **Complete these details about the aid worker:**

Name _____

Nationality _____

Job _____

Location of her project _____

4 **With a partner, discuss what you think about:**

a her job – is it useful?
b her day – is it hard?
c her lifestyle – would you enjoy this kind of work?

B11.2 Language focus: Revision – verbs in the past

1 **Complete these sentences from the listening text with the correct forms of verbs in brackets. Before you start, study the language in the box.**

> **To revise verbs in the past**
> - Present perfect and past simple see B1.3
> - Narrative tenses see A6.5
> - Present perfect and past simple see A11.3

a I _____ in SNNPR for more than a year on some community-based water projects. (work)
b I _____ at the normal time, which is 5 o'clock and _____ a cup of tea. (get up, make)
c I _____ in the office by 7 o'clock, and my assistant Habtu _____ already there. His daughter Saba _____ with him as she _____ to look for something on the Internet. (be, come in, want)
d I _____ here regularly for the past few months. The villagers _____ all the work themselves. (come, do)
e I _____ home and I _____ a nap for about an hour. (go, have)
f But luckily just as I _____ to find the documents I _____, I _____! (try, need, interrupt)
g Yesterday, one of the most important community leaders in the area _____ to see me and so I _____ and _____ coffee for him. (come, stop, make)
h I _____ home and _____ to bed until midnight. (not get, go)

2 **With your partner, try to recount the events in this aid worker's day. Try to vary your use of past verb forms.**

3 **Now tell each other the story of your own day yesterday.**

- Do it in a similar way to the aid worker.
- Spend a minute or two thinking about what you are going to say:
- It may help you to write a few key words to remind you of what you did.
- As you listen to your partner, check his / her use of past verb forms.

B11.3 Increase your word power: Phrasal verbs connected with work

1 **Read this dialogue with a partner.**

A: Hi! The last time we spoke you had just filled in an application form for a job. What job were you applying for?
B: It was a job at an NGO, and yes, I was called for interview and I got it!
A: Wonderful! How are you getting on?
B: Well, I'm settling in now thanks. But I got off to a bad start.
A: Really? Why was that?
B: On my first day the director told me I had to fill in for a member of staff who was on sick leave. So I was left to get on with a job I knew nothing about!

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A: How did you manage?

B: The girl at the desk next to mine was very helpful and somehow I got through the day. I was tired out when I got home. Well, that carried on for a week. By Friday I was burned out and ready to give in my notice. It was too much and the pay isn't very good.

A: So what changed your mind?

B: Well, the next week, things slowed down a bit and I was able to get down to my proper job. The boss said he was impressed with me and he let me off early that day. Since then it's been fine.

A: I hope it continues to go well for you.

2 **Identify all the phrasal verbs in the dialogue and do the tasks below.**

To review the behaviour of phrasal verbs see B7.9.

1 Match the phrasal verbs to these synonyms

a make a request for
b become over tired
c asked to come to
d continue
e complete
f replace
g start
h begin
i be successful
j continue to do
k reach the end of something difficult or unpleasant
l submit
m release
n get used to
o reduce in speed
p exhaust

2 Decide which group each phrasal verb belongs to:
Group 1: Doesn't take a direct object
Group 2: Inseparable
Group 3: Separable

3 **Make questions and answers. Follow these steps.**

a With your partner, choose four of the phrasal verbs and make up a question using each one. Make sure you use the phrasal verbs correctly.

b Team up with another pair and ask and answer the questions you have made up. If you answer a question correctly, you get one point.

c Repeat this three more times with other pairs.

d Finally, add up the points you have scored. The maximum score is 16.

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B11.4 Speaking: Pronunciation – Minimal pairs

1 **Listen to your teacher and underline the word you hear in each pair.**

a fill feel
b soot suit
c farm firm
d litter litre
e pull pool
f late led
g heart hurt
h pain pen

2 **Match each of the pairs of words above to these pairs of vowel sounds.**

Group 1: / ɪ / / iː /
Group 2: / eɪ / / e /
Group 3: / ɑː / / ɜː /
Group 4: / ʊ / / uː /

3 **Repeat the words after your teacher.**

4 **Test your partner. Take it in turns to read one word from each pair in exercise 1.**

The other person must guess which word it is.

5 **With your partner make a sentence for each pair of words.**

Each sentence must contain both of the words in the pair.
Example: *Don't put that litre bottle in the litter bin!.*

B11.5 Reading: Job advertisements

1 **Look at these job advertisements. Where do you find advertisements like these?**

2 **Read the advertisements and complete the notes below for each one.**

Job A	Job B	Job C
Vacancy: Small United Nations agency requires an assistant supply officer. You will be responsible for placing orders with suppliers, supervising the arrival of goods and then sending them out to project offices in different parts of the country. Computer skills essential and some knowledge of accounts. Write to: The Director, UNGP Box 12, Addis Ababa	**Urgently required:** Office administrator for small NGO opening in Harar. You will be in charge of managing the office and will be answerable to the Director. Computer skills, secondary education and excellent Amharic and English essential. Apply to: The Personnel Manager, HelpAid PO Box 35, Dire Dawa	We are recruiting field officers for a national NGO. You will have responsibility for gathering information and assessing needs in your area, co-ordinating community projects, liaising with local officials and ensuring efficient office organisation. Computer skills and driving licence essential along with good secondary education. Please write with a full CV to HZY, PO Box 51, Addis Ababa

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	Job A	Job B	Job C
Type of organisation			
Job title			
Responsibilities			
Skills required			
Location of job			

B11.6 Increase your word power: Skills and personal qualities

1 **Work with a partner. Talk about the personal qualities and skills in the box below and decide which would be needed for each of the jobs advertised in the section above.**

Put the words into the three lists. You can put some of the words in more than one list if you want.

outgoing good talker professional qualifications able to work to a deadline
well-organised efficient practical works well in a team able to multi-task
able to self-motivate responsible honest good with his / her hands punctual
reliable physically strong calm in a crisis experience of the job an eye for detail
able to produce written document good people skills well-dressed
able to make decisions able to lead

Assistant supply officer
able to work to a deadline

Office administrator
able to work to a deadline

Field officer
outgoing

2 **When you have finished, compare your lists with those of other pairs sitting close to you.**

3 **In a group, discuss which of the three jobs you would like to have and why.**

B11.7 Speaking: Interview skills

1 **Work in a group of three or four students. Your teacher will tell each group what you are going to discuss.**

Either:

- **What to do at a job interview.**

Or

- **What not to do at a job interview.**

Whichever topic you are given, brainstorm it and make a list of points.

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Before you start, study the language in the boxes.

Making suggestions	Conditional sentences
To revise giving advice see A4.3 *You should dress smartly* *It's a good idea to dress smartly*	*If you dress smartly, you'll create a good impression* *Unless you dress smartly, you won't create a good impression*

2 **Now team up with a group, which has brainstormed the other topic and make a mind map of your points.**



3 **Present your ideas to the class.**

B11.8 Writing: Interview questions

1 **The class must choose one of the jobs advertised above: A ,B or C. Later on you are going to conduct a role-play interview for this job.**

Work with a partner.

2 **Identify these question types.**

a What other languages can you speak? = Information or *Wh-* question
b You are an Amharic speaker, aren't you?
c Do you live in the city?
d Would you mind telling me your date of birth?
e Haven't you ever used a computer?
f Tell me about your interests.
g You've completed secondary school?

To review questions types see A6.4

3 **Prepare a list of questions to be asked in the interview for the job.**

- Choose suitable question types for each one.
- Include some or all of the questions given above, if you want.

4 **Now imagine you are being interviewed for this job and discuss suitable and effective answers to each of the questions.**
Write them under each of your questions.

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B11.9 Speaking: Pronunciation – The intonation of questions

1 **With a partner, practise reading aloud each of these questions.**

Make your voice go up ↗ or down ↘ as indicated at the end of each one. Remember the intonation you use will affect how you sound: interested, bored, polite, rude and so on.

a What other languages can you speak? ↘

b You are an Amharic speaker, aren't you? ↗

c Do you live in the city? ↗

d Would you mind telling me your date of birth? ↘

e Haven't you ever used a computer? ↗

f Tell me about your interests. ↘

g You've completed secondary school? ↗

2 **Practise reading aloud the questions you have prepared for the job interview above using suitable intonation.**

B11.10 Speaking: Role-play – job interview

1 **Work with a new partner for this activity. You are going to conduct the interview for the job advertised above that the class has selected. One of you will be the interviewer (the director of the NGO), the other person will be the candidate. Follow this plan:**

- Decide who is going to play each role and then spend about ten minutes preparing on your own.
- When you are ready, if possible, sit opposite each other.
- Each interview should last a maximum of five to ten minutes.

CANDIDATE

- Make up a suitable background for this job so that you have at least some of the skills and experience mentioned in the advertisement.
- Think of questions you may want to ask about the salary, number of weeks holiday, working hours etc.

INTERVIEWER

- Look back at the questions you prepared in the previous section (your new partner should not know exactly which questions you are going to ask).
- Decide on the salary, number of weeks' holiday, working hours and any other conditions you think the candidates may want to know.
- You should give the candidate an opportunity to ask questions at the end of the interview.

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1 **When you have completed the interview, discuss it critically:**

- How good were the questions? Did the candidate understand them? Did they give the interviewer useful information about the candidate? Were there other questions which should have been asked?
- How good were the answers? Did the candidate give relevant information in response to each question? Did the candidate give enough information? Did s / he 'sell' herself? Does s / he deserve to get the job?

I should have answered that question in more detail.
I think you should have sounded more interested in the job.
You should have explained that question. It wasn't clear.

3 **Now find a new partner and repeat steps 1 and 2, this time, play the opposite role to the one you have just played.**

B11.11 Study skills: Focus on grammar

1 **How do you feel about grammar?**

1 Read these sentences and decide if you agree (A) or disagree (D) with each one.
   - **a** It is important to learn the rules of grammar and apply them when you speak.
   - **b** I don't think about grammar. I just speak!
   - **c** I always think carefully about what I'm going to say before I speak.
   - **d** Grammar is boring but I suppose it's necessary.
   - **e** If you make mistakes, people think you are stupid.
   - **f** English grammar is very difficult. It is impossible to learn the rules for using 'a', 'an' and 'the', for example.
   - **g** Speaking is easier than writing as it doesn't matter so much if you make mistakes.
2 Now work in a small group and compare your answers. Justify your choices.

2 **How different is English grammar from your mother tongue?**

It can be useful to compare English grammar with the grammar of your mother tongue. It may help you to understand an aspect of English grammar which you find difficult, if you realise that the same idea is expressed very differently in your mother tongue.

- **a** How do you form plurals in your MT? In English, we usually add 's' to the end of a word to make it plural, though there are some exceptions, such as 'feet' and 'children'.
- **b** Do verbs change form? English verbs have different forms: base form:*work*, past form: *worked*, present participle: *working*, present simple third person singular: *works*. There are also irregular verbs.
- **c** How many personal pronouns do you have? In English there are six personal pronouns; in subject pronoun form they are: *I, you, he, she, we, they*.
- **d** Do you put articles in front of nouns? In English we use *a / an* or *the* as indefinite and definite articles:
  Example: *Give me a pen (any pen). Give me the pen (the one I am pointing at)*
- **e** Is the order of words the same or different?
- **f** Are there any other important differences?

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3 Are grammar mistakes important?

1 Some mistakes are more important than others. All the following sentences contain mistakes. In your group, discuss which of the mistakes you think are serious and which are not. Justify your answers.
   - **a** Please can you give me some advices?
   - **b** You live in the countryside, isn't it?
   - **c** I'm not sure if I shouldn't go.
   - **d** Are you knowing the answer to this question?
   - **e** I going home after the lesson.
   - **f** Are you studying here since last year?
   - **g** The life depends on the water.
   - **h** My English is more better now than it was.
   - **i** Your English is the best than it was.

2 Think of some reasons why written mistakes are more important than spoken mistakes.

4 What are your strengths and weaknesses?

a On your own, think about aspects of grammar you find difficult. Make a mind map if you like.

b In your group, compare your lists or mind maps. You may want to add some of the other students' ideas to your own list or mind map.

5 Set a grammar goal

You have already set goals for improving your writing, vocabulary, reading and listening. You can also do this for improving your grammar. Choose one of your areas of weakness to focus on next week and write it in the form of a goal in your notebook or study journal.

Example:

My grammar goal for next week

I am going to focus on using articles. I'm going to spend some time underlining articles in reading texts and thinking about how they are used. I'm also going to think carefully about how I use them when I'm writing and speaking. In addition, I'm going to write down some sentences containing articles in my study journal.

B11.12 Assessment

1 Writing

Your teacher will assess the report you wrote on statistics about NGO projects in Ethiopia in A11.6 exercise 3.

2 Reading and Writing

Choose one of the three job advertisements in B11.5.

Write a paragraph about why you would be suitable or unsuitable for this job. You should use some of the language on skills and personal qualities in B11.6.

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Unit
12

Technological advances

Part A

Objectives

In this part of Unit 12 you will:

- learn the names of gadgets
- discuss the world's greatest inventions
- listen to a text about space exploration
- learn some words about space
- discuss whether space exploration is useful
- talk about strategies you can use to improve your grammar.

A12.1 Introduction: Gadgets

1 **Hidden in the word square are the names of eight electric gadgets. Find them and match them to the definitions below. The words are written horizontally, vertically and diagonally.**

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

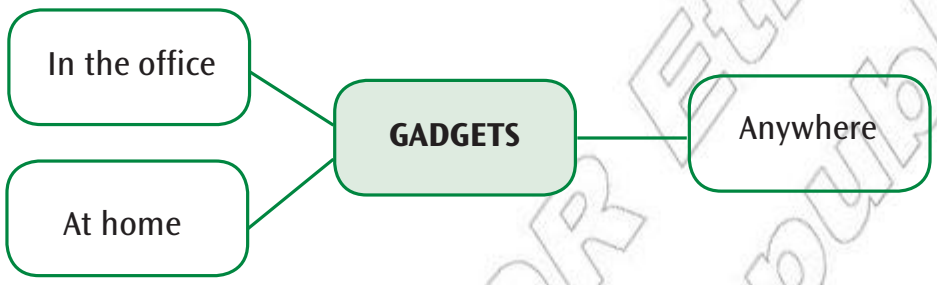
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a A machine that cooks food very quickly using electric waves instead of heat.
b A small computer that can be easily carried around.
c A very small music player that can be carried around. The music tracks are downloaded from the Internet.
d A machine that is connected to a TV to play films recorded on discs.
e A small telephone that is carried around.
f A gadget that is used for drying and styling hair.
g A machine that when it is connected to a computer can make printed copies of documents.
h A machine that can be used for both listening to the radio and playing music.

2 **With a partner, think of four more gadgets and write definitions for them.**

3 **Read your definitions to another pair of students so that they can guess which gadgets you are describing.**

4 **Complete this mind map with gadgets and equipment used in different places.**



A12.2 Speaking: The world's greatest inventions

Work in a small group.

1 **Look at this list of important inventions. Discuss how to put them in the table in the correct place according to when they were invented and who by.**

a the motor car
b the World Wide Web
c the aeroplane
d the personal computer
e the telephone
f coins
g the steam engine
h the light bulb
i glass

INVENTION	DATE OF INVENTION	NAME OF INVENTOR
	2500BC	Ancient Egyptians
	650BC	Ancient Lydians (Turkey)
	1876	Alexander Graham Bell (UK & US)
	1889	Gottlieb Daimler (Germany)
	1897	Felix Hoffman (Germany)
	1897	Thomas Edison (US)
	1903	The Wright Brothers (US)
	1975	Michael Wise (US)
	1989	Tim Berners-Lee (UK)

2 **Report back your decisions to the rest of the class by making sentences about each of the inventions like this:**
We think glass was invented by the Ancient Egyptians in 2500BC.

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3 **You are now going to decide which are the ten greatest inventions in the world. You can include any of the inventions in the table, or others that you think are more important.**

- You must come to a group decision.
- Before you start, study the language in the boxes.
- When you have agreed on your list, write it in the table below.

Expressing opinions	Justifying your opinion	Comparatives and superlatives
To revise the language of discussion see B1.5	*Take for example …* *To give you an idea …* *To illustrate my point …*	To revise comparatives and superlatives see A2.6 and B8.2 *The Internet is not as important as …* *… Do you think the telephone is more important than …*

4 **Compare your list with those of other groups in the class.**

Come up with a class list of the ten greatest inventions.

5 **Now put your class list in rank order.**

The invention you all think is the greatest should be number one. Write the final list in the table below.

Our group list	Our class list
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10

A12.3 Listening: Breakthroughs in space exploration

1 **Work with a partner. You are going to listen to a report on important breakthroughs in space exploration. Before you listen:**

a Discuss the events shown in the pictures.

b Write down some words and expressions that are likely to feature in the report.






2 **Now look at the table.**

a Discuss the events listed: do they correspond in any way to the ones you discussed above?

b Listen to your teacher reading the report and make notes in the table.

Date and spacecraft	Event
1957: Sputnik	First man-made object in space: Russian radio satellite
1961: Vostok 1	
1969–1972: Apollo	
1973–74: Sky Lab	
1977–2010: Space shuttle	
1986–2001: Mir	
1997–2004: Pathfinder & Odyssey	
1998–2015: International space station (ISS)	
2003–2008: Shenzhou	

3 **Compare your notes with your partner's.**

4 **Listen again for any of the words and expressions you predicted in exercise 2 above.**

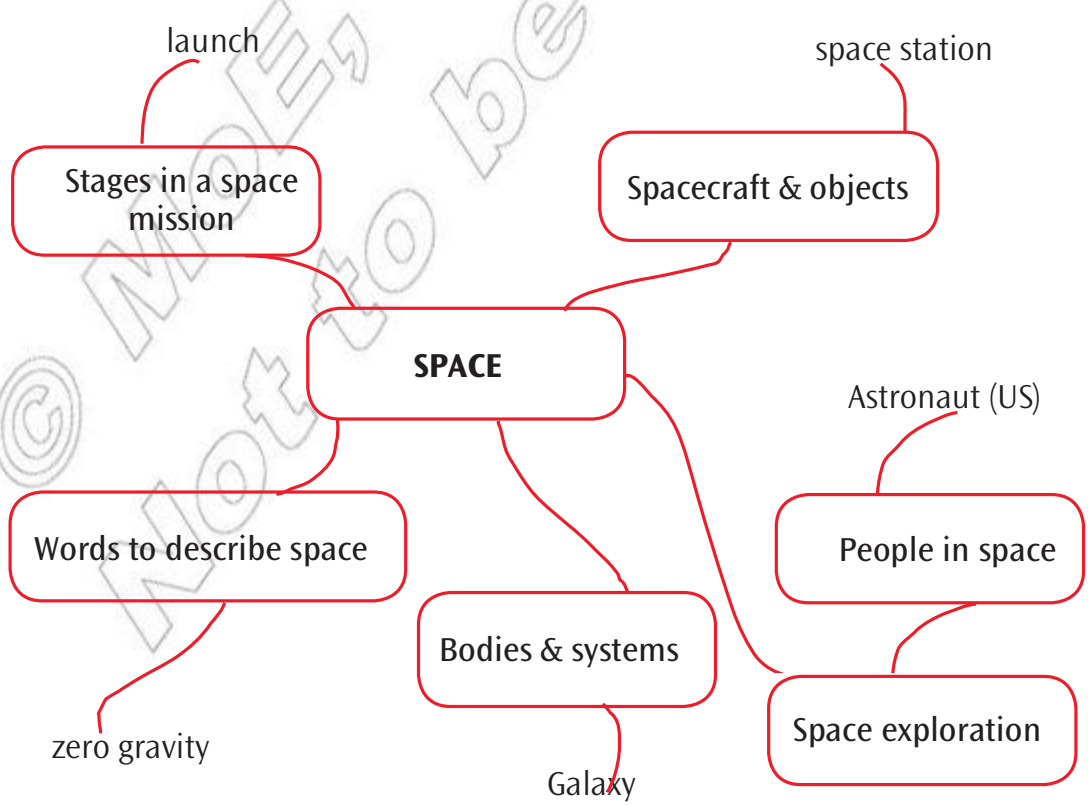
5 **With the rest of the class:**

a Decide which of the events are shown in the pictures above.

b Discuss what you think is the most important achievement in space exploration so far.

A 12.4 Increase your word power: Space

1 **Complete this mind map about space with the words in the box on the next page. Some have been done for you as examples. Add some other words of your own.**



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galaxy silent splashdown shuttle the Universe the Sun rocket astronaut limitless module zero gravity immense the Solar System the Moon cosmonaut satellite planets launch stars comet orbit huge asteroid lonely re-entry meteoroid space station

A12.5 Speaking: Discussion – Is space exploration useful?

1 **Work with a partner. Look at the statements below. Decide if you agree or disagree with each one. Think of reasons to support your answers.**

- **a** Billions of dollars are spent on space exploration which should be spent on improving our world.
- **b** Space travel is important because our planet will be destroyed eventually. Humans must find a home beyond the Earth if we are to survive.
- **c** Space travel is important because it is part of the advance of technology.
- **d** Space travel is too dangerous and should be stopped.
- **e** Space travel is never going to achieve anything useful for human beings: this is our planet and we should stay here.
- **f** Space travel is a symbol of a nation's greatness.
- **g** We are spoiling our planet, we should not go into space and spoil that too.

2 **Now be prepared to defend your opinions in a class discussion on these statements**

A12.6 Study skills: Focus on grammar

1 **Work with a partner and discuss the following.**

- **a** What was your goal?
- **b** What work did you do to try to achieve it?
- **c** What is the outcome of this work? Which of these statements reflects how you now feel?
  - I worked hard and feel more confident about this area of grammar.
  - I worked hard and have made some progress, but I still need to work on this area.
  - I did a little work and made a little progress, but I still need to work on this area.
  - I did very little work on this area and have not made any significant progress.

2 **Set yourself another grammar goal for this week and next. You can choose;**

- to continue working on the same area of grammar you were focussing on last week
- to focus on another area of grammar you previously identified as weak.

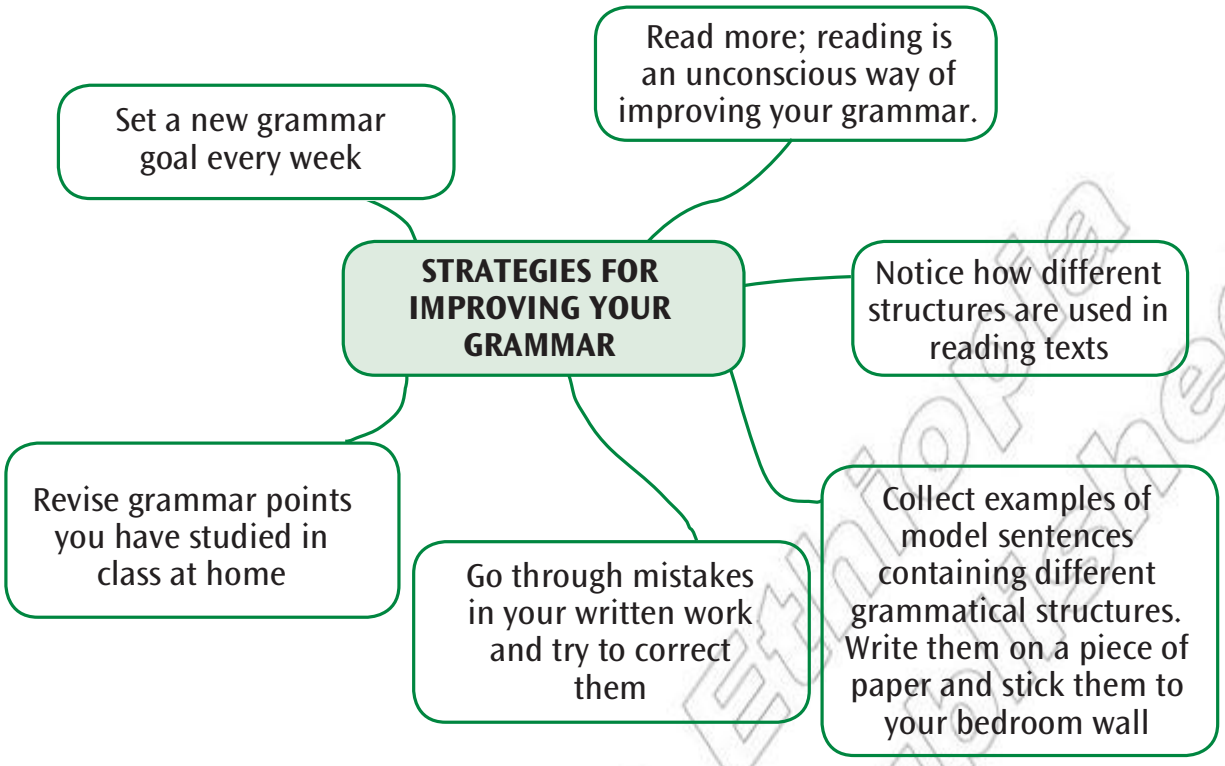
Write your goal in your notebook or study journal.

> **Strategies for improving your grammar**
> Setting a grammar goal each week is a useful strategy for improving your grammar. There are other things you can do as well.

3 **With your partner, study the mind map on the next page and discuss:**

- which of these strategies you already use regularly or occasionally
- which of these strategies you don't use but which are a good idea
- any other ideas for strategies for improving your grammar.

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4 **Make your own mind map of grammar strategies that you think will work for you.**

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Part B

Objectives

In this part of Unit 12 you will:

- reflect on the development of your study skills
- learn how to speculate about the future
- discuss the future of technology
- read a magazine article
- learn more about word building patterns
- write an opinion essay
- invent a new gadget for the future
- do listening and speaking assessment tasks.

B12.1 Study skills: Overview of the year

In this book, we have looked at many ways in which you can improve your English through more effective study skills. It is now time to reflect on what you have achieved.

1 **Your goals for the year**

With a partner, go back to the goals you set at the beginning of the course in A2.16, exercise 3. Look back at how you assessed your language skills and discuss the extent to which:

- you feel the same about each area of your language
- you think that you have improved now.

2 **Your independent study habits.**

In B2.9 you assessed your independent study habits. Look back at this section and discuss how much your study habits have improved in Grade 11.

3 **Your work on specific language areas.**

In Units 3–12 you have focused on how you can improve specific language areas.

a Look at this table and discuss how you can complete it.

Language area	Did you try the ideas suggested?	Did you find they helped?	Have you continued to work on different aspects of this language area?
Speaking B3.10			
Writing B5.6, A7.11			
Vocabulary B7.11, A8.7			
Reading A8.8, A10.6			
Listening B10.4, A11.11			
Grammar B11.11, A12.6			

b Discuss any specific tips or strategies which you have found particularly useful.

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4 **Overview of the study skills programme**

Discuss these questions with your partner. Make notes of your personal views.

a Have you found the study skills programme has helped your overall progress in English?
b Which aspects have you not found useful?
c Are there any aspects you think we should have included but were not?
d Do you have any other comments to make about the study skills programme?

B12.2 Language focus: Speculating about the future

1 **Read this dialogue.**

Murad: Do you think it's possible computers will take over the work of human beings in the future?
Halchitu: Oh yes. I'm quite sure they will. Computers already do so much for us. That'll definitely continue.
Murad: Really? It may happen, but I think it's unlikely. There's a good chance they'll do more than they do now, but I'm certain that human beings will carry on working in the future.

2 **There are several expressions and structures we can use to speculate about future events. Study this table; it contains expressions from the dialogue.**

	Positive	Negative
Certain	*I'm quite sure …* *That'll definitely …* *I'm certain …*	
Probable	*There's a good chance they'll...*	*It's unlikely …*
Possible	*It's possible …* *It may …*	

3 **Add these expressions to the Positive column in the table**

It's likely to … Maybe it'll … It might …
There's no doubt it'll … I'm sure it'll … I'm absolutely sure it'll … It'll probably …
It'll possibly … Perhaps it'll …

4 **Add these expressions to the Negative column in the table.**

It can't … Perhaps it won't … It might not … It probably won't …
It definitely won't … It possibly won't … It couldn't possibly … It may not …
Maybe it won't …

5 **Complete these sentences with appropriate expressions from the table.**

a I _____ (go) to the park later if I finish my homework.
b Betriya _____ (come) this afternoon, as she is busy at home.
c My brother _____ (pass) his exams in December. He doesn't study.
d We _____ (have) a lot of honey. The bees are very active this year.

e There _____ (be) another drought this year.
f If you are going to be harvesting all day, you _____ (be) very hungry tonight.

6 **Complete these sentences using your own ideas.**
1 If I fail my exams my parents are likely to …
2 When I go home perhaps my mother will …
3 In 20 years, I'm absolutely sure Ethiopia will …
4 I'm sorry but this evening I can't possibly …
5 Be quiet! The baby may …
6 I definitely won't …

B12.3 Speaking: The future of technology

1 **Work in a group and discuss the following questions. Use language from the table above.**
1 Robots will do all the boring jobs for us, like housework.

I think it's possible that a lot of boring jobs will be done by robots, but not all. For example …

2 People will be able to live on other planets.
3 Using genetic engineering, people will be able to 'design' their children.
4 People will move around in small flying machines instead of cars.

2 **Make some other predictions about the future of technology.**

3 **Present your predictions to the rest of the class.**

B12.4 Reading: A magazine article

1 **You are going to read a magazine article arguing against digital technology. Before you read it, think of some of the points that might be made. Make a list.**

Beware the digital age!

We have entered the digital age. Scarcely no corner of the globe has been left untouched by its influence and we all, young people especially, love technology. Those who have the money rush to get hold of the latest games or gadgets as soon as they come out. However, are we thinking carefully about this revolution in our lives, or just letting it happen? Years **hence**, will we regret our **embrace** of digital technology?

Even if, **in principle**, you enjoy the benefits of technology, there are many problems associated with its use. To begin with, it is expensive, particularly for people in developing countries. If you set up an office today, you have to spend millions of birr on computers, printers and photocopiers. Worse, it is not just a one-off payment. They have **built in obsolescence**, which means they are not designed to last more than a few years. As soon as the **guarantee** has run out you face repair bills and then, when they can't be repaired any more, you have to buy new ones. By that time anyway, new models have come along and you are informed that the old ones are not worth buying, or no longer

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available. New machines require training, and this can take time. Then, there is the problem of viruses which can destroy files and **thereby** cause enormous damage. Not only is all this expensive and time consuming, it is also **irritating**.

Eye **strain**, wrist strain, back ache: these are common complaints of people who spend all day in front of a computer. Our bodies are not designed for such a life, but rather for physical activity: hunting and collecting berries in the forest. When we move about so little, not only do we suffer from aches and pains, but we become fat, our hearts are weakened and we are more inclined to bad moods and stress. These are all medical facts: computers are bad for your health.

Perhaps the most serious consequences of the computer age are social and psychological. Computer work is essentially solitary. Rather than play with their friends, children spend hours in front of a screen playing computer games. What impact does this have on them in terms of their ability to communicate and connect with people face to face? Is there not a danger that they will become **de-cultured** and, in fact, **de-humanised**? A further point concerns access to the Internet: source of every kind of information, some of which is educational, some entertaining and a lot of it harmful, particularly for children.

It strikes me that by running blindly into this new age we are creating problems for the future, some of which we can predict and possibly others we can't. It is unlikely that the digital revolution will be stopped, but will we at least find ways of limiting the damage? I hope so, but I fear not.

2 **Discuss with a partner how many of the points made are the same as the ones you predicted.**

3 **Make notes of the arguments made against digital technology in the text.**

4 **With a partner, study the words and expressions in bold in the text. You may know some of them, others you may not. Try to guess the meanings of these and then write a synonym or definition for each one.**

Guessing the meaning of a word in a text

When you come across a new word in a text, usually there are plenty of clues to help you guess its meaning:

- The meaning of the sentence in which it occurs (in other words, its context); if you understand the rest of the sentence you should be able to guess the meaning of one of the words in it quite easily.
- the formation of the word: you may recognise the root of the word and the meaning of any affixes it may have.

5 **This text puts forward the writer's opinion. When reading such a text, it is important that we distinguish fact and opinion.**

1 Study this information in the box.

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Distinguishing fact and opinion

When we express an opinion, we can do so in various ways.

1 We can introduce the point we want to make with an expression such *as I think …, I believe …, In my view …* etc.
This makes it obvious that what follows is an opinion, rather than a fact;
I believe computers are beneficial.

2 We can use subjective words to make our case for us.
Ethiopia is a beautiful country.
We may all agree with this statement, but beauty is a subjective idea.

3 We can introduce it with a verb or expression which indicates that we are not absolutely certain that what we are saying is true.
It could be said that cell phones are improving the lives of ordinary people.

4 We can state an opinion as a fact.
Technology is harmful.
Stating something in this way is very strong.

Note: However you express an opinion, it is more effective if it is backed up by facts.
Technology is harmful. For example it …

2 Find examples of these four ways of expressing an opinion in the text.

3 Make three sentences about each of the following in these four different ways.
a cell phones
b the Internet

6 **Using your notes, write a summary of the text. Try to use your own words as much as possible.**

B12.5 Increase your word power: Word building

1 **The table contains words from the text. Complete it by adding other forms of the words, where possible.**

verb	noun	adjective	adverb
			es'pecially
	tech'nology		
	revo'lution		
'benefit			
	obso'lescence		
destroy			
		irritating	
weaken			
		psychological	
		harmful	

2 **Practise the pronunciation of these words and mark the stressed syllable in each one.**

Notice in which words the stress pattern changes in different forms of the word.

B12.6 Writing: An opinion essay

You are going to write an essay in support of digital technology – in other words giving the opposite opinion to that presented in the reading text in B12.4 above.

How to write an opinion essay

In A3.9 we looked at how to write a for and against essay (an essay in which both sides of an argument are discussed). An opinion essay is similar but more and stronger arguments have to made on the side of the opinion you are putting forward. So the outline plan looks like this.

Introduction:

_____

_____

_____

Main points:

I

1 _____

2 _____

3 _____

II

1 _____

2 _____

3 _____

III

1 _____

2 _____

3 _____

Conclusion

_____

_____

_____

1 **Go back to B12.4 and make an outline plan of the text.**

You can refer back to the notes you made.

2 **Now plan and write your essay. Follow these steps.**

Step 1: Brainstorm ideas

Make notes of some ideas in favour of digital technology.

Step 2: Select your points

It is generally better to make a few good points (say, two or three) and to support each one very briefly in some way by expanding it, explaining it or giving an example. So, your next step should be to decide which of the points in your list you are going to include and how you are going to support each one.

Step 3: Make a plan

a Copy the outline into your exercise book.

b Begin by listing the main points and supporting points that you are going to make for and against.

c Think about how you are going to introduce the topic of your essay. Note: this is a formal essay, so use a fairly formal style and tone.

d Now think about how you are going to conclude your essay. You can state your viewpoint and summarise briefly the points you have made.

Step 4: Write your essay

Once you have written your plan, you can write your first draft. Use the text on B12.4 above as a model. Don't forget to give your essay a title.

Step 5: Check and edit your essay

When you have finished, check your first draft thoroughly for ideas, accuracy, and length.

Step 6: Ask someone else to read your essay critically

Make any changes they suggest, if you agree with them!

Step 7: Write a neat, final version of your essay

Underline your title, and make sure there is a clear break between one paragraph and another.

B12.7 Speaking: Invent a new gadget for the future

Work in small groups.

1 Think of a gadget that you would like to have which doesn't exist.

- It can be an extra function for a phone or computer or a completely new gadget.
- Your idea can be realistic – or unrealistic!
- You must decide;
  - what it does and why it is useful
  - how it works
  - what it's made of
  - what it looks like
  - its name.
- Before you start, revise the language in the box.

Describing a gadget

To revise this language see B9.7

It's a small stick made of metal. At one end the tip is made of a special material. It comes in a metal box, and one side of the box is made of the same kind of special metal as the tip of the stick. When you strike the tip against this side of the box, it makes a flame. It's an eternal match: it will never wear out and it doesn't need batteries. It's called a Permaflame stick.

1 Present your invention to the class.

- Spend a few minutes preparing your presentation.
- As you listen to other people's inventions. Decide if they are:
  - realistic or unrealistic
  - good ideas or not.
- Give feedback after each invention has been presented.
- When all the inventions have been presented, the class can vote for the best one.

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B12.8 Assessment

1 Listening and speaking

1 Listen to your teacher reading a news report about an innovative development in science education in South Africa. As you listen, make notes under these headings:
   - **a** Why many South African students don't do maths and science at senior secondary level.
   - **b** Who participates in the SASOL Saturday School programme.
   - **c** What they do at Saturday School.
   - **d** What their teachers think about the programme.
   - **e** Why the programme is important to the economy.

2 Now work in a group. You are going to discuss this report in relation to Ethiopia. You must:
   - **a** Compare and contrast the situation of maths and science teaching in senior schools in South Africa with the situation in secondary schools in Ethiopia.
   - **b** Compare and contrast the kinds of science teaching in the Saturday School programme with that in secondary schools in Ethiopia.
   - **c** The suitability of special Saturday Schools for the brightest students in maths and science in Ethiopia.
   - **d** Whether or not we have enough students studying maths and science at university level.
     - Before you start, spend a few minutes on your own thinking of the points you want to make in the discussion. Refer to the information in your table.
     - In your discussion use the language of discussion. To review this look at B1.5.

2 Speaking

Work in a group of three or four people.
In Unit 12 you have looked at space exploration. In your group, discuss the proposition that Ethiopia should have its own space exploration programme. Think of reasons for and against this idea.

- Be prepared to express your opinion and justify it and to ask others for their opinions.
- Before you start, spend a few minutes on your own thinking of the points you want to make in the discussion. Think about: the cost, the benefits to science education and technology and to Ethiopia's international prestige.

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Revision 4 (Units 10–12)

Reading

1 **Survey the reading text and decide what the text is about.**

A How to behave in a job interview.
B What to expect in a job interview.
C Advice for job applicants.
D Advice for organisations employing school-leavers.

Now read the text and answer the questions below.

What do employers expect from a school-leaver? The answer to this question is not easy, but in general employers seem to look for a number of qualities in job-applicants.

In the first place, employers like would-be employees to know their own minds. They like applicants to be decisive - to have a clear idea of what they want to do in life, as well as realistic notions of what is involved in achieving their goals. Thus applicants who are career-conscious definitely stand a better chance than those who are indecisive.

Clearly, applicants can only show this quality if they have done some homework before the interview, to find out something about the organization they are applying to join, and to understand the kinds of opportunity that might open up. They should also find out if possible about the history, aims and problems of the organisation; its products, if any; its training programmes; and the long-term job prospects. Showing evidence of your interest in the organisation will impress the interviewer.

However, this does not mean that the applicant should try to appear a "know-all" at the interview. Far from it! While employers expect certain minimum academic achievements in their would be employees, they are far more interested in whether the applicant is ready, willing and able to learn, often from fellow-workers who may, on paper, be far less well-qualified.

This last point is crucial. A new employee must have respect for those already employed in the organisation, even if the latter are less-qualified. There are plenty of older employees around who when young did not have the same educational opportunities as the present generation. There can be no future for those new employees who look down on any of their colleagues or senior officers on these grounds.

On the other hand, employers do like their young workers to be reasonably ambitious. Organisations depend a great deal for their growth and prosperity on the willingness of their younger employees to improve themselves, and a spirit of friendly competition is usually highly desirable, provided it is carried on in a reasonable way.

However, ambition is not the same thing as greed. Many young people when they first get a job think that the world is at their feet. In their desire to impress their friends and relatives, they often bite off more than they can chew in terms of financial obligations. It is easier to apply for a car or motorcycle loan than to make sure you have enough money left every month to pay off your debt. Employers lay great stress on new employees having a realistic judgment of their income, so that they can budget properly in their personal affairs.

One last point is worth mentioning: it pays to dress conventionally and smartly. It would be foolish to throw away your chance of a job, or of promotion once in the job, merely because of your clothes.

2 **Choose the best option to complete the following sentences.**

1 According to the text, employers like job applicants to …
   A have a career.
   B have clear goals.
   C be able to make decisions.
   D know the employer's mind.
2 At a job interview, applicants should …
   A try to impress the interviewer.
   B show interest in what the interviewer says.
   C know something about the organization they are applying to.
   D talk about their training and long-term prospects with the organization.
3 It is not a good idea to …
   A respect older employees.
   B be ready willing and able to learn new things.
   C have only minimum academic achievements.
   D think qualifications are more important than experience.
4 Being ambitious is a good thing, as long as …
   A you are friendly.
   B you are prosperous.
   C you are not too competitive.
   D you are extremely competitive.
5 When you first get a job, it is a mistake …
   A to borrow money.
   B not to borrow money.
   C to have a car or motorcycle.
   D not to manage your money carefully.

3 **Explain the meanings of the words and expressions as they are used in the text.**

a *notions* (1ine 5)
b *prospects* (line 11)
c *crucial* (line 18)
d *look down on* (line 22)
e *bite off more than they can chew* (line 29)

4 **Discuss the meanings of these lines.**

a *this does not mean that the applicant should try to appear a "know-all" at the interview.* (lines 13–14)
b *many young people when they first get a job think that the world is at their feet.* (lines 27–28)
c *they often bite off more than they can chew in terms of financial obligations* (lines 29–30)
d *it pays to dress conventionally and smartly.* (line 34)

Pronunciation

With a partner, choose an extract from the reading text above. It should be about 10 lines. Practise reading it aloud. Divide it up so that you each read half of your chosen text.

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Speaking

1 **Work in a group. Discuss these questions about the reading text.**

a Which of the suggestions given in the text do you agree with and which do you disagree with?
b How could you get some information about the organisation you are applying to in order to "do your homework" before your job interview?
c What clothes would you wear to a job interview so as to be "conventionally but smartly dressed".

2 **Play the game '10 questions'**

In your group you are going to play a guessing game. Follow these steps

a Your teacher will give Student 1 the name of a gadget on a piece of paper. Student 1 must not show it to the other members of the group.
b The other members of the group ask questions to find out what gadget it is, but they can only ask Yes/No questions

E.g. – *Is it made of wood?*
– *No, it isn't*

Because you have only 10 questions, it is better to ask a number of questions about the gadget to find out where it is used, what it's made of etc before asking direct questions such as: Is it a hairdryer?

The first student to guess the name of the gadget is the winner.
c Student 1 should count the number of questions asked as you go along and if the gadget has not been guessed after 10 questions, student 1 is the winner.
d At the end of the round, your teacher will give another student the name of a gadget.

Dictation

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

Writing

Choose a story in the news at the moment: it can be local, national or international. Write an opinion essay on this topic, putting forward your own point of you on this story.

To review how to write this kind of essay see B12.6

Vocabulary

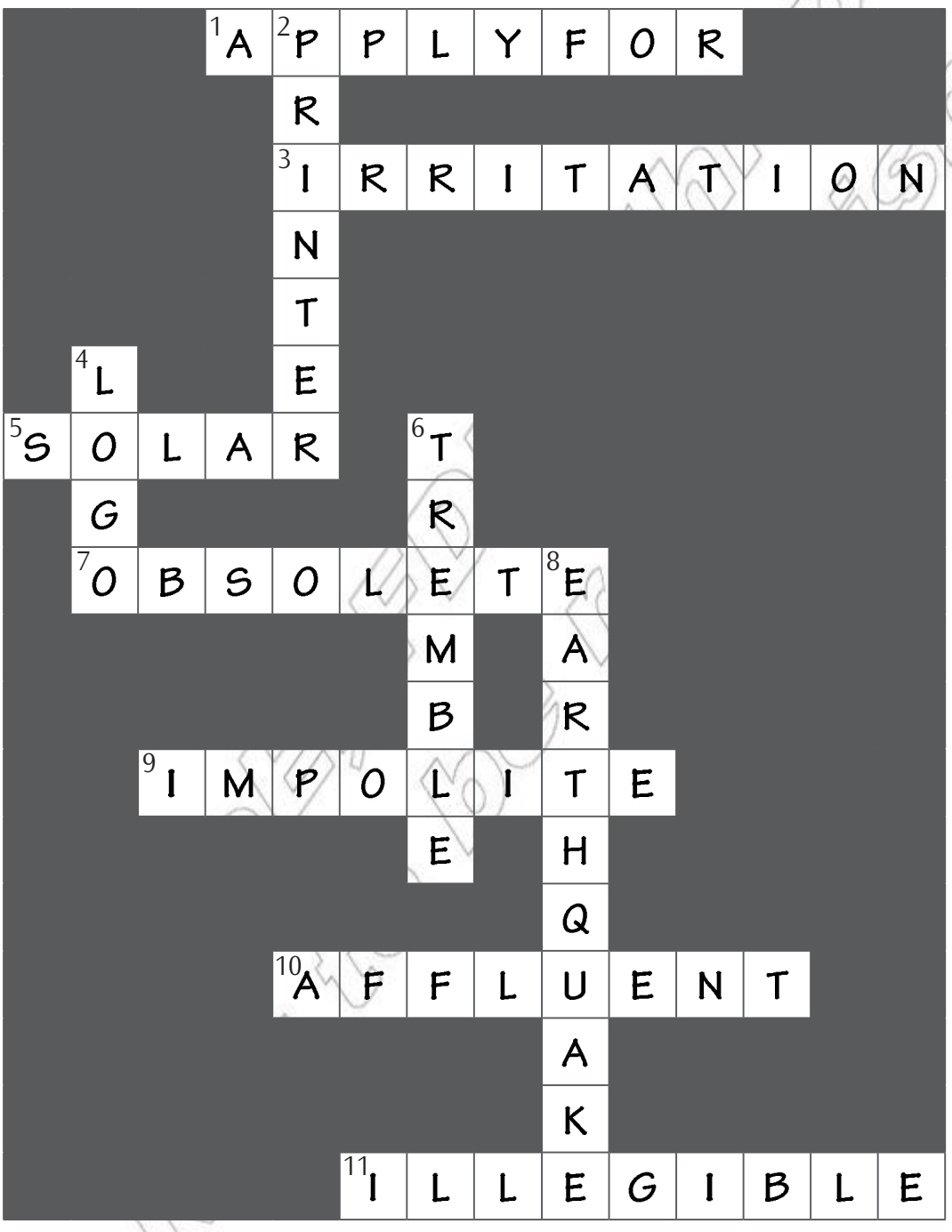
1 **Answer these questions with words from Units 10-12.**

a What d … describes people who don't have the things that are necessary for a comfortable or happy life.
b What d … describes things or people that are not the same.
c What s … means to move around quickly in a twisting circular movement.
d What p … means to hit something very hard several times.
e What f … is to take someone else's child into your family for a period of time but without becoming their legal parent.
f What t … is an unpleasant and upsetting experience that affects you for a long time.

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g What g … is the action of a cow or sheep to eat grass that is growing.
h What i … describes someone who is not involved in a particular situation, and therefore able to give a fair opinion or piece of advice.
i What l … are the words of a song.
j What n … is a a short sleep, especially during the day.
k What d … is the act or process of destroying something.
l What o … describes someone who likes to meet and talk to new people.

2 **Work with a partner. Write the clues for this crossword.**



3 **Team up with another pair of students. One pair reads a clue to the other, without saying where it comes from, and the other pair must guess which word it is.**

Language Use

1 **Identify the mistakes in these sentences and then write them correctly**

a The numbers of students in the school doubles in the last five years.

_____

b If we wouldn't have taken the map we had been lost.

_____

c The girls all write neatly, when the boys' handwriting is often unreadable.

_____

d I'm going to stay with my aunt and uncle during three weeks.

_____

e You could have come with us to the festival if you weren't so late.

_____

f A lot of water is wasted as a result the mismanagement of resources.

_____

2 **Choose the best option to complete the sentences.**

a I feel … -conscious when I have to speak to the whole class.
A semi **B** self **C** sub

b Students! Stand in a …-circle in front of me.
A sub **B** super **C** semi

c Although there are no rivers here, there is plenty of …ground water.
A under **B** over **C** sub

d The headmaster punishes students' … behaviour quite severely.
A anti **B** mis **C** self

e If I were you I … those mangoes; they don't look ripe.
A didn't buy **B** wouldn't buy **C** won't buy

f But for my umbrella, I … completely wet.
A got **B** have got **C** would have got

g To apply for the job I have to fill … the application form.
A up **B** on **C** in

h The new student in the class got … a good start by telling a joke.
A off to **B** in to **C** on to

i Don't be late to school tomorrow as we must get … work immediately
A in to **B** down to **C** up for

j There's … the exams will be tough
A sure to be **B** no doubt **C** good chance

k There's a … some of the MDGs will be achieved in Ethiopia.
A sure to be **B** no doubt **C** good chance

l The weather … to change soon.
A no doubt **B** is sure **C** will definitely

m I … accounting, but I haven't made up my mind yet.
A might study **B** will study **C** am going to study

n Ethiopia has … population in Africa.
A second higher **B** highest **C** the second highest

o … in Africa in land area is Congo
A Biggest country **B** The most big country **C** The biggest country

p … progress happens very quickly these days
A Technology **B** Technologically **C** Technological

q Malaria can … you for several months
A weaken **B** weak **C** weakness

r Many children are … damaged by war.
A psychological **B** psychology **C** psychologically

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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	*Kiros 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:

- Form 3 and the past participle in 5 are the same in regular verbs.
- Form 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, Form 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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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.

Notes for B5.6

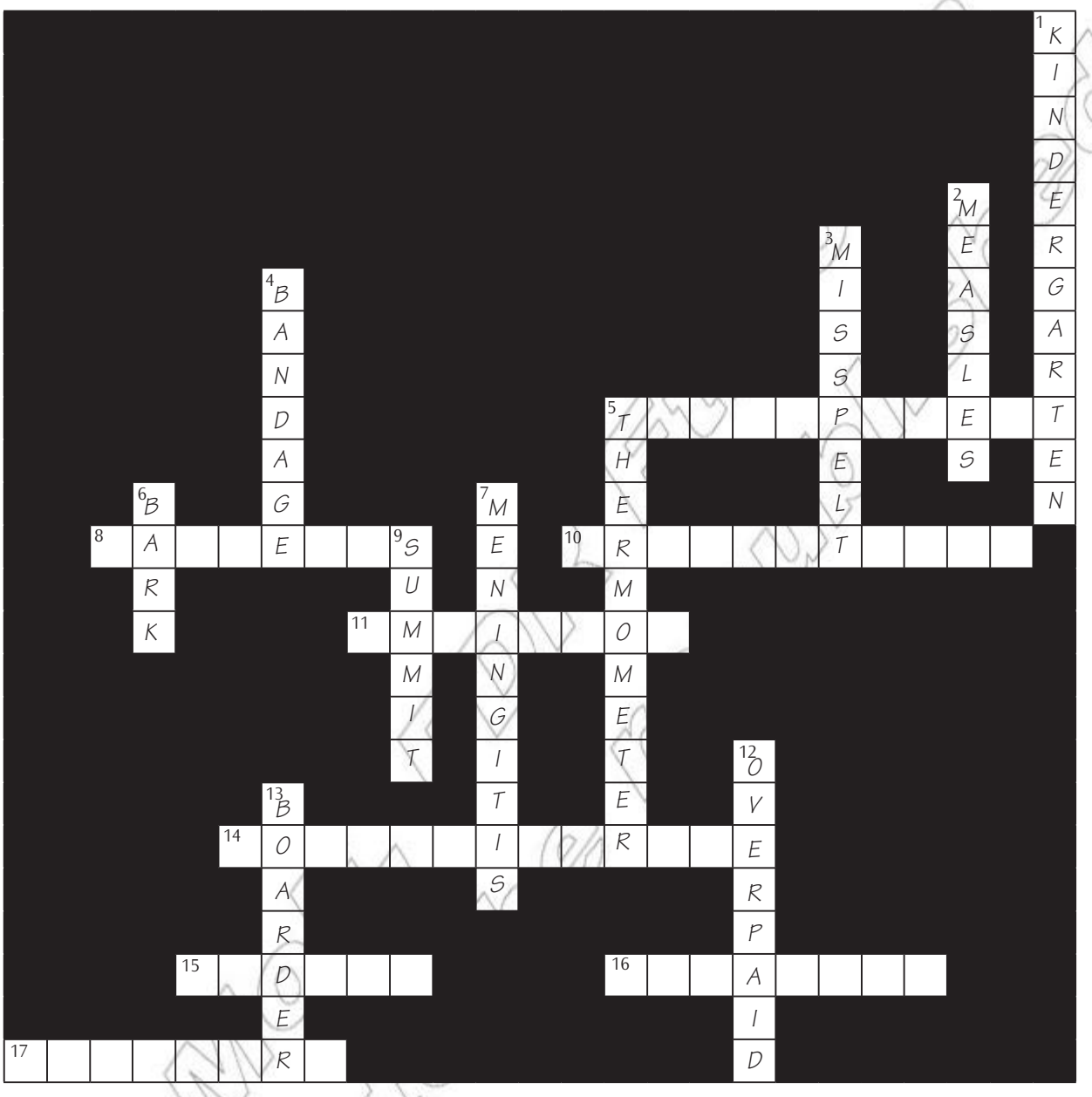
Letter A There are a number of spelling mistakes and grammar mistakes and there are no commas at all. However, a very good style and level of formality. Good ideas logically put forward and well-organised.

Letter B Good spelling, grammar and punctuation but the style is too informal. Too much discussion of the present situation and no real ideas put forward except a rather silly one for painting the existing road signs pink!

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Revision 1 Vocabulary

Team A



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Appendix 3

Vocabulary list

Unit 1

Burkinabe, Burundian, clarification, commitment, confrontation, Congolese, cooperation, diaspora, disabilities, disparities, dispute, Djibouti, Egyptian, Eritrean, governance. head of state, headquarters, hosted, ideals, inspired, integrated, Kenyan, lack, launched, legitimate, mobilisation, observer status, organ, prosperous, reconciled, robust, Rwandan, Somali, substantial, Sudanese, summit, Tanzanian, timeframe, troops, Ugandan, visible

Unit 2

achievement, achiever, adult education, antiseptic, antisocial, attend, attendance, attender, bachelors degree, bicycle, bi-monthly, boarder, curriculum, deboned, diploma, ecological, educator, endeared, enjoyable, enjoyment, enrol, enrolment, extracurricular, extraordinary, fees, govern, governing, governor, graduate, graduated, graduation, honours, illiterate, interviewee, interviewer, keen, kindergarten, meagre, merriment, midday, mispronounce, misspelt, multicultural, multilingual, overpaid, overpopulation, post-graduate, prefix, prehistoric, principal, redo, reminder, scholarship, schooling, self-confident, self-control, semi-conscious, senior, significance, significant, signify, startled, submerged, subzero, succeed, successful, supermarkets, superstar, technical, transport, underage, undercooked, undervalued, vocational

Unit 3

ambition, anaemia, bandage, bark (n), bilharzia, blood pressure, burn (n), cancer, cardiovascular, cathode rays, cholera, chronic, click, coronary, cough (n), crutch, cut open, deliver, dementia, diabolic, diagnose, diarrhoea, diminish, drug-resistant, enact, examine, extract, fracture, headache, hybrid, immune system, incantation, infectious, lantern, leprosy, measles, medication, meningitis, mental illness, midwife, mortality rate, mould, neck brace, neonatal, non-infectious operations, optician, paralyse, patients, perform, photographic plate, pneumonia, polish, predominantly, prescribe, prosperity, psychiatrist, pulmonary, purify, rash (n), rationalist, respiratory, rheumatism, sceptic, side-effect, snake bite, stethoscope, stomach-ache, stroke, surgeon, syphilis, syringe, tapeworm, thermometer, trachoma, transplant, tumour, twig, ultrasound scanner, x-ray machine, yellow fever

Unit 4

acronym, alarming, blanket, confined to, decline, dramatic, fluctuate, gradual, headword, initial, malnourished, miscarriage, myth, peak, prescribe, recipient, regarding, sharp, slight, stabilisation, stabilised, stabilise, stable, steep, sterilised, syringe, virus

Unit 5

access, accommodate, accommodation, alter, alteration, alternatively, amaze, annoy, anticipate, arrange, arrangement, assets, astonish, bar, brutal, cafe, camp site, chef, complicate, complication, confuse, conserve, convoy, double room, eco-lodge, ecotourism, fascinate, GDP, govern, government, guesthouse, guide, guided tour, hesitate, hesitation, hotel, hound, impress, infrastructure, insight, interrupt, lodge, minibus, monastery, multinational, murderer, national park, obelisks, photography, pollute, pollution, popularity, punctual, punctuality, receptionist, reduction, register, relic, rental car, reproached, restaurant, riverain, room maid, rugged, safari, scrubland, sector, sightseeing, similarity, single room, site, stupidity, sustain, tire, translation, trekking, turn-taking, unspoilt, white-water rafting

Unit 6

autobiography, break in, break out, brochure, climax, couplet, deafening, fell in, freezing, give in, intense, let in, look forward to, look up, make out, massive, minute (adj), narrative, overturned, packed, pick out, play (n), plot, previously, prior, resolution, simultaneously, sit out, tag, take (something) in, terrifying, tinker (vb), tiny, turn in, wait up

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Unit 7

affect, atmosphere, aviation, bare, bear, breeze, broaden, call off, call on, collocation, consequently, cyclone, darken, deepen, deforestation, diversity, drought, effect, embroider, extinct, falsify, flatten, flood, forecast, fossil fuel, furthermore, generalise, get on, go off, go on, greenhouse effect, greenhouse gas, hail, harden, heighten, hemisphere, hence, homophone, ice cap, keep off, leaflet, legalise, lengthen, lighten, look on, loosen, make off, meteorology, mist, modernise, moreover, nevertheless, optimistic, pessimistic, popularise, purify, put off, put on, reed, regularise, revolting, screwdriver, set on, shorten, simplify, soften, soften, solidify, stare, strengthen, tighten, turn on, variability, waist, weaken, widen, yummy

Unit 8

aquifer, atmosphere, atmospheric, breathe, breathily, breathing, breathy, concession, condensation, condense, condensed, connection, connective, container, continuation, convect, convection, cowardly, dam, demonstrable, demonstrably, demonstrate, demonstration, depletion, desalination, despite, downstream, evaporate, evaporation, expectant, expectantly, expectation, high-tech, hydrologist, investment, invisibility, moist, moisten, moistly, moisture, plumbing, precipitate, precipitation, precipitous, precipitously, proper, properly, realisation, shortage, solitarily, solitary, solitude, sprinkler, struggle, transpiration, transpire, triumph, triumphal, triumphally, upstream, vapour, whereas

Unit 9

able-bodied, actor, affix, affliction, amputation, amputee, autistic, blade, Braille, buddhist, build up, can opener, childhood, communism, communist, conflict, cope, curse, depression, disability, disabled, discrimination, do up, drummer, dwarfism, dyslexia, fiftyish, forefront, foremost, friendship, gadget, get down, guitarist, hold up, impaired, incomprehensible, interactive, journalism, landmine, let down, make up, membership, midweek, motherhood, neglect, paralympic, paralysed, performance, pick up, polio, pre-date, prejudice, ramp, reaction, salvation, schizophrenia, self-centred, semi-circle, sisterhood, ski, speech synthesiser, suffix, thrived, turn down, turn up, twentyish, undermine, understate, wheelchair

Unit 10

affluent, badly-off, brain drain, degradation, deprived, destitute, discourage, dishonest, dissatisfied, dissimilar, elite, emerging, fetch, frontline, graze, ground, hard-up, illegal, illegible, illiteracy, immortality, impatient, impolite, impoverished, incomplete, inequality, inessential, insignificant, invisible, irregular, irrelevant, irresponsible, limp, logo, misinformation, multinational, penniless, pound (vb), poverty-stricken, self-reliant, tether, unable, unavailable, unco-operative, underprivileged, undivided, uneconomic, unemployment, unequipped, unimportant, unsustainable, untidy, untrained, wealthy, well (n), well-off, work force

Unit 11

aid worker, apply for, beam (vb), burn out, call for, carry on, deadline, disbelief, earthquake, fill in, fill in for, foster, get down to, get off to, get on with, get through, hand in, impartial, let off, lyrics, nap, neutrality, outgoing, overcome, peal of laughter, reverberate, romp, rubble, settle in, slow down, swirl, tire out, trauma, tremble

Unit 12

beneficial, beneficially, cellphone, decultured, dehumanised, desructive, destroy, destruction, destructively, DVD player, especially, hairdryer, harm, iPod, irritate, irritation, laptop computer, microwave oven, obsolescence, obsolete, printer, psychological, psychologically, psychology, radio CD player, revolution, revolutionary, revolutionise, solar, strain, technological, technologically, thereby, weakly, weakness

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Appendix 4

Listening texts

A1.5

Do you know why Addis Ababa is called the capital of Africa? It's because our capital city is where the headquarters of the African Union, or the AU as it is usually called, are situated. But the AU plays an important role in the lives of Africans everywhere.

How did the AU start? Well, as you may know it began as the OAU, the Organisation of African Unity. In the early 1960s most African nations, except Ethiopia, were newly independent after centuries of European colonisation. These new nations faced many difficulties. Inspired by Kwame Nkrumah, the prime minister of Ghana, the OAU was launched in 1963 here in Ethiopia, in Addis Ababa, hosted by Emperor Haile Selassie. The aims of the OAU were to promote cooperation among its 32 member nations.

By the 1990s many Africans felt that the organisation should do more work on issues of common interest throughout the continent. So Colonel Muammar al-Qaddafi put forward the idea of a more integrated African Union, which in 2002 was launched officially at a summit in Durban, South Africa. It is made up of 53 independent African nations.

The African Union is not just one organisation. It is made up of several political and administrative bodies, or organs, concerned with good governance and, human rights as well as social and economic affairs. I will now describe seven of them.

The Assembly is the highest body of the AU and is made up of all the heads of state of the member nations. They meet at regular summits in cities in different parts of Africa. The voice of the people of Africa is heard at the Pan-African Parliament, the PAP, situated in South Africa. The members of this Parliament are elected by the parliaments of the member states. The AU Commission, situated in Addis Ababa, carries out the day to day running of the AU.

Other than these three, there are many other bodies which already carry out the work of the AU in different areas. ECOSOCC is concerned with social and cultural affairs, NEPAD is responsible for furthering the development of Africa by Africans. A very important body is the Peace and Security Council which sends AU troops to keep the peace in conflict areas. They have already been engaged in Burundi, in Darfur in Sudan, and in Somalia. Other important bodies are still being developed: Africa's own financial institutions, including a central bank, a court of human rights to protect the rights of individuals and a court of justice.

The AU faces many problems: there are sometimes disputes between member states. For example Morocco is not a member as it refuses to recognise another member, Western Sahara, as an independent nation. Another major problem is lack of money to allow all the bodies of the AU to do their work as effectively as they should. Nonetheless, the AU has already shown that it is the voice of Africa and is listened to not only in Africa, but around the world. We Africans are proud that we can work together as brothers and sisters to make our continent a better place for all its citizens.

A2.4

Education in Ethiopia has a very long history. Archeaology tells us that for over two thousand years people have been able to read and write here. We also know that since the arrival of Christianity in the 4th century there have been religious schools where students have been learning to read and write in order to study ancient religious texts. This was the situation until the end of the 19th century when schools were set up by European missionaries and there were some Islamic schools, too. The first non-religious government schools were opened in the early 20th century, encouraged by Menelik the II and Emperor Haile Selassie.

The system of education changed over the 20th century as it was expanded to meet the need of a modern nation. The current system came into effect in 1994. It is made up of kindergarten, for very young children, before they start primary school, general education, which we'll look at in a minute, technical and vocational education, which provides training for different kinds of work, and tertiary education, our universities and

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other institutes and colleges offering post-secondary education. In addition to this formal education system there are religious and traditional schools.

The system of general education is divided up into primary and secondary. Because most Ethiopians attend primary school only, it has been extended so that it now lasts for 8 years. In other words, someone who can only attend primary school, will complete at least 8 years of education There are two cycles of primary education, the 1st cycle, called basic education, consists of grades 1-4. Then, there is the 2nd cycle which is general primary education and is made up of grades 5-8. Secondary education is also made up of two cycles. The first cycle, grades 9-10, is known as general secondary education and the second cycle, senior secondary education, prepares students for tertiary or higher education. There are national examinations at the end of each level.

Students can leave school and enter technical and vocational institutes at the end of each cycle, but they can only enter tertiary education at the successful completion of the second cycle of secondary education.

Since 1994 education in Ethiopia has expanded by an average of 10% per year (15% in primary schools). By the end of 2010, the Ethiopian Government had already nearly achieved its goal of providing free primary education to all by 2015.

A2.12

The findings about why these children were staying out of the classroom were startling. The largest single reason for non-attendance (69 per cent) was that parents could not afford school fees. A lack of school materials, the second biggest reason (29 per cent), was related; families simply couldn't afford to buy basic supplies such as uniforms, books, pens and paper.

Other obstacles identified in the survey ranged from children staying home to do housework (18 per cent) and carry water (8 per cent) to having too far to walk (13 per cent) or no one to take them to school (7 per cent).

B2.3

I am getting old now I am 62. When I was a child there was no school for me. One of my brothers went to primary school; it was run by the church. In those days girls were married at the age of seven or eight. School was considered unsuitable for girls, firstly because they had to get married and also because they had to work at home. But also because bad things can happen to girls when they are outside the house, away from their families And we had to work hard! I used to grind the grain, fetch water and do housework without being told. I knew what my parents expected of me and I did it.

I was married aged nine, but my life was unchanged: I was working from early morning till night. In a few years I had a daughter and then a son after that. My son died though, when he was only two years old and I was unable to have any more children. My husband sent my daughter to primary school for a few years, but we needed her to help us at home, so when she was 11 we kept her at home. We faced many difficulties and my daughter was not married until she was 16. Then she had three girls, my granddaughters! They seem to know everything! One is at primary school and two of them are now at secondary school. I'm not in favour of that. Boys lie in wait for the girls in the bushes by the road when they walk home. I've seen them do it. And before you know it the girls are pregnant with no husband, and a good marriage is now impossible.

I disagree with my daughter's decision to let her girls go to secondary school. A few years of primary school is important. Children need to know reading and writing in the modern world. But they must learn how to look after the house. My daughter says her girls will get good jobs and earn money. Is that suitable for a girl? What man wants his wife to have a job? He needs her at home.

A3.2

People have always used traditional medicines, to prevent and cure illness. They are part of our culture and traditions. Most of our medicines are made from plants. Our knowledge of has been built up over centuries. We use different species of plants: trees, bushes, flowers, grasses which grow in the wild .We know where they grow and when to collect the seeds, roots, leaves or bark.

For instance, for tumours, what we call *tanache*, I take the powdered root of *umeeraa* plant and add it to water to make a drink. I also use the twigs of the plant and make a kind of necklace for the sufferer to wear. Fresh *harmee* leaves are useful for treating *dhukuba guraa*, or earache. I crush and squeeze the leaves into a juice which is then poured into the ear.I treat snake bite with a drink made from powdered *botoroo* bark mixed with tea. For skin rash or *sono* I use the fresh *wociinoo* leaves which I crush to make a lotion which

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is then applied to the skin. I can treat *hiireenaa daga* or anaemia by making a drink with fresh *togoo* leaves which I boil and mix with sugar. These are just a few examples of what I can treat.

People are generally very happy with my treatments. Unlike medicine from hospitals, they are very safe. People may vomit or have some mild reaction to the ingredients, but it soon passes. Many believe that I can help them more than modern medicine, or they go to a hospital for some conditions and come to me for others. Of course, many people who can't afford to go to a hospital or buy medicines they come to me as they have no choice. You see I can help everyone: I don't turn people away if they are poor; I just ask them to pay me what they can.

A3.4

TB is an abbreviation for tuberculosis. It has been a killer disease for thousands of years.

The disease is contagious, caused by bacteria which are spread by coughing and sneezing, just like the common cold. It is diagnosed by means of a test. It affects the lungs and can also spread to other parts of the body. An infected person may or may not be ill with the disease. If your body is strong and healthy you may be able to fight it off. Those who do develop it suffer from a bad cough, tiredness and loss of appetite. However, the disease, it is not necessarily a death sentence, as long as you are treated. If not treated, each person with active TB can infect on average 10 to 15 people a year.

The best way to prevent TB is vaccination. This should be given to babies. Also, testing facilities have to be available so that people can get tested if they have been in contact with someone with TB.

The introduction of antibiotics in the middle of the 20th century decreased the number of deaths from TB dramatically. However, since the 1980s the numbers have been going up again sharply. The World Health Organisation says that TB kills more young people and adults than any other infectious disease. There are more than nine million cases a year world-wide and two million die from it. In Africa alone there are two million cases a year. The disease is so common now largely because of HIV / AIDS. One third of HIV positive victims develop TB as their bodies' immune systems are too weak to fight it. Another factor is that the disease is becoming drug-resistant. One important reason for this is that many people stop their treatment. This encourages the bacteria which carry the disease to become tougher.

The treatment is long and hard. It takes six months and many people suffer from side effects. Ideally sufferers need someone who lives near them to support them by helping them and making sure they take their medicine. The treatment must not be stopped, even when patients start to feel better. Some people also go to traditional healers for help with the symptoms and the side effects of the drugs. This can be useful, but it should not replace medical treatment.

So there are some important things to remember about TB: if you have been in contact with someone who has TB get tested, and if the test is positive, get treated. Finally, when you start the treatment, carry on with it to the end.

A4.2

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 is transmitted or passed from person to person in one of four body fluids: blood, semen, vaginal fluid and breast milk. It has to get inside the body and into the bloodstream. It is not transmitted through vomit, urine, saliva, faeces or pus. There is no evidence to show that the virus can be transmitted by mosquitoes.

The virus is usually transmitted during sex, when the delicate skin in the genital area is cut. This causes bleeding that you may or may not be able to see. It can also be transmitted when blood from a cut of an infected person, enters a wound of an uninfected person. So, if you are treating a wound on another person, if you don't know their HIV status, you should use plastic gloves or put each of your hands inside a plastic bag. The virus cannot be caught in swimming pools as it cannot survive in water. Neither can it be transmitted by touch.

Having sex outside marriage is risky. You cannot be sure that someone is HIV negative unless they have had a test. Even someone who has never had sex may be HIV positive because they may have picked up the virus in some other way.

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Condoms are relatively safe and certainly better than nothing, but they are not 100% reliable in protecting against HIV or pregnancy. Even someone who is HIV positive should be careful, not only because they could infect someone who is HIV negative, but also because they can be infected with a different and possibly stronger strain of the virus by having sex with another person who is HIV positive.

There is no cure for HIV/Aids. Having sex with a virgin is definitely NOT going to help in any way at all. A traditional healer cannot cure it either, although a healer can help when someone with HIV gets ill. The only proven treatment is the drug ART, which has to be taken regularly. A healthy diet and lifestyle are also important as they can help those who are HIV positive to fight infections and be as strong as possible.

A5.1

Ethiopia is a land of wonder and enchantment, a country with one of the richest histories on the African continent, a land of contrasts and surprises, of remote and wild places. It is home to cultured and friendly people who are descended from some of the world's oldest civilisations.

The country has a proud and long history extending to the known beginnings of humankind. In 1974 in the Afar region in the north of the country, a 3.5 million year-old skeleton of a female human ancestor, known as Lucy or Dinkinesh was discovered. This makes Ethiopia the earliest known home of humankind. Today the place where she was found is a UNESCO World Heritage site.

At Dire Dawa you can see cave paintings considered to be thousands of years old, while the ancient town of Axum, is famous for its amazing carved obelisks, Christian festivals and relics, including the Ark of the Covenant. In Nejashi you can visit the famous mosque, which was named after Ethiopian king Al-Nejashi and was founded in the 7th century.

In the late Middle Ages great religious civilisations flourished in many parts of the country, particularly at Lalibela is famous for its churches hewn out of natural rock and in the beautiful walled city of Harar, considered by many Muslims to be the fourth "Holy City" following Mecca, Medina, and Jerusalem.

Ethiopia is a land of great natural beauty. Along the Great Rift Valley is a string of lakes, many of which are in national parks and are home to a wealth of bird and animal life. The largest is Lake Tana.

Ethiopia is a land of mountains. In the north are the high, rugged, Simien Mountains, while in the south are the Bale Mountains. Both are home to some unique wild-life and are ideal for trekking.

On Ethiopia's fast flowing rivers the sport of white-water rafting is growing in popularity with tourists.

Addis Ababa, Ethiopia's capital city, has so much to offer, too, with its first-class hotels and restaurants, museums and palaces, and the Merkato, Africa's largest open-air market.

Adapted from information at http://www.mfa.gov.et/Facts About Ethiopia/Tourism Investment Banking

B5.1

Dialogue A

Manager: Good morning. Can I help you?

Guest: Is there anything that can be done about the mosquitoes in my room? They were annoying me all night and I'm covered in bites.

Manager: Oh dear I'm sorry to hear that.

Guest: Yes, there were so many of them they kept me awake with their droning sound.

Manager: Well, sir, you know you must be very careful with mosquitoes. Are you saying there are holes in your mosquito net.

Guest: Mosquito net? Oh no! I hate those things. I can't breathe when I'm under one.

Manager: Well, sir. As I said before, mosquitoes are very dangerous. You really should use a net to stop them biting you.

Guest: Is there anything else I can do?

Manager: Well, you could burn a mosquito coil. We can provide you with one. But they have a very strong smell which you may not like.

Guest: I suppose that's the only alternative. All right then. I'll try one tonight. Thank you very much.

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Dialogue B

Manager: How can I help you, Madam?
Guest: Well, I tried to take a shower this morning, but the water was cold.
Manager: Yes, madam. This is an eco-lodge and we don't have hot water in the taps.
Guest: But it's cold in the mornings, it's not possible to wash in cold water.
Manager: We suggest our guests bathe in the evening before dinner. The water is kept in a tank and the Sun heats it up naturally during the day, so it is quite warm in the evening.
Guest: Well, I like to bathe in the mornings.
Manager: Madam, I'm sorry but we are trying to run this lodge on sustainable principles. We don't have enough power to heat the water for the mornings, but it is quite warm enough in the evening. Could you possibly change your routine while you are here?
Guest: I suppose I'll have to.
Manager: Thank you very much. And please let me know if you have any other problems.

Dialogue C

Manager: Did you enjoy your dinner, sir?
Guest: It was all right.
Manager: Was there a problem with it, sir?
Guest: Well, I quite like injera, but I'm fed up with having it all the time.
Manager: Really, sir? It's our national dish! We Ethiopians are very happy to eat it every day.
Guest: Unfortunately, I'm not Ethiopian. Could you possibly serve something else?
Manager: What did you have in mind, sir?
Guest: Well, I'm not expecting you to serve European food, but could you sometimes perhaps substitute rice or spaghetti for the injera?
Manager: This lodge is so isolated, sir, and we try to buy our food at the market in the local village. But possibly we could get hold of some rice for you for tomorrow evening, or make some bread.
Guest: That would be very kind, thank you.

A6.1

Extract 1

The water was chest-deep and with each step they took, the water level increased. Thula carried Lindiwe on his back and half-swam, half-dragged her along; it was very difficult for him. He saw a black object ahead, lying on the surface of the water. Thinking it was a log he dived towards it but clinging on, he found to his horror that it was scaly. It swung sharply, flipping a powerful tail which splashed water into the couple's eyes. There was pandemonium. Lindiwe fell off Thula's back as the crocodile advanced towards them. Thula dived under water for some seconds.

When he surfaced for air he found himself no more than a metre from the crocodile. Simultaneously the reptile charged and Thula dived again. Under water, he struck at the crocodile's soft belly and the reptile, incensed, dived to attack him. Then, catching Thula's foot in its jaws as it passed, it snapped off three of his toes and Thula surfacing cried out loudly in pain. However, when he saw that the crocodile had turned to attack him for a third time, Thula dived under he water and the crocodile missed him.

In the struggle, Thula had forgotten about Lindiwe. He swam furiously to avoid the crocodile until he caught sight of the girl. She was clinging to a boulder downstream. With horror he realised that the crocodile, in search of easier prey, was bearing down on her.

Extract 2

Thula lunged towards Lindiwe shouting at the top of his voice to warn her.

Lindiwe stood, confused and cried loudly. Despite the agonising pain in his foot as the rough waters washed over the new wound, Thula knew he must save Lindiwe. He dived under the water and swam towards her. The crocodile swam, keeping only its eyes and nostrils above the water. Thula pushed Lindiwe and she fell into the water. With the crocodile in pursuit once more Thula ducked underwater, playing for time, but *when* he rose, gasping for air, the crocodile was waiting to charge, jaws wide open. Thula dived, grabbed a

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sharp rock from the river bed and felt for the soft belly of the crocodile; he jabbed at it hard. The crocodile felt the pain as its flesh was torn, and turned swiftly and fled.

Their adventure had brought the fugitives closer to the opposite bank and the water was again quite shallow. Thula held Lindiwe and they stood shivering in the river for some time before heading for dry land once more.

From Sunset at Noon by Anthony Kwamlah Johnson

A7.3

There is considerable evidence that globally the climate is changing, although it seems to be happening faster in some regions than in others. Rising temperatures and changes in seasonal rainfall patterns have already had significant impacts on the world.

The increase in global temperatures has led to the melting of ice at the North and South Poles poles. If polar ice continues to melt then sea levels will rise. In fact they are projected to rise by 15 to 95 centimetres by 2100. This may lead to the disappearance of low-lying coastal areas around the world. In addition, mountain glaciers are threatened by rising temperatures. A case in point is Africa's highest mountain, Kilimanjaro in East Africa. An estimated 82 per cent of the icecap that 100 years ago crowned the peak, is now gone. This impacts on humans as the snow and ice on this ice cap feeds into several rivers which are now drying out in the warm season.

In parts of the northern hemisphere one effect of global warming is heavier rainfall. Meanwhile in Africa and Asia it is causing severe droughts. In fact Incidence of drought has already increased from 1 to 3 per cent of the globe in the last 50 years. By 2050 it is likely to increase to 12 per cent .

Climate change threatens species of animals and plants that are adapted to live in certain conditions. When this happens their first response is to migrate to areas where the conditions they need exist. As a result, many species of plants and animals previously found only in tropical regions are now found in areas that were previously too cool. However, in crowded regions, such as East Africa, there is nowhere for plants and animals to migrate to as there are too many people and forests have been cut down for agriculture. There is a real threat that species will become extinct as their natural habitats are lost and there is nowhere for them to migrate to. An example of this is the mountains eastern central and southern Africa where species diversity, is threatened by rising temperatures and deforestation and extinction is likely for many isolated such as the wild Arabica coffee plant in southern Ethiopia as there is nowhere for it to go.

Since most agriculture in Africa relies on seasonal rains, it is put at risk by changes in climate variability, seasonal shifts, and precipitation patterns. Any amount of warming will result in increased water stress. It is predicted that disruption to agriculture will mean that by 2050 up to 30 million more people in the world will be hungry Many will be forced to leave their homes and migrate to other areas or countries. This along with lack of water in some regions of the world may lead to economic and political problems and possibly even wars.

Climate change will have significant impacts on biodiversity and food security in Africa. Consequently substantial reductions in heat-trapping gas emissions in developed countries and careful adaptation to changes in climate are crucial.

A7.5

Life on Earth depends on heat. The normal average temperature of our planet is 15° C. In fact, many places, for example in Africa, are much warmer than this, and other places, such as the continent of Antartica, are much colder. Heat comes from the Sun which passes through the Earth's atmosphere to its surface. However, some of the heat is radiated back out into the atmosphere.

The Earth's atmosphere is made up of different gases: 99 per cent is nitrogen and oxygen whereas the other 1 per cent consists of other gases: carbon dioxide, methane, nitrous oxide, ozone, water vapour and halocarbons. They are called greenhouse gases as they act in the same way as the glass walls and roof of a greenhouse which trap heat so that vegetables can be grown in places where outside temperatures are too cold.

Greenhouse gases keep the Earth's warm temperature as they absorb heat and stop it escaping back out into Space. Without greenhouse gases the temperature on the Earth's surface would be minus18° C; thus too

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cold for most plants and animals.

It is changes in this proportion of these greenhouse gases, however, that cause climate change. Due to the burning of fossil fuels in factories, power stations and by motor vehicles, the amount of carbon dioxide in the atmosphere has been increasing in the last 100 years or so. As a result of this increase in carbon dioxide, more and more heat is being trapped. This is called 'the greenhouse effect' and that is why most scientists believe temperatures are increasing and the Earth is getting warmer.

B7.2

Here is the weather forecast for the whole of Ethiopia for the next 24 hours. The seasonal rain fall activity has continued across much of the country for the last few days and. For the coming three days, the current rain bearing systems are going to remain across western and central parts of the country for a few days across western and central parts of the country. So starting in the west. the heavy rainfall of the last few days will continue in Benishangul-Gumuz, Gambella, southern and western Oromia and SNNPR, with flooding in some areas. Temperatures will be in the region of 27 to 33 degrees Centigrade during the day, falling to 12-15 degrees at night. In the north of the country, in Tigray Amhara and Afar, the heavy rain of the last few days has eased and it will be sunny with some isolated showers. Temperatures will be in the mid 30s during the day 15-20 degrees at night. As the rain moves south and east, there may be some showers in Somali in a few days, but for today and tonight it will be dry and sunny, though partly cloudy. Temperatures will be in the region of 34 degrees during the day and 15 degrees at night.

A8.1

The sun heats water in oceans and seas which causes it to evaporate as water vapour into the air. Water vapour is an invisible gas. Evaporation also occurs in other ways: from water in rivers and lakes, from water in ice and snow and from water in soil. In addition, water vapour is released from plants into the air through the process known as transpiration.

Water vapour is taken up into the atmosphere by rising air currents by a process known as convection, which causes warm air to rise. Cooler temperatures then condense the water vapour into clouds. Rising air currents take the vapour up into the atmosphere where cooler temperatures cause it to condense into liquid water droplets in the air, which produces clouds. Precipitation, in the form of rain or snow, occurs when cloud particles collide, grow and then fall out of the sky.

A vital factor in the process is known as advection: this is the movement of water in the form of vapour, clouds or precipitation through the atmosphere. Without advection, very little rain would fall over land.

Most rain falls back into the oceans, but also it falls onto land. It then flows over the ground as surface run-off. Some of this run-off soaks into the ground and the rest flows into rivers, which then carry it to the ocean. Evaporation then takes place and the water cycle continues.

B8.1

Water covers three-quarters of the earth's surface, but only a fraction of 1 per cent of it is available for human use. Most of the rest is saltwater and of the remaining freshwater most is in the form of ice or is in hard to reach aquifers. Yet we humans have an absolute need for fresh water. 10 per cent or our need is for domestic use which consists of water for drinking, cooking, washing and so on. We use a massive 70 per cent for irrigation and the remaining 20 per cent is largely accounted for by industry.

Today the world is facing a water deficit and many countries are already water-stressed, which means they do not have enough freshwater to meet the needs of their population. This is because we are using 45 times as much water today as people did 300 years ago.

An indicator of water shortage is rivers running dry and lakes disappearing. For example in central Africa, Lake Chad has shrunk by some 95 per cent over the past 40 years. This kind of event is due partly to natural factors, in other words a decrease in rain and increased temperatures. However, also to blame for dried up rivers and lakes is human activity, such as the building of dams and irrigation channels.

Another important reason for water shortage is the increased use of electric and diesel pumps. When the pumping of water from wells depended on human or animal power, the amount pumped was limited, but now with powerful mechanically driven pumps, aquifers can be depleted in a matter of years, more quickly than nature can replenish them,

Some 80 countries, supporting 40 per cent of the world's population, already suffer from serious water

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shortages as aquifers are depleted. The problem is concentrated in North America, North Africa, China, the Middle East, and the Indian Subcontinent where populations have grown and standards of living have risen. In Africa, north African countries from Algeria to Egypt and Sudan are facing very serious water shortages. In southern Africa drought has increased in recent years and is causing severe reductions in available water.

Recently the United Nations said that 2.7 billion people would face severe water shortages by 2025 if consumption continues at current rates.

B9.1

1 It is estimated that more than 600 million people in the world are disabled some 10% of the global population. Some have their disability from birth but the majority occur later on in life, either through illnesses such as meningitis or as a result of injury caused by accidents, armed conflicts or landmines.
2 After centuries of discrimination and prejudice, disabled people are now demanding their rights to live in society alongside the able-bodied. One of the most basic rights is access to buildings. For example, few of the able bodied realise how many steps there are to climb just to get through the doors of many schools, hospitals, railways stations and offices. For someone who can barely walk, or who is in a wheelchair, these make access very difficult or even impossible. Moreover, once inside a building, there may be several flights of stairs to negotiate. Fortunately wheelchair ramps and lifts are more commonplace making it possible for large numbers of disabled people to go about their daily lives independently.
3 Access to education and employment has also been a major focus of the disability rights movement. Both schools and workplaces have often been reluctant to admit the disabled, believing that they would be unable to cope with school or work life. Yet it is often the case that once simple access issues are dealt with, the disabled are proving time and again that there are no limits to the heights they can reach.
4 Another important right the disabled are now exercising concerns independent living. In the past they relied or less totally on their able-bodied relatives, but now many disabled people are playing an active part in society on their own, or with far less support than was once necessary. They are able to do this thanks to a variety of disability aids. Some of these, such as walking sticks, wheelchairs, spectacles and hearing aids have existed for a long time. In the modern age there are technological aids such as computers with Braille keyboards speech controlled computers, speaking clocks, and many other gadgets. These enhance quality of life and allow the disabled to be financially independent.
5 One of the most difficult rights to achieve is acceptance by the able-bodied community. The disabled are considered inferior, and are often wrongly assumed to suffer mental impairment. As a result, many doors remain closed. Assumptions are made by the able-bodied that disabled people can't cope with work or activities that in fact are well within their capabilities. Then too, the disabled face being stared at in the street, being called names and even bullied, sometimes by their own families, on a daily basis.
6 Much progress has been made with disability rights. In most countries of the world the disabled have won many legal rights. There has also been to some extent a change in attitudes. But the battle is far from won.

B9.3

William, Uganda

As a result of childhood polio, William is paralysed in both legs. Nonetheless, succeeded in completing a BA in fashion design and business management. Her hard work seemed to be in vain, however, when on graduating she could not get a job. No employers were interested in employing a disabled person. The outlook was not good until she heard about an NGO working for people with physical disabililty. Through this organisation she met other disabled people. They helped her not only to find out about her legal rights, but also to understand that believing in yourself, and not letting others undermine your self-esteem is an important part of achieving your dreams. She realized that this had been lacking in her previous attempts to find work. With her new-found confidence, she found a good job in a medical foundation and after a few years there, she went on to work as an instructor in a technical skills college, a job she loves.

Rachel, England

Rachel suffers form dwarfism. Having been in and out of hospital in her childhood, she wanted to be a nurse. At school she obtained the necessary qualifications for a nursing course, but when she applied to various training schools, they all said that at her size she couldn't possibly manage hospital work. Eventually she was accepted at one school, but the next struggle came when she went into hospitals to do the practical

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part of her course. Her supervisors stood over her, watching everything she did, unconvinced that she could do the necessary work and often not believing results they saw with their own eyes. Many times Rachel had to question unfavourable grades until her assessors were forced to admit that in fact she had managed to perform duties they didn't think she was capable of. Now a qualified nurse, she works in a children's hospital in London.

Stephen Hawking, England

Professor Hawking is a world-renowned theoretical physicist who investigates the history of the Universe. In his 20s, while working at Cambridge University, he developed motor neuron disease, a condition in which gradually all muscles cease to function. At a time when he was already confined to a wheelchair, unable to walk or use his arms, his speech began to slur until it became incomprehensible. For a time, the only way he could communicate was to spell out words letter by letter, by raising his eyebrows when someone pointed to the right letter on a spelling card. However, a colleague developed for him a computer program which allows him to speak by selecting words from a computer screen, using head or eye movements. When the message is complete it goes through a speech synthesizer and comes out as perfectly comprehensible speech. The computer and synthesizer are attached to his wheelchair. Using this device, Professor Hawking has written books and scientific papers, given lectures and made speeches. Although not exactly the same as the speech of a normal human, it is a good substitute. The only problem for Professor Hawking, is, he says, that it gives him an American accent!

B10.2

In a world that is very rich, many people are very poor. Development is about reaching these people and helping them improve their lives. I am going to consider what development does and doesn't mean and what its aims are.

What then is a developed country? It is not a simple question to answer, It is easier to say which countries are richer and which are poorer. But indicators of wealth, which reflect the quantity of resources, provide no information about the allocation of those resources – for instance, whether or not they are distributed equally and used to provide free health and education services. Nor do indicators of wealth tell us about the effects of production and consumption on people's environment. Thus it is no wonder that countries with similar average incomes can differ substantially when it comes to people's quality of life, that is, their access to education and health care, employment opportunities, availability of clean air and safe drinking water, the threat of crime, and so on.

Like wealth indicators, economic growth is often used to measure a country's development. It is true that economic growth by increasing a nation's total wealth, also enhances its potential for reducing poverty and solving other social problems. But history offers a number of examples where economic growth was not followed by similar progress in human development. Instead growth was achieved at the cost of greater inequality, higher unemployment, weakened democracy, loss of cultural identity, or overconsumption of resources needed by future generations.

What then is purpose of development if it is not to merely increase national wealth? Recent United Nations documents emphasise "human development," measured by life expectancy, adult literacy, access to all three levels of education, as well as people's average income which is a necessary condition of their freedom of choice. In a broader sense the notion of human development incorporates all aspects of individuals' well-being, from their health status to their economic and political freedom. According to the Human Development Report 1996, published by the United Nations Development Program, "human development is the end – economic growth a means".

In 2000 most of the countries of the world, under the auspices of the United Nations, established a list of goals called the Millennium Development Goals or MDGs. These are eight targets that will help meet the basic development needs of most people. They are: eradicate extreme poverty and hunger, improve maternal health, achieve universal primary education, combat HIV / AIDS, malaria, and other diseases, promote gender equality and empower women, ensure environmental sustainability, reduce child mortality, develop a global partnership for development

That brings us onto consider who are the agents of development. Development is a cooperative effort of many. First of all the poor themselves, who struggle daily to provide for themselves and their families. Then,

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their governments who, work to improve their incomes, and, in most cases, to improve the lives of their people. The governments of most rich countries try to help poor countries to do so. Multinational institutions like the World Bank also provide money and projects to improve the lives of poor people. Many other NGOs and charitable groups around the world work to do the same.

As we look forward, development, by its nature, will always be ongoing, even when these goals are met. People will always try to improve the quality of their lives and the lives of their children. At the same time, all agree that development efforts should be "sustainable." This means meeting today's social, economic, political, cultural and environmental needs without creating jeopardising the needs and development of future generations.

Source: World Bank

B10.4

Lebna and Kihele lived in a small house with their mother and father. When his parents were out, Lebna had responsibility for his brother Kihele, who was still only a baby. So this is what happened one day. Lebna had promised his mother he would sweep the yard while she was out. Before going outside to do this, Lebna lay Kihele on his bed to sleep, and then he put a pot of food on the stove for his lunch. As he swept he was looking forward to eating something. What he didn't know was the wind was blowing strongly and the curtain at the window was billowing dangerously close to the fire under the pot of food. Lebna didn't see the curtain catch fire and the first he knew about it was when he looked up and was horrified to see flames and smoke coming through the window. He acted swiftly. Dropping the broom he grabbed a blanket which was hanging on the washing line. Then, he found a can of water and poured it over the blanket. Putting the wet blanket over his head he rushed into the house , which was now blazing inside. The blanket gave him the protection he needed to go over to his sleeping brother, pick him up and rush him outside. As he made his way out of the door, the neighbours were already rushing to the scene, amazed at what Lebna had been able to do.

A11.2

Question 1: You work for an international NGO. Can you tell me which one that is?

I work for Médecins Sans Frontières, or MSF as it is usually called. In America it is called Doctors Without Borders. I work in their London office.

Question 2: What exactly does MSF do?

MSF works in two kinds of situation. Firstly, in emergencies, such as an earthquake or a war, MSF provides essential healthcare and runs hospitals and clinics, performs surgery, tackles epidemics, carries out vaccination campaigns, operates feeding centres for malnourished children and offers psychological support. We can also dig wells or dispense clean drinking water and distribute materials like blankets, plastic sheeting and other basic necessities. Secondly we have longer-term programmes, in which we treat patients with diseases such as TB and HIV / AIDS.

Question 3: On what principles is MSF based?

Well, MSF is committed to independent humanitarian action guided by medical ethics and the principles of neutrality and impartiality. This means that MSF offers assistance to people based only on need and irrespective of race, religion, gender and with no links to any political belief or party. MSF does not take sides in armed conflicts

Question 4: Where does MSF work?

MSF is a worldwide movement with offices in 19 countries and an international coordination office in Geneva, Switzerland. It also has field offices in 65 countries where it has medical projects.

Question 5: What kind of people do you employ?

Currently 25,000 people are engaged by MSF as health professionals, which means doctors and nurses, then there are water and sanitation experts, logistics experts who plan the movement of supplies and staff to where they are needed, and in addition there are administrative staff, running our projects in approximately 65 countries around the world. This staff is made up of foreign experts and locally hired staff.

Question 6: How did MDF start?

It was set up in 1971 by a group of French doctors. In the early days it was just a group of medical doctors who travelled to different parts of the world providing medical aid. Over time the organisation has grown,

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employing more people in the countries where it works. A big moment for us was in 1999, when in recognition of its "pioneering humanitarian work on several continents", MSF was awarded the Nobel Peace Prize.

Question 7: What have you been doing in Ethiopia?

We have been working in Ethiopia since 1984 in areas affected by malnutrition and epidemics, and areas of conflict. In addition we are working on long-term programmes to establish centres around the country for the treatment and prevention of conditions such as TB, kala azar, HIV/Aids, malaria and meningitis. In some places these centres have been handed over to the government and our work is done. That is the aim in the end, when the government has the capacity to do our work for us, we can leave.

B11.1

My name is Rhoda and I'm an American water-engineer. I've been working in SNNPR for more than a year on some community-based water projects.

Most of my time is here in the field and then sometimes I have to go to Addis. However, yesterday I was here at my post. I woke up at the normal time, which is 5 o'clock and made a cup of tea and then spent the next hour catching up on email from my family and friends in the USA. I was in the office by 7.00, and my assistant Habtu was already there. His daughter Saba had come in with him as she wanted to look for something on the Internet. By 8.00 I was out of the office and on the road. The village I was going to wasn't far away, about 10 km but because of the state of the road it takes about an hour to get there. I spent the rest of the morning inspecting a well and a small scale irrigation project which the community is building. I've been coming here regularly for the past few months. The villagers have done all the work themselves. I just take look at what they've done, take measurements and make suggestions. It's looking good though and it should help the village to extend their growing season. Anyway, I got back to the office about 1o'clock. Lunch time! So I went home and I had a nap for about an hour, then went back to work. In the afternoon I started my quarterly report for the Ministry. Writing reports is the worst part of the job for me! But luckily just as I was trying to find the documents I needed I was interrupted! This happens a lot and it means that I often have to catch up with my work in the evenings at home. Yesterday, one of the most important community leaders in the area came in to see me and so I stopped and made coffee for him. He drops in from time to time to talk about water projects and everything else! But I enjoy our conversations and it's an important part of the job.

I left the office about 5.30 and after a quick shower and change of clothes I went straight out to a party given by an aid worker who lives nearby. I knew everyone there and it was great to listen to music, talk, have a drink and some food. I didn't get home and go to bed until midnight, which is too late for a weeknight. And here I am again today!

A12.3

Perhaps the greatest human achievement in the 20th century was the beginning of space exploration. It began after the Second World War as a competition: the Space Race between the USA and the Soviet Union, or Russia. The Russians won the first two victories. They sent the first man-made craft into space with the successful launch of Sputnik in 1957, a radio satellite which spent 3 months orbiting the Earth. Then in 1969 the Russians put the first man in space with the launch of Vostok 1 manned by Yuri Gagarin

In 1969 the USA scored a great victory over the Russians when Neil Armstrong became the first man to walk on the moon during the Apollo 11 mission. The Russians to this day have not put a man on the moon. The Apollo moon missions continued until 1974.

During the 1970s the Americans also constructed a laboratory in space. Sky lab was visited by three teams of astronauts who stayed in space for weeks at a time doing experiments and at the same time testing the long term effects of weightlessness.

The Russians built their own space lab, Mir, in 1986 which did similar work and is noteworthy as it was the place where they worked together with the Americans, rather than in competition. It was replaced by the International Space Station which is expected to remain in operation until 2015. This is truly international, with scientists from several different countries working there for long periods of months, even years at a time.

In the mid 1970s the Americans began to develop the Space Shuttle. This is a spacecraft with wings which allows it to return to Earth. The Shuttle carries six–eight astronauts and has been used to build and then carry

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scientists to and from the space labs.

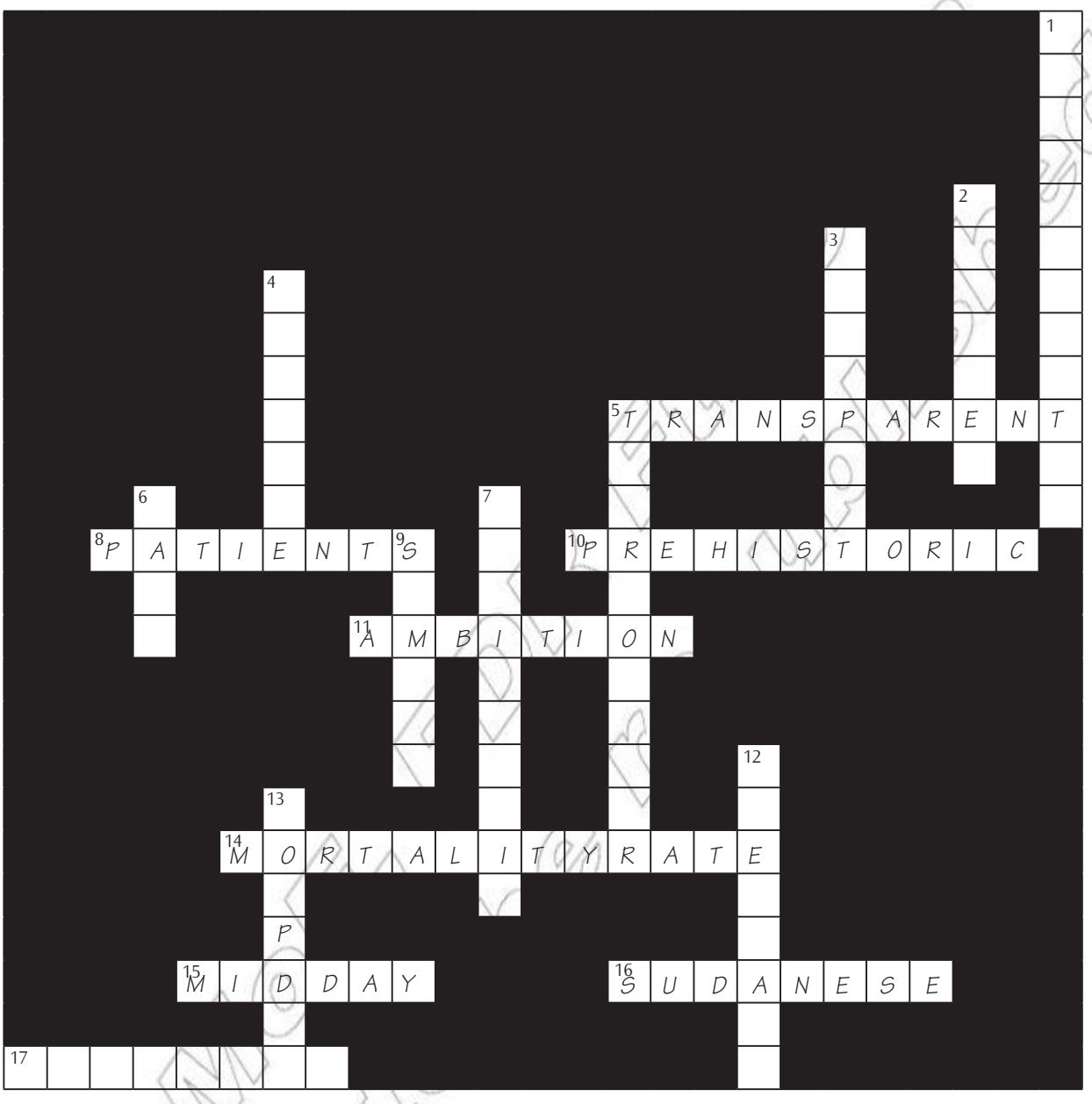
There have been other unmanned space flights to other planets in the solar system. For example, there have been several missions to Mars, our nearest neighbour. Pathfinder explored the surface in 1997 and Odyssey in 2004 brought back samples of rock which showed that many years ago the planet had the right conditions to support life.

China became the third country to put men in space with the Shenzhou programme. In 2003 Yang Liwei orbited the Earth in Shenzhou 5. In 2005 Shenzhou 6 carried two men in space for five days. Then in 2008, a Chinese astronaut walked in space during the Shenzhou 7 mission.

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Revision 1 Vocabulary

Team B



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