fetena.net Ethiopian online exams and textbook

English for Ethiopia

Student Textbook
Grade 12

Federal Democratic Republic of Ethiopia
Ministry of Education

ISBN 978-99944-2-030-8
Price: ETB 36.00

FDRE
MoE

English for Ethiopia Student Textbook Grade 12



English for Ethiopia

Student Textbook
Grade 12



Federal Democratic Republic of Ethiopia
Ministry of Education

fetena.net Ethiopian online exams and textbook



English for Ethiopia

Student Textbook
Grade 12

Author: Barbara Webb

Evaluators: Asefa Kassa
Ejeta Negeri
Getahun Gebremedhin
Tesfaye Gebreyes



Federal Democratic Republic of Ethiopia
Ministry of Education

PEARSON

Acknowledgements

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 Association (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.

The publisher would like to thank the following for their kind permission to reproduce their photographs:

(Key: b-bottom; c-centre; l-left; r-right; t-top)

Alamy Images: 2tr, 2bl, 2br, 3tr, 6tr, 12b, 24cr, 43cl, 103bl, 103br, 112, 112tr, 112l, 120cr, 130tr, 130br, 135t, 135l (phone), 135r (Batteries), 135b, 138tr, 138cr, 139tr, 155l, 155c, 155r, 179l, 179r, 183tl, 183tr, 183br, 206tr, 237br, 260br, 265c, 273c; Corbis: 2tl, 183bl, 187br, 246c; **Getty Images:** 227c; **Rex Features:** 245tr; **Wikimedia Commons:** 137cr
African Union flag on p.137 ©the African Union. Reproduced with their kind permission.

Cover images: Front: Pearson Free Image

The publisher would like to thank the following for their kind permission to reproduce text extracts:

p. 48"Under a Telephone Pole" from The Complete Poems of Carl Sandburg, Revised and Expanded Edition, copyright © 1970, 1969 by Lilian Steichen Sandburg, Trustee, reprinted by permission of Houghton Mifflin Harcourt Publishing Company; p. 74 The Narrow Path' by Francis Selormey. Reproduced by permission of Harcourt Education/Heinemann; p. 87 Extract from 'Devil on the Cross' by Ngugi wa Thiong'o. Reproduced by permission of Harcourt Education/Heinemann; p. 105 Extract from 'What Rights?' www.unicef.org. Reproduced by permission of UNICEF; p. 112 Taken from: 'Millennium Development Goals - Basic facts. Www.undp.org. Reproduced with permission of the United Nation; p. 146 Taken from: 'The Baganda: An Account of their Native Customs and Beliefs' by The Rev. John Roscoe; p. 187 Poem: 'Vultures' by Chinua Achebe. Reproduced with permission of The Wylie Agency; p. 201 Article 'Only Marriage can mend broken Britain says judge' by Tim Shipman, 'Daily Mail', 17 June 2009. Reproduced with permission of Solo Syndication; p. 202 Article: 'Broken Britain: Boy, 14, beaten to the brink of death for his iPod' by Claire Ellicott, 'Daily Mail', 4 May 2010. Reproduced with permission of Solo Syndication; p. 302 Extract: Reducing the burden of Vaccine Preventable Diseases (VPDs) in Kebbi State, Nigeria. Adapted from: http://ec.europe.eu/europeaid/documents/case-studies/nigeria_health_en.pdf. Used by permission of European Union 2010; p. 311 From Phelps (editor). Contemporary Black Biography: Profiles from the International Black Community. © 1996 Gale, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions.

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

© Federal Democratic Republic of Ethiopia, Ministry of Education
First edition, 2003 (E.C.)
ISBN: 978-99944-2-030-8

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
P.O. Box 15
Addis Ababa
Ethiopia

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the copyright owner or a licence permitting restricted copying in Ethiopia by the Federal Democratic Republic of Ethiopia, Federal Negarit Gazeta, *Proclamation No. 410/2004 Copyright and Neighboring Rights Protection Proclamation, 10th year, No. 55, Addis Ababa, 19 July 2004.*

Printed in Malaysia (CTP-PPSB)

Contents

Unit 1	Family life	1
Unit 2	Communication	30
Unit 3	Education	53
	Revision 1 (Units 1–3)	74
Unit 4	The arts and literature	81
Unit 5	The United Nations	103
Unit 6	Trade and globalisation	125
	Revision 2 (Units 4–6)	148
Unit 7	Finding a job	153
Unit 8	Human development	173
Unit 9	Tradition versus progress	195
	Revision 3 (Units 7–9)	214
Unit 10	Future threats	221
Unit 11	The film industry	244
Unit 12	Class magazine	265
	Revision 4 (Units 10–12)	276
	Speaking activities	283
	Appendix 1 Verb forms	291
	Appendix 2 Some important phrasal verbs	294
	Appendix 3 Vocabulary list	297
	Appendix 4 Listening texts	299

Unit 1

Family life

Part A

Objectives

In this part of Unit 1 you will:

- discuss traditional family life and the changing role of women
- listen to a father talking about his son and daughter
- make sentences with *as* and *like*
- make predictions and talk about consequences
- listen to a mother talking about her son and daughter
- make sentences with *the more …, the more …*
- analyse your own approach to learning English
- practise the language of discussion
- take part in a role-play about a family situation.

A1.1 Introduction: Traditional family life

1 **Work with a partner. Talk about what is happening in the photos on page 2.**

Example:

In picture 1 there's a girl playing street football with some boys.

2 **Discuss whether or not you can see people doing these things in your neighbourhood. If people don't do these things, say how they do these things differently.**

3 **Think about the culture in your region, or the region you come from.**

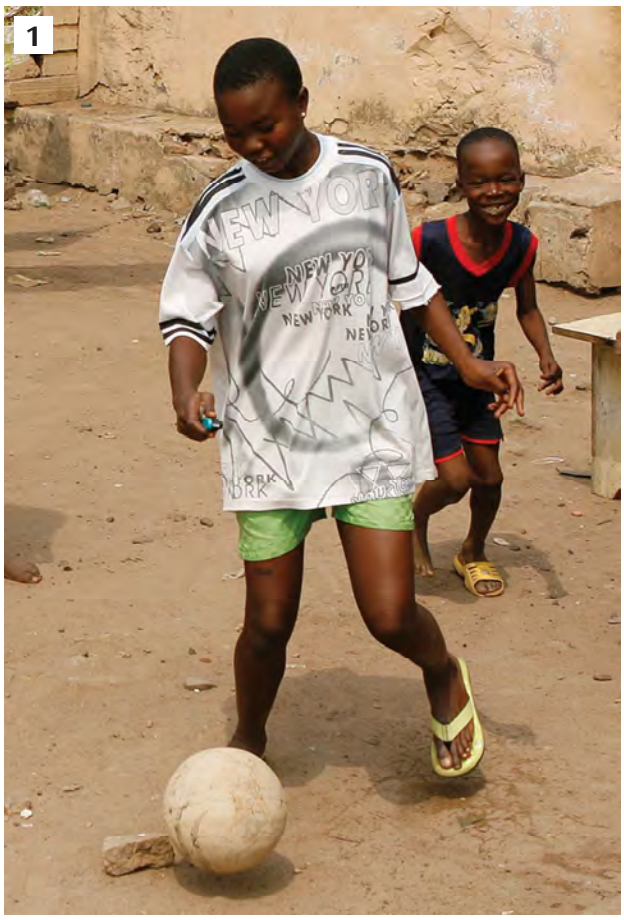
1 On your own, think of an activity which is a tradition in your culture. It can be a family activity or a community activity. On one page of your exercise book, draw a picture of it.

2 Show your picture to another person and talk about the activity it shows.
- What activity is shown in your picture?
- Who is involved in the activity?
- Why is this activity important?

3 With your partner, talk about traditional family life in your culture.
- What is the traditional role of men? Is that changing?
- What is the traditional role of women? Is that changing?
- Do you think it is a good thing for your cultural traditions to continue? Why?

4 Share your ideas with the rest of the class.

1



2



3

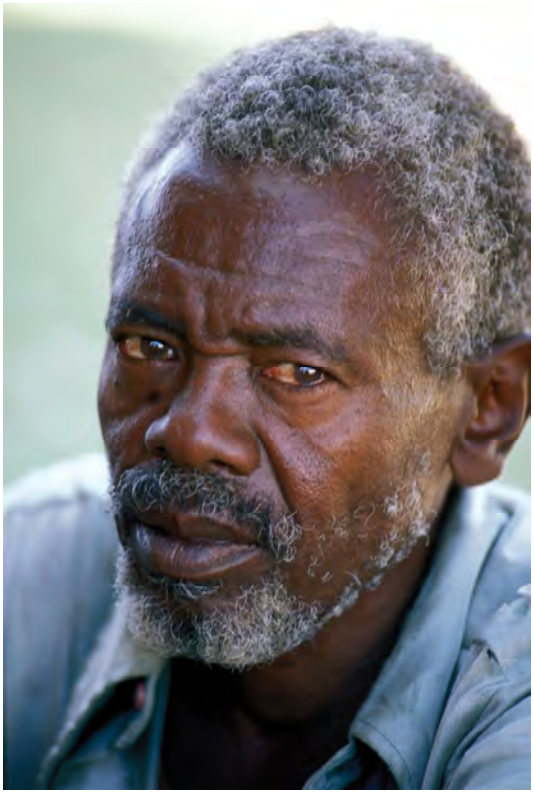


4



A1.2 Listening: A father's voice

You are going to listen to a text in which a father talks about his son and daughter.



1 **Listen and choose the best answer to these questions.**

1 How does the father feel about his daughter's future?
   - **a** He is optimistic.
   - **b** He has some worries.

2 How does the father feel about his son's future?
   - **a** He is optimistic.
   - **b** He has some worries.

2 **Listen again and make short notes in your exercise book on the father's views on these topics.**

1 His daughter's education.
2 Her plan to go to university in Addis Ababa.
3 The news that she has a boyfriend.
4 Her future marriage.
5 His son's plan to work with his uncle.
6 His son's values.
7 His son's plan to move to the city.
8 Imported music, films and television programmes.

3 **Match the words on the left, which come from the listening text, with the meanings on the right.**

1 Potential	**a** Someone who buys and sells goods.
2 Distract	**b** To become larger, or to make something larger.
3 Trader	**c** Beliefs about what is right and wrong, or about what is important in life.
4 Expand	**d** Abilities or qualities that may make someone or something very successful in the future.
5 Values	**e** The place where someone or something began.
6 Roots	**f** To take someone's attention away from what they are doing.

4 **In a small group, talk about the listening text.**

1 To what extent are the views expressed similar or different to what your parents think?
2 To what extent do you think you are like the daughter or the son?

A1.3 Language focus: *as* and *like*

In the listening text, the father says:
My daughter is intelligent, <u>like</u> her mother.
He doesn't want to live <u>as</u> he was brought up.

- *as* and *like* can be used to say that things are similar.

Note: in this context, *like* is a preposition, not the verb *to like*.

- *<u>like</u>* + noun (or pronoun)
  I hate weather <u>like</u> this.
  <u>Like</u> me, you aren't good at sport.

- *as* + subject + verb
  I like your hair <u>as</u> it is now.
  I promised, we have a test today!

- We can also use *as* + noun, but it has a different meaning: to show a job or function.
  The school hall is being used <u>as</u> a classroom at the moment.

Compare these two sentences:
He works <u>as</u> a singer. (He is a singer.)
He behaves <u>like</u> a film star. (He isn't a film star.)

Note: when *as* and *like* are used in these ways, they are always stressed.

1 **Practise saying all the example sentences in the box with the correct stress.**

2 **Complete these sentences with *as* and *like*.**

1 I always wear bright colours ..... red and yellow.
2 Please put the tables and chairs back ..... they were before.
3 Your idea is good. We will do ..... you suggest.
4 My brother's working for my uncle ..... his assistant.
5 This coffee is not good. It tastes ..... water.
6 ..... I told you, I'm going to work very hard in Grade 12.

3 **Complete these sentences.**

1 I like eating sweet things like …
2 I play a lot of football, as …
3 My friend's father works as …
4 My sister is very immature. She is 16 but she behaves like …
5 Why don't you do the exercise as …
6 Dawit is very fast. He runs like …

A1.4 Language focus: Making predictions and talking about consequences

We use *will* to predict the future; to say what we think about the future:
My daughter's life will be different from mine.
We will have a good crop of maize this year.

We use conditional sentences with *if* and *will* to talk about consequences:
If she gets a good job, she will have a good life
If + present simple + *will*

This same form is used with *when*:
When she marries, she will continue to work.

Note: When saying these sentences with *will*, stress *if* and the main verbs (except the verb *to be*), don't stress *will*:
My 'daughter's 'life will be 'different from 'mine.
'If she 'gets a 'good 'job, she will 'have a 'good 'life.

1 Choose the correct form of the verbs in each of these sentences from the listening text.

1 She *will get/gets* a good job, marry well and have a good life in the future.
2 When she *will get/gets* a job, we *will find/find* her a good husband.
3 If she *will have/has* boyfriends, it *will distract/distracts* her from her studies.
4 She may get pregnant, and then we *won't be able to/aren't able to* arrange a good marriage for her.
5 If he *will work/works* hard, he *will make/makes* a good life for himself.
6 *Will/Do* my children understand before it's too late?

2 Choose the correct form of the verbs in these sentences.

1 My father *will hope/hopes* I *will go/go* to university.
2 I don't think our team *will win/wins* the championship this year.
3 If I *will study/study* more, I *will pass/pass* my exams.
4 If you *will see/see* my sister, tell her I *will be/am* late home today.
5 If you *will have/have* a lot of children, you *will have/have* less money to educate them.
6 When I *will be/am* married, I *will have/have* only three children.

3 Work in a small group. Discuss these questions about the changing roles of girls and women in society and make sentences about your predictions.

1 If more girls are educated, will fewer babies be born?
2 How will men feel when more women are working as their equals or bosses?
3 If more girls have boyfriends, will there be fewer arranged marriages?
4 If more girls are educated, what other changes will happen to traditional family life?

A1.5 Listening: A mother's voice

We heard a father's thoughts about his son and daughter in A1.2. What do you think his wife thinks about them? You are going to hear her views in a moment.



1 **In a small group, discuss what you think the mother feels about the topics that the father spoke about. Make notes of your predictions in your exercise book, under these headings.**

1 Her daughter's education.
2 Her plan to go to university in Addis Ababa.
3 The news that she has a boyfriend.
4 Her future marriage.
5 Her son's plan to work with his uncle.
6 Her son's values.
7 Her son's plan to move to the city.

2 **Now listen to the mother's views. As you listen, take notes of anything that is different from your predictions.**

3 **Compare your notes with those of others in your group.**

4 **Discuss what you think of the mother's views.**

1 Are they very different from your predictions?
2 Do you agree with her?
3 Are her views like those of your mother?

5 **Match the words on the left, which come from the listening text, with the meanings on the right.**

1 Pessimist.	**a** Be realistic and sensible in your approach to life.
2 Get in the way.	**b** Someone who always expects that bad things will happen.
3 Have your feet on the ground.	**c** Prevent something from happening.

A1.6 Language focus: *the more …, the more …*

At the end of the listening text, the mother says:
The older you get, the wiser you become.

This is an example of how we can use two different comparative adjectives to show things changing at the same time.
Look at these other examples:
The more you have, the more you want.
The more girls go to school, the harder they will try.

Note: when saying these sentences, the important words should be stressed:
The '*older* you '*get*, the '*wi*ser you be'*come*.

1 **Practise saying all the example sentences in the box with the correct stress.**

2 **Make sentences from these situations. Be careful with the comparative forms of *well* and *little*.**

a You sleep, you are tired. *The more you sleep, the more tired you are.*
b You work hard, you sleep well.
c You have money, you are unhappy.
d You study, you are confident before an exam.
e You do little, you get lazy.
f You are active, you are healthy.

3 **Talk about the sentences above with some other students. Do you agree or disagree with them? Why?**

4 **With your partner, make up two or three of your own sentences like this about growing up, family life and getting older which say things that you believe to be true.**

A1.7 Study skills: Self-analysis

1 **What are your beliefs about language learning? On your own, look at this list of statements. For each one, choose a response that reflects your approach to improving your English: *Yes*, *Maybe* or *No*.**

	Yes	Maybe	No
1 It is very important to learn grammar rules.			
2 You should find opportunities to speak English as often as you can.			
3 When you are reading, you should look up all the words you don't know in a dictionary.			
4 It is best to use the language naturally, without thinking about grammar rules.			
5 Learning lists of words is important for increasing your vocabulary.			
6 Listening to English radio stations and watching films is a good way to improve.			
7 If you make a mistake in class, your teacher should correct you immediately.			
8 When you are reading you should try to guess the meaning of any new words.			
9 You should keep a study notebook and write down all new grammar and vocabulary.			
10 When you are speaking you shouldn't worry about making mistakes, just focus on communicating what you want to say.			
11 It is very important to review your English lesson after school.			
12 Although your teacher can help you a lot, how much you learn is your responsibility.			

2 **Turn to page 289 to score your answers and then interpret your score.**

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

- Do you think the results are true for you?
- What have you learned about yourself from this activity?

A1.8 Language focus: The language of discussion

1 **Read this dialogue. Some students are discussing the opinions expressed in the listening texts earlier in this unit.**

Ayisha: So what do you think? Do you agree with the father or the mother?

Galore: If you ask me, the father is right to worry. We have lost our traditional values. In the old days, life in the villages was settled and ordered. Everyone knew what life had in store for them. The pattern was set. Boys lived one kind of life and girls lived another.

Ebise: That's true, but to my mind we can't live in the past. We have lost some good things, but it seems to me there are many new opportunities for women now. Don't you think that's a good thing?

Galore: As I see it, in the modern world there are no controls, young people do what they like. There is no sense of responsibility.

Ongaye: That's nonsense! The mother trusts her children to do the right thing, but they are both planning to leave home.

Ayisha: Excuse me, but don't you think the mother trusts her children too much? To my mind she needs to control them a bit more.

Galore: I couldn't agree more. And the father too, he doesn't seem to control his children. He just accepts the way they are.

Ebise: What do you think, Jemila?

Jemila: Me? I've no strong feelings either way.

Ayisha: Well, our time is up now, so I think we must agree to disagree. Two of us support the father, and two of us support the mother; one is sitting on the fence. Do we agree about that?

All: Yes!

2 **Answer these questions.**

1 Which of the students support the father's point of view?
2 Which of the students support the mother's point of view?
3 Which of the students has no opinion?

3 **Next to these headings write as many relevant expressions as you can from the dialogue.**

- Giving an opinion
- Saying you don't have an opinion
- Trying to change someone's opinion
- Asking someone's opinion
- Interrupting
- Agreeing
- Partly agreeing
- Disagreeing
- Reaching a conclusion

© World Vision Not to be sold

4 **Add these expressions to the relevant groups.**

1 Personally, I think …
2 Have you considered that …?
3 Maybe
4 You can't mean that!
5 I absolutely agree with what you have said.
6 I'm of the opinion that …
7 I see things differently.
8 I really can't say.
9 Look at it this way …
10 I'd just like to say …
11 You are right.
12 With respect to what you have said, I think …
13 If I may say so, …
14 Well, that's settled then.
15 Would you agree that …?
16 That's true up to a point.
17 I'm afraid I must disagree with you.
18 What's your feeling about this?

5 **Work in a group and discuss each of the statements below.**

- Allow each person to give their opinion.
- Use some of the language of discussion above.
- Come to a group conclusion on the extent to which you all agree or disagree with each statement. Report back to the rest of the class.

a *The life in the towns, with television and telephones and so on, is out of control and people are unhappy as a result.*

b *The family must come first and that means that women should put their role as wife and mother before anything else.*

c *It's a man's world. They do what they want and women just let them get away with it.*

d *Women don't have the same chances as men.*

e *Actually people talk about women's rights, but I think men are the ones who have the hardest role. We are the ones that have to provide for our families.*

f *In the most successful marriages the husband and wife work out a way of life in which both have rights and responsibilities.*

g *I don't think women can blame men if their lives don't turn out so well. It's the same for girls as it is for boys. You have to work for what you want.*

h *Educating women does not mean that they can't have families or be good mothers. Millions of women around the world have a job and a family.*

© MoE Ethiopia Not to be republished

A1.9 Speaking: Role-play – family issues

1 **Work in a group of three. Each of you must take one of these roles: mother, father, son or daughter who is in Grade 11. Choose one of the situations below and develop a family discussion about the problem.**

- Discuss the situation and try to develop it: What is going to happen in your short scene? What is the attitude of the father? The mother? The son or daughter? Is anyone going to get angry? Are they going to reach an agreement?
- Plan what each person is going to say (you don't have to write it down, but you can make notes). Your role-play should last a few minutes.
- Practise your role-play several times. Be prepared to perform it.

Situation 1: The father has decided it is time his daughter left school and got married. He has arranged a marriage for her with a local businessman.

Situation 2: The daughter of the family has just discovered she is pregnant.

Situation 3: The daughter of the family has started wearing tight trousers and very short T-shirts, make-up and high heels.

Situation 4: The mother and father want their son to be a doctor or lawyer. However, he doesn't like studying. He spends all his time playing sport.

Situation 5: The mother found her son smoking in his room.

Situation 6: The son of the family goes out every evening and doesn't come in till late, particularly at weekends. He is disrespectful to his parents.

2 **When everybody is ready, each group must perform their role-play for the other groups. After each role-play make notes about it in your table.**

Group	Topic	What happened	Who I agree with	My advice to the family

3 **Now in a group, compare your reactions to each of the role-plays you have seen and see to what extent you all have the same opinion.**

© FDR Ethiopia Not to be republished

Part B

Objectives

In this part of Unit 1 you will:

- talk about what makes family life happy
- read about a family in the Semien mountains area
- consolidate your knowledge of phrasal verbs
- write about some of your childhood memories
- read a memory of a rural childhood
- identify the meanings of some discourse markers and use them in sentences
- write a formal letter
- think about and discuss your expectations of Grade 12
- make sentences about regrets using *I wish*
- read about China's one-child policy
- review and discuss different ways of recording vocabulary.

B1.1 Speaking: A happy family life

Work in a small group and discuss the following.

1. How many people are there in the family in the picture? Who are they? Where do they live? What do they do? Do they look like a happy family? Why do you think so?
2. Think of the ingredients for a happy family life.
   - Brainstorm your ideas.
   - One member of the group should make notes of the points you make. Be prepared to justify them.
   - When you are ready, share your ideas with the rest of the class.



FDR Ethiopia
Unpublished

B1.2 Reading: My family

1 **Read this description of happy family life in one part of Ethiopia. Identify aspects of the life described that match your list of 'ingredients' in exercise 1.**

My name is Aret and I live in the beautiful Semien Mountains area, where I have grown up. My family live in a typical stone and mud house with a thatched roof. I have two brothers, Wakwoya who is younger than me and also at school, and Berhe, our older brother who is already a primary school teacher. My grandparents also live with us. People say I take after my father who is tall and strong-minded! I hope I will be beautiful like my mother, too!

I have to get up very early as I go to school in the morning. After school, I have to help my brother look after the goats. I help my mother prepare injera for our meal, too. Then I get on with my homework in the evenings. At weekends we often go to the school field for sports. I usually play in a volleyball game or do some training. Wakwoya plays football. When there's a holiday, like Timket or Enkutatash, the whole family goes to the village and we have to take part in special dances: one for the girls and one for the boys. I always look forward to these occasions very much.

Wakwoya and I are close in age and when we were growing up we used to play together but we often fell out. Now we are older we get on better, and help each other with our homework. I want to do well in Grade 12. My parents have worked hard to let us stay on at school and I don't want to let them down.

2 **With a partner, talk about Aret's life. In what ways is it like your own?**

B1.3 Increase your word power: Phrasal verbs

1 **There are nine different phrasal verbs in the text above. Identify them and match them to the meanings below. Note: One of them is used twice with a different meaning in each case.**

1 To disappoint someone, especially by not doing what you promised.
2 To have a friendly relationship with someone.
3 To continue or to make progress with a job, work etc.
4 To get out of your bed after sleeping.
5 To continue to do a job or to study after the time when people can leave.
6 To take care of someone or something.
7 To look or behave like an older member of your family.
8 To be excited and happy about something that is going to happen.
9 To have a quarrel.
10 To gradually change from being a child to being an adult.

© MoE FDRE Not to be sold

Phrasal verbs consist of a verb + particle. Particles are words like: *up*, *in*, *off*, *after*, *to*, *at*.

- Most phrasal verbs have several meanings, for example, *make up*, *put down*
- Some phrasal verbs have a particle which is made up of two words, for example, *made up of*, *look forward to*.

- Phrasal verbs behave in different ways grammatically: some can be split and some can't.
  1. The object of some phrasal verbs usually goes between the verb and the particle (or ending), for example: *Put the book down.*
     The object of these phrasal verbs can go after the particle too, if it is a full noun: *Put down the book.* But if the object is a pronoun, it must go between the verb and the particle: *Put it down.*
  2. The object of some phrasal verbs always goes after the particle, for example: *I'm looking for my keys. I'm looking for them.*
  3. Some phrasal verbs are intransitive, they don't take an object, for example: *I'm going out now.*

2 **Put the words in the correct order to make sentences.**

1. a long market If go will you this the you on reach road.
2. forward the Are holidays you to looking?
3. parents after of you Which your take do?
4. by badly let team down school The the playing.
5. late My stay brother to office at finish has work his to his on.

3 **Put the phrasal verbs you found in exercise 1 into these groups.**

1. Object usually goes between the verb and the particle.
2. Object always goes after the particle.
3. Doesn't take an object.

4 **Work in a group. Your teacher will give each person a phrasal verb.**

1. Don't show your phrasal verb to anyone else! You must act out one meaning of your phrasal verb and the other students in the group must guess what it is.
2. In your group, write new sentences containing all your phrasal verbs.

© MoE: FDR Ethiopia
Not to be republished

B1.4 Writing: Memories

Unlike a novel, a biography concerns real events in someone's life. There are many biographies of famous people, alive and dead, and some famous people write their autobiographies. However, you don't need to be famous to write an autobiography. Everybody's life contains interesting events which deserve to be written about, whatever your background.

1 **On your own, think of some interesting, happy, proud, sad, funny, daring or embarrassing childhood memories.**
They could be about:
- a family custom that you remember well (for example, how you used to spend a religious holiday; the family duties you had to do).
- an incident that you remember, something that happened to you or someone else in the family (for example, a time when you broke something important or expensive).

2 **Talk about your memories with a partner.**

3 **Choose five memories and write notes on each one: try to select a range of different types of memories.**

4 **Write a short paragraph about each of your five memories. Each paragraph should be between 70 and 150 words. Your piece of writing can be called *Memories*.**

Begin each paragraph like this:
- *I remember the time when I was about … years-old and …*
- *On another occasion, …*
- *Next, I'm going to describe …*
- *Another memory is of …*
- *Finally, a very happy memory of …*

5 **When you have finished a first draft of your writing, check your work carefully and make any necessary changes. Then write a final version.**

6 **Spend some time reading the memories of other students in the class.**

© MoE FDR Ethiopia
Not to be republished

B1.5 Reading: A childhood memory

The text below comes from *The African Child* by Camara Laye. It is his autobiographical account of growing up in a village in Guinea, in West Africa. His father was a goldsmith and had a workshop. He employed a number of apprentices – young boys who were learning the craft – and they lived in the family compound. Read the text and answer the questions below.

In the morning when, after some persuasion, we rose, we found the breakfast ready. My mother awoke at **dawn** to prepare it. We all sat around the great steaming dishes: my parents, sisters, brothers, and the apprentices. There was one dish for the men, and another for my mother and my sisters.

It would not be exactly right for me to say that my mother **presided** over the meal: my father presided over it. Nevertheless, it was the presence of my mother that made itself felt first of all. Was that because she had prepared the food, because meals are things which are mainly a woman's business? Maybe. But there was something more: my mother, by the **mere** fact of her presence, and even though she was not seated directly in front of the men's dish, saw to it that everything was done according to her own rules; and those rules were **strict**.

Thus it was forbidden to **cast my gaze** upon guests older than myself, and I was also forbidden to talk: my whole attention had to be fixed on the food before me. In fact, it would have been most impolite to chatter at that moment. Even my younger brothers knew that this was no time to **jabber**: this was the hour to pay honour to the food. Older people observed more or less the same silence. This was not the only rule: those concerning cleanliness were no less important. Finally, if there was meat on the dish, I was not allowed to take it from the centre of the dish, but only from the part directly in front of me, and my father would put more within my reach if he saw I needed it. Any other behaviour would have been **frowned upon** and quickly **reprimanded**. In any case, my **portion** was always so **plentiful** that I should never have been tempted to take more than I was given.

When the meal was over, I would say: 'Thank you, Father.' The apprentices would say: 'Thank you, master.' Then I would **bow** to my mother and say: 'The meal was good, Mother.' My brothers, my sisters, the apprentices did **likewise**. My parents replied, 'Thank you' to each one of them. Such was the rule. My father would certainly have been **offended** to see it broken, but it was my mother, with her quicker temper, who **rebuked** any **transgression**. My father's mind was with his work, and he left these **prerogatives** to her.

1 **What is the main point of each paragraph? Match the paragraph numbers on the left with the topics on the right. Note: There are two extra topics that you don't need.**

1	**a**	Rules of behaviour.
	b	Other meals of the day.
2	**c**	What happened first thing in the morning.
	d	The food that was eaten.
3	**e**	What happened at the end of the meal.
	f	His mother's role at the meal.
4		

2 **Choose the best option to complete the sentences according to the text.**

1 At breakfast, the writer:
- **a** ate the same as everyone else.
- **b** ate the same as the other men.
- **c** ate the same as the other children.

2 His mother:
- **a** did not sit at breakfast with the family.
- **b** sat among the men at breakfast.
- **c** supervised the meal.

3 While they were eating:
- **a** the children did not speak to the adults.
- **b** only the adults could speak.
- **c** there was generally silence.

4 The writer:
- **a** served himself from the meat dish.
- **b** served his father from the meat dish.
- **c** was served by his father from the meat dish.

5 Usually the writer was given:
- **a** more food than he needed.
- **b** just about enough food.
- **c** less food than he wanted.

6 At the end of the meal, the children and apprentices gave thanks to their parents because:
- **a** both parents expected them to.
- **b** their mother expected them to.
- **c** their father expected them to.

7 The children were told off and punished:
- **a** by both their mother and father.
- **b** by their mother.
- **c** by their father.

3 **Match the words on the left, which are highlighted in the text, with their meanings on the right.**

1 dawn	**a** in the same way
2 presided	**b** the amount of food for one person
3 mere	**c** the breaking of a rule
4 strict	**d** more than enough
5 cast my gaze	**e** the time of day when light first appears
6 jabber	**f** told that you have done something wrong
7 frowned upon	**g** made angry or upset because someone has done or said something which is thought to be rude, unkind or unacceptable
8 reprimanded	**h** firm, severe
9 portion	**i** spoke angrily to someone because they have done something wrong
10 plentiful	**j** disapproved of
11 bow	**k** to be in charge of a formal meeting or ceremony
12 likewise	**l** to bend the top part of your body forward in order to show respect for someone
13 offended	**m** simple
14 rebuked	**n** a special right that someone has
15 transgression	**o** look at
16 prerogative	**p** talk quickly and not very clearly

FDR Ethiopia Not to be republished

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

1 What is the extent to which your family observes these customs? If they are different, say in what ways.
   - **a** Breakfast is a large important meal.
   - **b** The whole family eats meals together.
   - **c** The men eat different food from the women.
   - **d** The children must not look at older guests during meals.
   - **e** No one speaks during the meal.
   - **f** The children cannot help themselves to food.
   - **g** After the meal, the children thank their father and mother, and bow to their mother.
   - **h** The mother is responsible for disciplining the children.
2 Do you know if there are parts of Ethiopia where customs like these exist?
3 What is your view of the customs described in the text?
4 Did you find reading this text interesting? Why do you think the author decided to write a description of his childhood?
5 Compare this text with the childhood memories you wrote about in the *Writing* exercise in B1.4. Are there any similarities?

B1.6 Increase your word power: Discourse markers

Discourse markers are words and phrases which link and relate ideas to each other. Discourse markers are usually formal and used when speaking in a formal context or when presenting information formally in writing.

1 **Put the discourse markers in the box into the correct groups in the table according to their function.**

regarding while nonetheless concerning in addition as regards whereas as far as … is concerned finally furthermore as a result such as nevertheless consequently thus although as even though for example

1 To focus attention on what follows in the sentence. This is done by announcing the subject in advance, or to indicate a change of subject.	*with regard to*
2 To present two different ideas.	*on the other hand*
3 To present two contrasting ideas.	*however*
4 To add information to what has been said.	*moreover*
5 To show that the second statement results from the first.	*therefore*

6 To introduce a statement that was the cause of another.	*since*
7 To illustrate a point that has been made.	*for instance*
8 To sequence events or list points.	*firstly*

2 **Complete these sentences from the reading text with suitable discourse markers from your table. Then, check your answers by going back to the reading text.**

1 My father presided over the meal. _____ , it was the presence of my mother that made itself felt first of all.
2 My mother, by the mere fact of her presence, and _____ she was not seated directly in front of the men's dish, saw to it that everything was done according to her own rules.
3 Those rules were strict. _____ it was forbidden to cast my gaze upon guests older than myself.

3 **Complete these sentences with suitable discourse markers from the table.**

1 _____ your advertisement for hotel staff, I am writing to apply for the post of receptionist.
2 _____ basketball remains a popular sport, football is by far the most popular leisure activity.
3 My marks have been improving steadily. _____ I have had several successes on the sports field.
4 A percentage of hospital patients have smoking related illnesses. _____ the number of smokers is increasing.
5 He made little effort for his final exams. _____ , his marks were rather low.
6 _____ I am _____ , we should organise a play for the end of term.
7 _____ we have had so much wet weather recently, the school sports day has been cancelled.
8 Our teacher promised to take us on a trip to the national park. _____ he changed his mind last week.
9 _____ my marks in maths and science are improving, in English, history and geography I am not doing so well.
10 There are many reasons why breast milk is more beneficial than bottle milk. _____ it strengthens a baby's immune system.

© MoE FDRE Ethiopia
Not to be republished

B1.7 Writing: A formal letter

1 **Having read Camara Laye's account of meal times in rural Guinea, write a letter to the author comparing his account with meal time traditions in your part of Ethiopia. This is a formal letter, but not a business letter: it is more like an essay in which you are putting forward your point of view.**

Follow these steps:

1 Begin by looking back at the text in the Reading exercise and thinking back to the points you made in your discussion in exercise 4 on page 18.

2 Decide whether you are going to say that meal times in your area were generally similar or different.

3 Make a list of the points to include in your letter. Here are two possible ways of doing it.

Example 1:

a Similarities between traditional family meals in my region and in Guinea.
b Differences.
c Modern meal times.

Example 2:

a Comparison of who eats together and who presides over the meal in the writer's account and in my region.
b Comparison of how food is served.
c Comparison of what is eaten.
d Comparison of how children behave.

4 Think of a suitable introductory paragraph, for example:
- say why you are writing
- comment on the extract by the author politely
- say what you are going to discuss in your letter.

5 Think of a suitable concluding paragraph, for example:
- sum up your points
- think of a polite way of closing.

6 Make sure you remember the conventions of formal letter writing (see below).

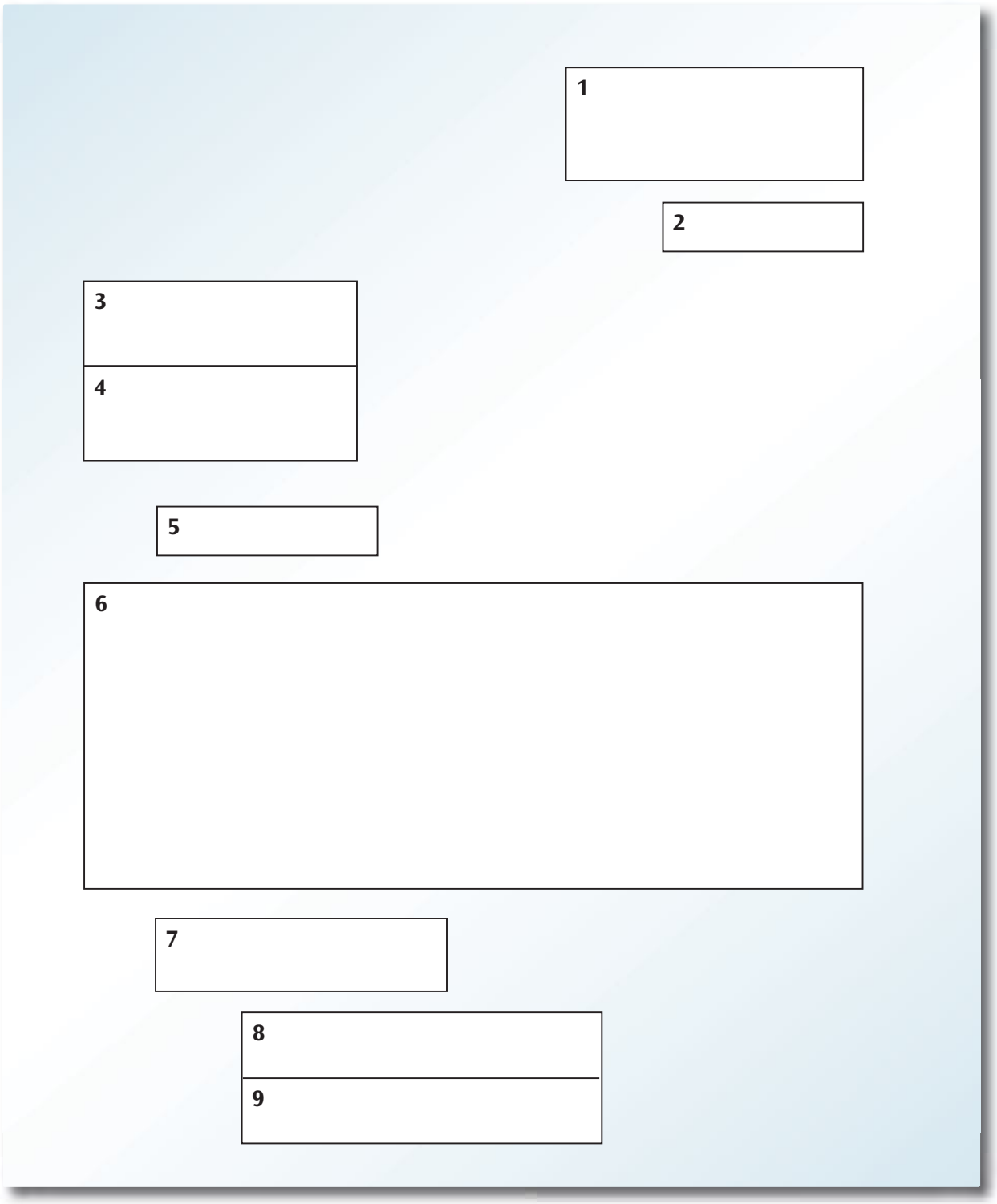
7 Write a rough draft of your letter:
- Set out your letter following the conventions of formal letter writing.
- Divide up what you have to say into about five paragraphs (including the introduction and conclusion) according to the number of points you want to make.
- Link your points with suitable discourse markers where appropriate.

8 Check your draft carefully to make sure:
- your ideas are logical and clearly expressed
- your spelling, grammar and punctuation are accurate.

9 Now write a final, neat version of your letter on a clean page of your exercise book.

2 **Identify the parts of the formal letter in the diagram below. Write the letters into the blank spaces of the letter.**

a sender's name
b receiver's name
c body of letter
d opening salutation
e date
f sender's address
g sender's signature
h closing salutation
i receiver's address



3 **In formal letters the opening salutation (or greeting) must match the closing salutation. Match the openings on the left with the correct closings on the right.**

Dear Sir or Dear Madam *Dear Sir or Madam*	Yours sincerely
Dear Mrs Kelile *Dear Dr Kelile*	Yours faithfully

B1.8 Study skills: Looking forward to Grade 12

You are now in Grade 12. This is a very important year and at times it will be tough going. As you start, it is a good idea to think about what you can expect from your English course and what you should expect to contribute yourself 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.**

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

1 We will have regular homework, but not after every lesson.
2 We will all do our homework on time.
3 We will record all the new words we learn in our vocabulary books.
4 We will regularly revise grammar and vocabulary.
5 We will be told in advance when there is a test.
6 We will all, students and teacher, arrive on time for class.
7 We will be quiet and listen when someone else is speaking.
8 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 the 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 exercise book. Think of a suitable heading.**

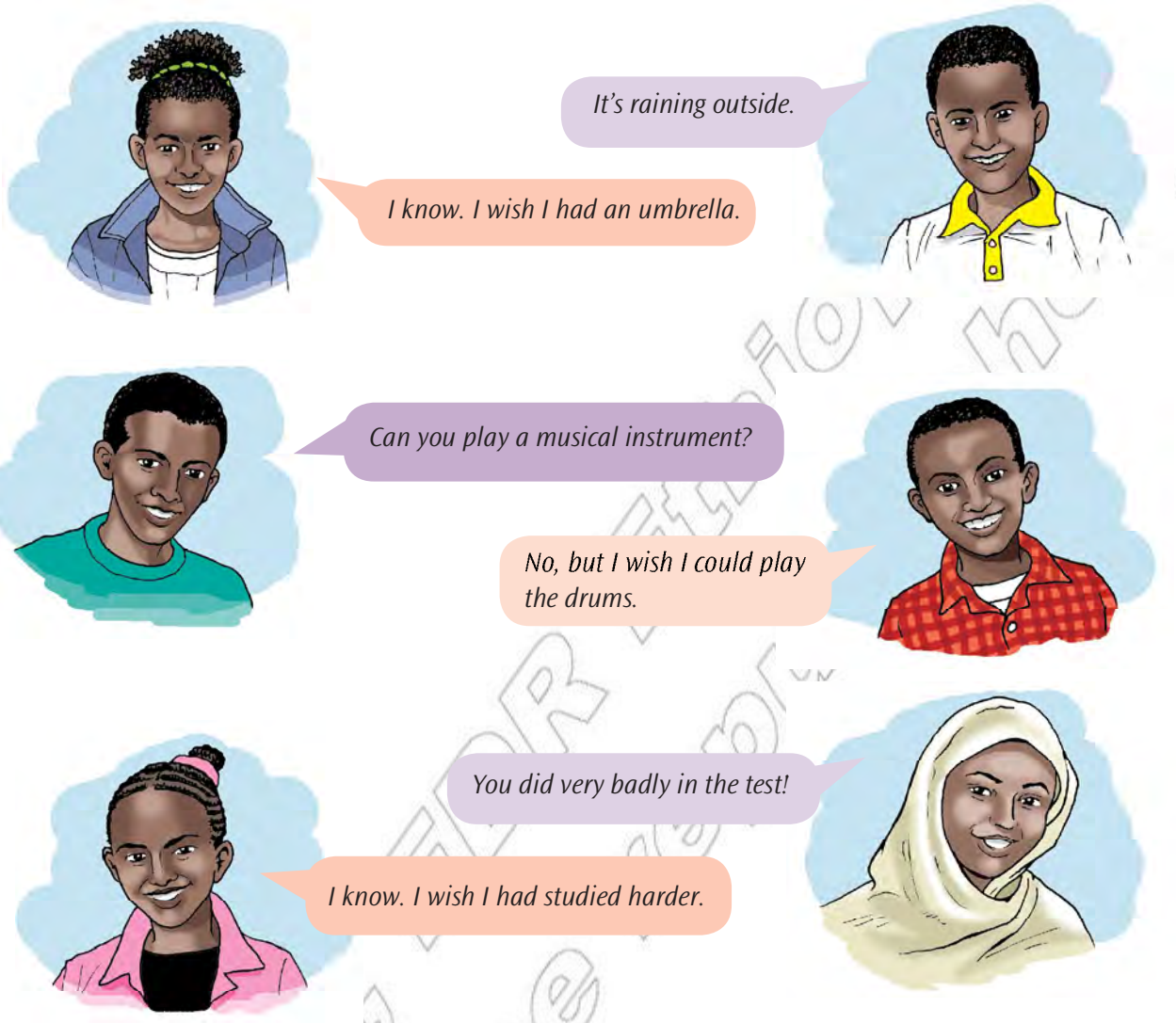
5 **Work in a group to make a class poster of the contract.**

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

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

© Molteno Project Not to be republished

B1.9 Language focus: Expressing regret



We use *I wish* + *I* + past simple to talk about things that we regret, which are not as we would like or as we dream of, for example:
I wish I lived nearer the school.
I wish I could speak French.

Note: when we use *I wish* + the verb *to be*, *were* is often used instead of *was*. For example:
I wish I were taller.
I wish my sister were closer to me in age.

We use *I wish* + *I* + *past perfect* to talk about things which we regret about the past. For example:
I wish I hadn't spoken unkindly to my best friend yesterday when we had an argument.

1 **Complete the sentences with the correct forms of the verbs in brackets.**

1 I'm thirsty! I wish we (have) ..... some money for a cool drink.
2 You dance so well. I wish I (can dance) ..... like you.
3 When we go running, I am always the last. I wish I (can run) ..... faster.
4 Oh dear! My maths book isn't in my bag. It must be at home. Mr Tefera will be angry with me! I wish I (not forget) ..... to bring it today.
5 My silver earrings would go very well with this dress. I wish I (not lost) ..... them.
6 Melesse is absent from school today and I need to speak to her. I wish she (to be) ..... here.

2 **Complete these sentences in ways that are true for you.**

1 I wish I had …
2 I wish I could …
3 I wish I didn't …
4 I wish I hadn't …
5 I wish I were …

B1.10 Reading: China's one-child policy

1 **In China they have a very large population and a unique approach to controlling its growth. Read this text to find out about it.**



Meet Sheng. He lives in Shanghai, China's biggest city. Sheng is 16-years-old and goes to high school. His parents, Mr and Mrs Li, are both teachers, but not in his school. Like most of the students in his class, Sheng has no brothers and sisters. This is because since 1979 China has had a one-child policy, which means that in the cities of east and central China, where most of the population live, families are only allowed to have one child.

To people outside China this policy seems strange, cruel and unnatural. Chinese people don't like it, but they accept it. Sheng explained to me that in 1979 China was a very poor country. There weren't enough energy resources, food or water to support the huge population, which was growing rapidly. The government decided that they would have to introduce strict laws about the number of children families could have. They didn't just want to slow down the rate of growth, they wanted to reduce the number of people in China, and that meant only one child per couple. Since that time, China's economy has grown, and with only one child, families have more money and **materially** are **better off**.

The statistics speak for themselves. In 1980 the population of China was about 1 billion. It is now 1.3 billion with a growth rate of about 1.5% per year. By 2030, when the population is expected to be 1.4 billion, the growth rate will be 0% per year.

Compare this with population growth in Ethiopia, where food, water and energy resources are also insufficient. The current population is about 80 million. It has doubled since 1980 and it is expected to double again by 2030.

© Ethiopia Publishing

Although the figures in China are impressive, the one-child policy has its downside. If women get pregnant after having one child, they are encouraged to have an abortion, or they have to pay a heavy **fine**. More serious for the economy is the fact that there are now too many old people with not enough younger working people to support them. Experts in China predict that in twenty years' time young married couples will have to look after four ageing parents and eight elderly grandparents.

Sheng is optimistic, though. He told me there has been some easing of the one-child policy recently and that in Shanghai it is now possible for couples who have no brothers and sisters themselves to have two children. So he is looking forward to his children having a happier childhood than he did, with no one to play with at home.

2 **Complete this table with population statistics from the text.**

	1980	Now	2030
Population of China			
Population of Ethiopia			

3 **Look back at the text and identify the relevant arguments. Make notes in your table.**

Arguments for China's one-child policy

1

2

3

Arguments against China's one-child policy

1

2

3

© MoE, FDRE
Not to be republished

4 **Work in a small group and compare the points you have identified. Then, share them with the rest of the class.**

5 **Match the words on the left, which come from the text, with the meanings on the right.**

1 Rate	**a** An amount of money paid as a punishment by someone who has committed a crime.
2 Materially	**b** A medical operation to end a pregnancy while the baby is still too small to live.
3 Better off	**c** Concerning money and physical possessions, rather than religion or beliefs.
4 Abortion	**d** The speed at which something happens.
5 Fine	**e** Comparative form of the adjective well off, meaning with enough money and possessions to live comfortably.

6 **Which of these statements do you agree with? Discuss them in your group. Say why you agree or disagree with them.**

1 Ethiopia's problems could be solved with a one-child policy. We should seriously consider it.
2 A one-child policy is not possible in Ethiopia, but we could introduce something like it. We must do something to reduce population growth.
3 Any attempt to limit the number of children people can have in Ethiopia would be unacceptable.

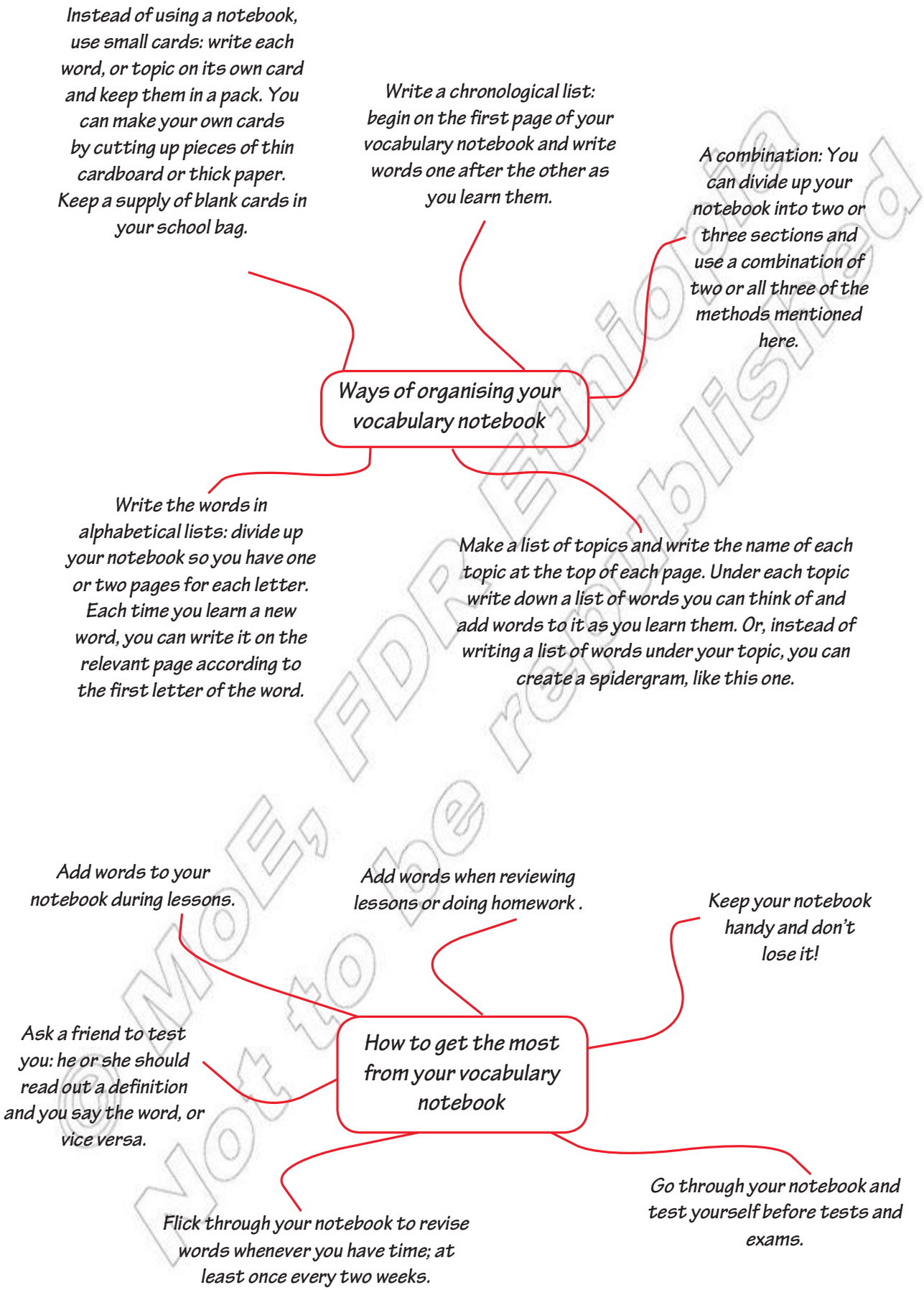
B1.11 Study skills: Recording vocabulary

Whether in your mother tongue or a second language, there are always new words and expressions to learn. So that you don't forget them, it is useful to record them when you come across them, for example in class or when you are reading at home. In order to do this, it is a good idea to have a separate vocabulary notebook, which you can carry easily in your school bag.

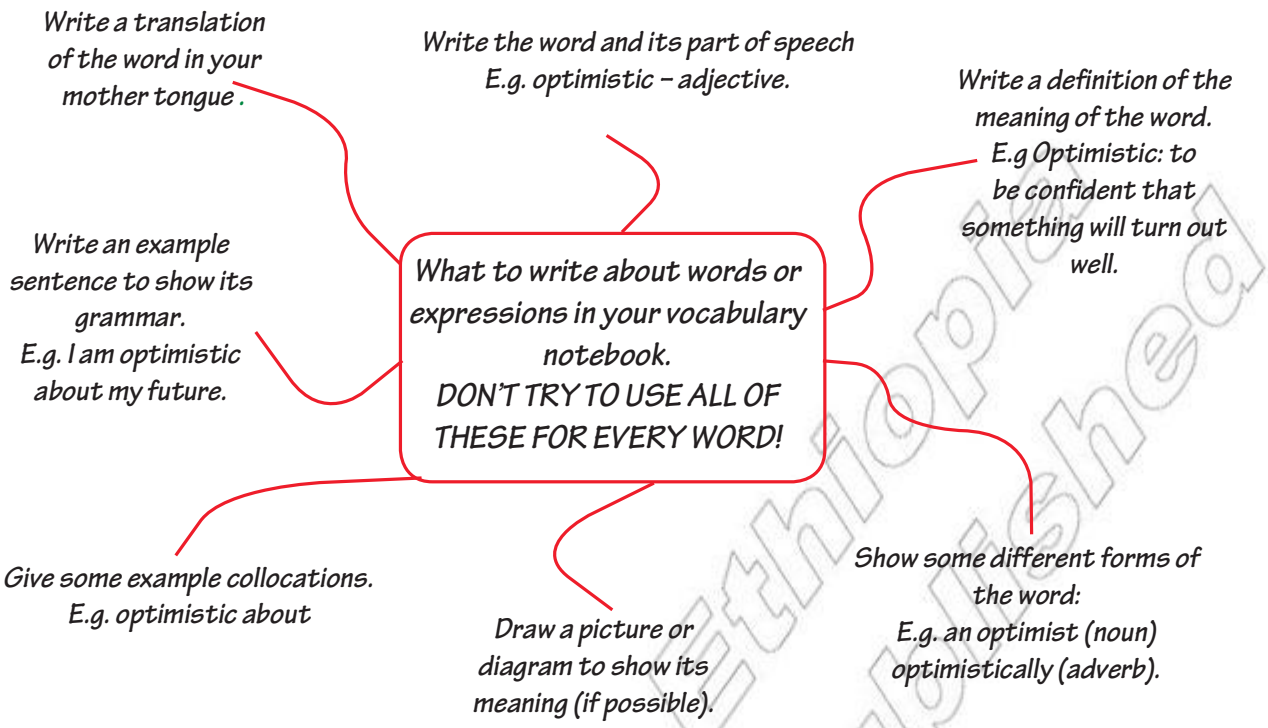
However, there are three important decisions to make:

- How are you going to organise your vocabulary book?
- What are you going to record about your new words and expressions?
- How are you going to use it effectively?

There are several ways of doing these tasks, some of which you have looked at in earlier grades. These three spidergrams set out some of them.



© MOE, FDR Enjoined
Not to be republished



1 **Look at each spidergram and, with a partner, discuss the different methods described.**

- Say which ones you have used and which you have never used.
- Say which method(s) you prefer and will use this year.
- Suggest some other methods to add to the spidergrams.

2 **Spend some time adding the new words from this unit to your vocabulary notebook.**

B1.12 Assessment

1 **Speaking**

Work in a group with two or three other students. Your teacher will give you some topics and you must have a conversation about each one.

- Your teacher will tell you how long you have to discuss each one.
- All the topics will be related to issues of traditional and modern family life which you have looked at in this unit.
- Each person in the group should contribute to the conversations.
- Try to use the language of discussion you practised in A1.8.

© MoE: FDR Ethiopia
Not to be republished

2 Speaking

Your teacher will give you a text about a wedding in Gikuyu village in Kenya from Samuel Kahiga's novel *The Girl from Abroad*. Read it and then do these tasks.

1 Choose the best answers to these questions

1 How far did the bridegroom have to travel that day?
- **a** A short distance.
- **b** Quite a long way.
- **c** We don't know.

2 Why would the women make the groom suffer when he arrived?
- **a** It was traditional.
- **b** Because they didn't like him.
- **c** Because in their culture being late was not acceptable.

3 How did the bride's family know that the groom's party had come in just a few cars?
- **a** Because they could see them over the hedge.
- **b** Because they already knew they were few.
- **c** Because of the sound of the horns.

4 Why did the bridegroom wait in the car?
- **a** It was traditional for the best man to go and get the bride.
- **b** He was feeling upset because of what had happened on the journey.
- **c** He was afraid of the women.

5 How did the women feel about the fact that the best man and his friend were covered in mud?
- **a** They were very angry.
- **b** It made a bad impression.
- **c** They thought it was funny.

6 How did the women react to the short man's explanation for the fact they were covered in mud?
- **a** It was impressive.
- **b** It was too clever.
- **c** It was unacceptable.

7 What language did the best man speak when he started to explain why they were covered in mud.
- **a** Gikuyu (their mother tongue).
- **b** English.
- **c** Gikuyu with some English words

2 Match the expressions from the text on the left with the explanations on the right.

a the distance… was not like that from the nose to the eye	**1** (spoken) in a way which is meant to upset the person you are speaking to or make them feel uncomfortable
b bargain	**2** a very loud unpleasant noise
c blare	**3** a quiet expression of feeling
d murmur	**4** men who fight in battles
e sarcastically	**5** to discuss the conditions of a sale or agreement etc in order to get a fair deal
f warriors	**6** it was a long way

© FDRE Ethiopia
Not to be republished

Unit 2

Communication

Part A

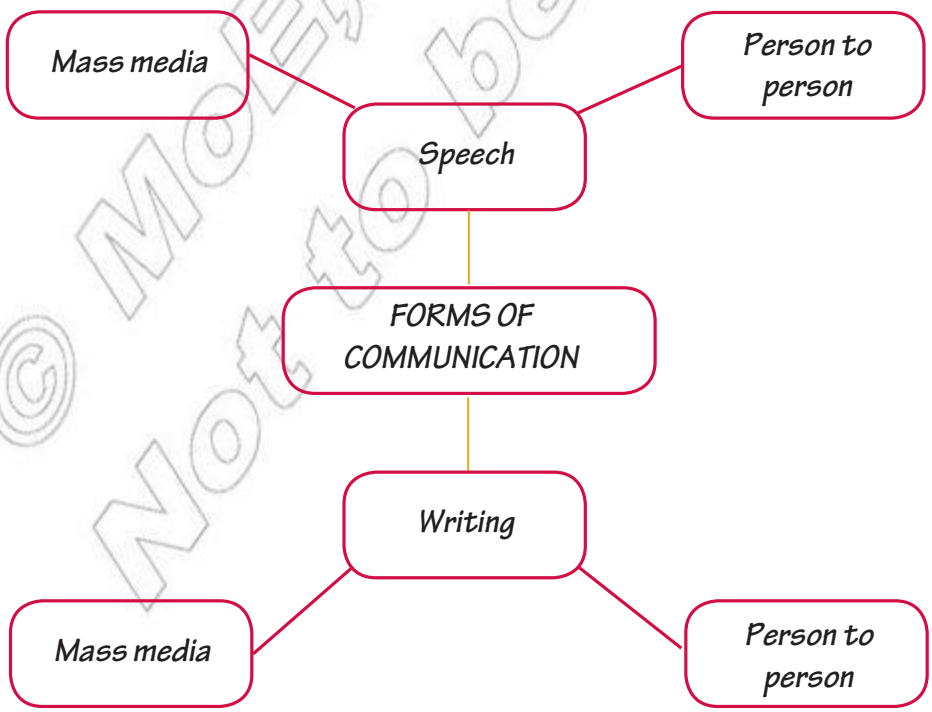
Objectives

In this part of Unit 2 you will:

- talk about different kinds of communication
- learn how to make guesses
- listen to people in different jobs, describe how they communicate
- learn some words that describe feelings
- practise different ways of expressing regret
- role-play and discuss situations in which there is miscommunication
- extend your knowledge of prefixes
- read about and listen to some tips for communicating effectively
- write a definition of communication
- read about communication in the animal world
- create a mind map about ICT in education and write an essay on the topic.

A2.1 Introduction: What is communication?

1 **Communication can be from one person to another (person to person) and also from one person or organisation to a lot of people (for example, through the mass media). Copy the mind map into your exercise book. Add examples of these different kinds of communication to the ovals in this mind map.**



© MoE, FDRE Ethiopia
Not to be republished

2 **Why do we communicate? Work with a partner and think of as many different reasons as you can.**

Example: *To ask another person to do something.*
To have a friendly conversation.

3 **With your partner, discuss how communication has changed in the modern world.**

4 **Sometimes a message that is communicated (or *encoded*), may not be the same as the message that is received (or *decoded*). To illustrate this, play the game Chinese whispers. Your teacher will give you instructions on how to play. After the game, discuss the questions below.**

- How many of the messages were communicated with 100 per cent success?
- If some were not communicated successfully, why was this?

A2.2 Language focus: Guessing

1 **Words are the most important means of communication for humans. However, sometimes we have to rely on other means.**
Work in a group and think of situations when we can't use words to communicate.

2 **Your teacher will give your group some situation cards, these will have different messages written on them. Place the cards face down so that the messages are hidden. Follow the instructions.**

- One student must take a card and mime the message to the other members of the group who must guess what it is.
- Another student takes a different card, and mimes the message on that card.
- Repeat until everyone in the group has taken a turn.
- Before you start the activity, look at the language in the box below. Try to use some of the words and phrases when guessing the mimed messages.

Language for guessing	
She might be …	turning something on.
She could be …	lost something.
She might have …	
	she is looking for something.
It looks as if …	she has eaten something bad.
I think …	she has lost her key.
My guess is …	there is a snake in the bathroom.

3 **With a partner, discuss the situations in the pictures on the next page. Use the language in the box to write a sentence about what is happening.**

For example: *a) It looks as if they are having a serious argument.*

© FDR Ethiopia Not to be republished

a



b



c



d



e



f



A2.3 Listening: How I communicate

You are going to hear some people describing how they have to communicate in their jobs. When you have heard the descriptions, do the following tasks:

1. **As you listen, identify the job each person does.**
2. **Pick put some key words that help you identify each job.**
3. **Choose words from the box below to describe the feelings of each person about their job. You may also use your own words.**

enthusiastic	bored	passionate	frustrated	
irritated	proud	inspired	self-confident	content

4. **Which of these jobs would you be most and least suited to? Discuss this with a partner and give reasons for your answer.**

A2.4 Increase your word power: Feelings

1. **Work with a partner or in a small group. Put the words from the box above into the correct columns. Add any other words that you thought of.**

Positive feelings	Negative feelings

2. **Listen to your teacher dictate some words. Add them to the relevant column in your table.**
3. **Work with a partner and put the words from your table above into these six groups below.**

a Contentment	
b Unhappiness	
c Engagement	
d Fear	
e Anger	
f Shock	

Ethiopia for Education not to be published

4 **Ask and answer these questions with a partner.**

1 What kinds of things are you enthusiastic about?
2 What are you most proud of?
3 Have you ever felt jealous? If so, when?
4 Are you optimistic or pessimistic about the future?
5 What kinds of things make you angry?
6 Do you regret anything you have done?
7 What sort of things irritate you?
8 When are you happiest?
9 Have you ever been in a situation in which you have felt relieved about something?

A2.5 Language focus: Expressing regret

We use *unreal conditional structures* to talk about situations that don't exist in the present or past. These are often regrets; things we wish were true. For example:

In the present:

- *If I played the guitar, I could be in a band.*
- *If only I played the guitar!*
- *I wish I played the guitar!*
- *But for the fact that I can't play the guitar, I would be in a band.*

In the past:

- *If it hadn't been raining, I would have been able to come to school.*
- *If only it hadn't been raining!*
- *I wish it hadn't been raining!*
- *But for the rain, I would have caught the bus.*

1 **Make an *if* sentence about each of these situations.**

1 There is a beautiful bicycle on sale in the shop. You don't have enough money to buy it.
Example: *If I had enough money, I would buy the beautiful bicycle on sale in the shop.*
2 You didn't go to the concert last night so you didn't hear the fantastic music.
3 You don't play netball well enough, so you can't be in the team.
4 The goalkeeper didn't play well at your last match, and that's why your team lost.
5 You spoke to Assefa and he can't come to the film as he hasn't got any money.

2 **Write three sentences about what would happen if you changed in some way.**
Example: *If I ate more I would put on weight and I would look better.*

3 **Make a *but for…* sentence about each of the situations below.**
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.*

1 I wanted to go with you to the film, but I couldn't because my mother was ill.
2 If my brother hadn't heard the burglars, they would have stolen everything.
3 Ali's height prevents him from being a really good basketball player.
4 Makeda is too lazy to be a good student.

© MOET Diploma Not to be Copied

4 **Make sentences about each of these situations using *I wish* or *if only*.**

Example: *My brother smokes too many cigarettes.*
I wish my brother didn't smoke so many cigarettes!

1 It's so hot!
2 We have had no rain for nearly a year.
3 I didn't see you at the concert last night.
4 Our teacher has given us a lot of homework.

5 **Write four sentences expressing regret about something in your life using *if only* and *I wish*. Read these sentences out to a partner and practise speaking the phrases.**

Examples: *If only I had done my homework last night.*
I wish I'd spent more time with my grandfather.

6 **Change the sentences in the way indicated so that they have the same meaning as the given sentences.**

Example: *It's raining, so we can't go to the match.*
But for the rain we could go to the match.

1 We didn't work hard and so we haven't finished preparing the ground.
I wish …
2 The maize isn't ripe. We can't harvest it yet.
I wish …
3 It's a pity there is no secondary school in my village.
I wish …
4 We don't have enough time to prepare for the exam.
If only …
5 We don't see each other very often because you don't live near my house.
If you …
6 I can't watch TV because of my homework.
But for …

A2.6 Speaking: Miscommunication

miscommunication [U] mɪskmjʊnɪ'keɪʃən
failure to communicate clearly or adequately

Communication is not always successful. We can fail to communicate a message successfully for a number of reasons.

1 **Work with a partner. Follow the instructions below.**

- Student A: go to page 283
- Student B: go to page 285
- You are now going to have two short conversations. Student A should begin and Student B should respond to what A says.
- When Student A has finished, do not discuss the conversation, but go straight to what Student B has to say.

© FDR Ethiopia Not to be republished

2 **When you have finished both conversations, discuss the questions below.**

1 How did you feel after each conversation?
2 What did you and your partner do during each conversation that made the situation difficult?
3 What could you have done to improve the conversation?

3 **In exercise 1 we experienced behaviour that can cause miscommunication during a conversation. Work with a partner and discuss other factors that may cause miscommunication. Where possible give examples of situations in which you have experienced miscommunication of a similar sort.**

Example: *If you are having a conversation in a noisy place, like a café, you may have difficulty hearing what the other person is saying and miss some important words or details. I remember once, I was with my sister, and she told me she had bought a coat and I said "Why have you bought a goat? Where did you get the money?" It took us a few minutes to realise we were talking about two different things!*

4 **Compare your examples with those of other groups in the class.**

A2.7 Increase your word power: Prefixes

The most common prefixes are: *un-*, *in-* and *dis-*. These are used to make a word of opposite or negative meaning to the base word. There are no rules about which kinds of words take each of these prefixes.

However, there are some prefixes with a negative meaning that can only be used with certain kinds of words, these are: *il- im- ir-*

1 **What are the rules for using these prefixes? Discuss them with a partner and write them in your exercise book.**

- *il-* *only used before words beginning with 'l'. For example, logical → illogical.*
- *im-*
- *ir-*

(Note: Not all the words beginning in these ways take one of these prefixes – they may take a different one.)

2 **Add the correct prefix to each of these words. Write them in your exercise book.**

able agree believe connect dress fair legal married
mature mobile possible relevant zip

3 ***Mis-* is a prefix with a different meaning from *un-*, *in-*, and so on. It means badly or wrongly. Which of these adjectives can take the prefix *mis-*?**

handled heard informed judged placed managed read
interested treated trusted understood used frightened

© MoE Ethiopia Not to be republished

4 **Which of the adjectives above can also take the prefix *un*-? What is the difference in meaning? Discuss the meanings with a partner.**

5 **Work in groups of three. In your group brainstorm other words that begin with the prefix *mis*-. Join another group to share your words.**

6 **Work with a partner and play a prefix game. Follow the instructions below.**

- Student A asks a question using a base word. The chosen word must have an opposite with a prefix.
- Student B must reply using the same word with a prefix.
- If the word with a prefix is correct, that student gets one point.

Example: *Student A: Is your telephone at home connected?*
Student B: No, it's disconnected.

A2.8 Reading and listening: Tips for communicating effectively

Good communicators do well in life: they make friends easily; they can talk themselves into good jobs and do well in them. We can all learn from good communicators and use their skills to become good at communicating with others.

1 **Do this quiz to discover whether you are a good communicator. Choose one answer for each question. Work on your own.**

1 If you say something unkind or angry to someone. What should you do?
   - **a** Apologise straight away for your unkindness or anger.
   - **b** Don't say anything, but behave in a kindly way to the person next time you meet.
   - **c** Take some time to think about what happened and then apologise and explain why you behaved in that way.

2 If someone says something unkind or angry to you. What should you do?
   - **a** Tell that person firmly that what they said was wrong, so that in future they don't behave like that again.
   - **b** Think about what happened and then go and discuss it with that person: explain how you felt and ask why they were angry.
   - **c** Stay quiet and don't refer to it next time you see that person. Pretend it didn't happen.

3 When a younger relative is doing something or says something that you find very annoying, how should you respond?
   - **a** Explain how you feel and ask them to stop; in that way they will respect you.
   - **b** Speak angrily and loudly so they stop and won't do it again.
   - **c** Ignore them and let them carry on.

4 When you are listening to someone, how do you listen?
   - **a** Stay quiet, but look at the person and smile.
   - **b** Ask some questions as you listen.
   - **c** Repeat or paraphrase what the person has said from time to time.

5 When someone asks your advice, how should you give it?
   - **a** Give as much information as you can on the subject.
   - **b** Give only the information that is relevant.
   - **c** Ask the person questions to find out exactly what the problem is before making any suggestions.

© MoE-EPDR Ethiopia Not to be Republished

6 You have to explain something complicated to another person. How do you do it?
   a Explain it very carefully and ask if he or she has understood.
   b Ask them to repeat what you said.
   c Explain it and then ask questions about what you have said to make sure it has been understood.

2 Compare your answers with a partner's. Discuss what factors make for good communication skills.

3 Listen to your teacher reading some tips on how to communicate effectively and check your answers.

4 Discuss these tips with a partner and consider the following questions.
1 Do you agree with all of the tips?
2 Which of these tips do you already do?
3 Which of these tips would you like to adopt?

A2.9 Listening: What is communication?

1 Work with a partner. Discuss what you think the term 'communication' means then, without referring to a dictionary, write a definition beginning:

In our opinion, communication is …

2 Compare your definition with the definitions of others in the class.

3 Listen to your teacher read out the dictionary definition of communication. Compare the class' definitions and see whose is the closest to the dictionary definition.

A2.10 Reading: Communication in the animal world

1 Humans are not the only animal species that can communicate. Read this text quickly and identify the main forms of communication used by animals.

From an early age human children learn the sounds of animals: the 'woof woof' of a dog, the 'miaow' of a cat, the 'maa' of a goat or sheep, the 'tweet tweet' of a bird. We tend to think that animals speak to each other, by means of these noises. Yet sound is only one of a variety of forms of communication used by different animal species. In fact, any kind of animal behaviour that affects the behaviour of another animal can be considered a form of communication.

There are various examples of display behaviour, which communicate strong messages to other members of the same animal species. For example, an angry dog curls back its lips and shows its impressive teeth. However, if a dog attacks without baring its teeth and has its tail in the air, the other dog knows that this is a play fight. Similarly, a peacock with its magnificent tail fully displayed is showing that he is ready to mate and the female peacock knows that this is for her benefit; she then decides whether or not to respond.

Display and movement communications are evident in all kinds of animals. The herring gull is a type of bird that has a yellow-coloured beak with a red spot on the end. When it returns to its nest to feed its young, it taps its beak on the ground to indicate that it has food. The young chicks, in return, tap the red spot on the parent's beak and this stimulates the gull to give the food to the chicks. North

FDR Ethiopia Do not reproduce published

American rattle snakes make a loud rattling sound before administering their poisonous bite. This is a warning to a potential predator.



Chimpanzees make loud shrieks when they sense danger, not to warn predators, but other members of their group. In many species of birds, males sing to attract a mate. Gibbons call out loudly to warn other gibbons not to invade their territory. Thus, animal sounds have many functions, some for communication with their own species, or for messages to other species, particularly predators. An interesting animal sound is the 'miaow' of the domestic cat. Other cat species do not make such a sound and it is thought that domestic cats have developed it over thousands of years due to their existence alongside humans; the 'miaow' sound made by a domestic cat is thought to be exclusively for communication with humans.

All animals produce a scent. Some predators, such as cats, can pick up the trail of potential prey by detecting the scent of urine, faeces and sweat. Cats also, have scent-producing glands that leave distinctive smells for other members of their species to pick up. These scents can indicate whether a cat is ready to mate, or mark the boundaries of its territory.

Some animal communication has more than one purpose. For example, when a dog wags its tail, we assume that it is happy. However, a wagging tail can also indicate that the dog is excited; wanting to play; is relaxed; interested in something; anticipating food; uncertain; or even anxious.

Just as humans communicate non-verbally, animals rely on different kinds of behaviour to communicate their messages. We have some idea how they do this, but animal communication may be even more complicated than we yet understand.

2 Now read the text in more detail and do the tasks below.

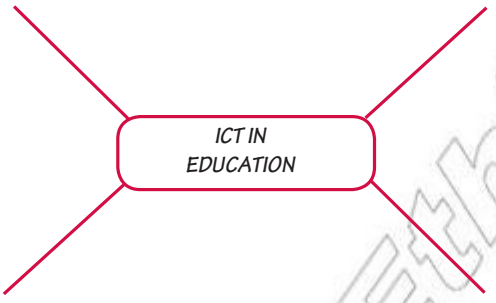
1 Work on your own and record the main ideas set out in each paragraph. Write these ideas in your exercise book.
2 Write five questions about the text for your partner to answer. Exchange questions with your partner and answer them on your own. Discuss your answers with each other to see if you agree.
3 With your partner, pick out between three and five words in the text that are new to you. Try to guess their meaning from the context in which they are used. Then, check them in a dictionary.
4 Discuss with your partner any information in the text that a) you already knew and b) is new to you.
5 After reading the text, work with a partner and discuss any similarities or differences between human and animal communications.
6 Think about what kind of text this is. Where would you expect to find this text? Give reasons for your answer.
   a In a novel
   b In a magazine
   c In a biology textbook
7 What do you think is the purpose of this text? Give reasons for your answer.
   a To inform
   b To persuade
   c To argue a point of view
   d To entertain

© MoE Not to be

A2.11 Writing: A mind map

1 **Work in a small group and discuss the role of ICT (information and communications technology) in education and its future potential.**

2 **Create and complete a mind map (such as the one below) to record the findings of your discussion.**



3 **Compare your mind maps with other groups in the class.**

A2.12 Writing: An essay

Write an essay on the subject of *ICT in Education*. Your essay can be descriptive, describing how ICT is used in education. You can also include your opinions by making comments on some of the developments you describe. Follow the seven steps outlined below.

The 7 steps of essay writing

Step 1: Brainstorm ideas
Make notes of some ideas to include in your essay. In this case you already have the mind map you completed in the previous exercise.

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.
- You may need to research some information in the library or on the Internet.

Step 3: Make a plan
- Use an essay outline (see below).
- Begin by listing the main points and supporting points that you are going to make.
- Think about how you are going to introduce the topic of your essay. You need a sentence or two about the situation today. Try to begin in an interesting way, for example with a question.
- Now think about how you are going to conclude your essay. You should restate your main points and possibly make a point about the future of ICT in education.

FDR Ethiopia Not to be republished

Step 4: Write your essay
Once you have written your plan, you can write your first draft. 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
Make sure:

- you leave a margin of about two centimetres on the left of your page, if one is not already drawn on your paper
- your paragraphs are clearly separated by indenting the first line of each paragraph or by leaving a clear line between paragraphs.

OUTLINE PLAN FOR AN ESSAY

Title: _____

Introduction: _____

_____

Main points:

Main point 1: _____

Supporting points

a _____

b _____

c _____

Main point 2: _____

Supporting points

a _____

b _____

c _____

Main point 3: _____

Supporting points

a _____

b _____

c _____

© MoE FDR Ethiopia
Not to be republished

Part B

Objectives

In this part of Unit 2 you will:

- read about the development of communications
- consolidate your ability to use structures to talk about past events
- practise asking for clarification and explaining what you mean
- write a description of a graph showing trends in the take up of communications technology
- discuss the advantages and disadvantages of different forms of communication
- listen to a talk about intercultural communication
- read a poem
- find out about non-verbal communication
- do a listening assessment task.

B2.1 Reading: The development of communications

You are going to complete a timeline about the history of communications. Work with a partner: Student A and Student B.

1 Work on your own.

Student A: read text A about the early history of communications and make notes of the key points of what happened at the dates you have information about in your text.
Student B: read text B about the later history of communications and make notes of the key points of what happened at the dates you have information about in your text.

2 Work with your partner

Tell your partner the information about your part of the time line. As you listen to your partner, take notes in the timeline, without referring to the text.

TEXT A: *Early forms of communication*



Human speech is believed to have evolved, about 200,000 years ago. Over time, speech and other forms of human communication have developed and today we have the form of modern-day telecommunications.

The turning point in the development of communication was the invention of writing. Humans had been painting on cave walls and using pictorial symbols since about 30,000 BC, but the first writing system was invented in Sumer, in modern Iraq in around 4000 BC. At first, writing was done on stones and clay tablets, followed by the use of papyrus (a reed first used in Egypt in 3000 BC) and then paper from about 100 AD.

The next important development in the history of writing was the emergence of printing. Block printing using letters carved into blocks of wood which were printed onto paper, was used in China, India and the Arab world. The first printing press was invented in Germany in 1440 by Gutenberg; this used movable metal letters to print the written

© FDR Ethiopia not to be republished

word. Gutenberg's invention was used to produce the first printed Bible. It was also used for pamphlets. The invention of printing then led to the emergence of printed news sheets and newspapers in early seventeenth century Europe.

Throughout history, humans have adopted a variety of methods to help them convey messages as quickly as possible to people in other places, for example, whistling across valleys (a practice still used in the Canary Islands), the use of smoke signals by native Americans; the use of flags to send signals from ship to ship in the sixteenth century and semaphore, a system where a person holds two flags that can be seen from some distance away, invented in the late eighteenth century.

Postal systems have also developed to take many forms. As early as 500 BC, the ancient Persian emperor Cyrus could send messages over 3,200 kilometres, from one side of his empire to the other in just ten days using established posting stations; at these stations men and horses would be waiting to carry and deliver the messages.1,500 years later in eleventh century Baghdad, the pigeon post was invented. Modern postal services began with invention of the penny black, the first postage stamp that appeared in 1840.

TEXT B: *Later forms of communication*



The modern age began in the nineteenth century with the invention of the telegraph in 1838 by Samuel Morse, the telephone by Alexander Graham Bell in the 1870s and radio by Marconi in 1895. With these inventions, human messages could be sent in seconds from one continent to another. They revolutionised communications.

The twentieth and twenty-first centuries have seen extraordinary developments. After the invention of radio, television came along in 1926. In 1965 the first communications satellite was established in space and this allowed television and radio stations to broadcast around the world without the need for relay stations on the ground. Computing technology has also developed enormously; originally computers took the form of huge machines occupying entire rooms whereas present-day personal computers (PCs) are much smaller and can be placed on a desk or one's lap. The company Apple introduced one of the first personal computers in 1976. Personal computers use microprocessors and these have been adapted and shrunk in size over the years to allow for the development of mobile phones.

The introduction of the PC led to the development of the Internet in the 1980s, allowing computer users anywhere in the world to communicate with each other. Then came the World Wide Web in 1991 which allowed computer users access to all kinds of documents and information.

The most recent developments in mobile phone technology are 3G phones, such as the iPhone, which finally bring together written communication (dating back to clay tablets), spoken communication (dating back to whistling across valleys), and signal technology (dating back to smoke signals and flags).

At the end of this impressive journey, we can only ask, *what next?*

The History of Communications

200,000 BC	
30,000 BC	
4000 BC	
500 BC	
100 AD	
11th century AD	
1440	
16th century	
early 17th century	
1838	
1840	
1870s	
1895	
1926	
1965	
1975	
1980s	
1991	
2005	

MoE, FDR Ethiopia
Not to be republished

3 **Work with another pair and discuss these developments.**

- **a** Is there any information in the timeline that you already knew?
- **b** Is there any information you find interesting or surprising?
- **c** What do you think are the most significant developments?
- **d** Which of these forms of communication do you use?
- **e** What do you think are going to be the next important developments.

B2.2 Language focus: Talking about past events

When we talk about inventions, we often use the passive. When talking about the history of inventions we may need to use a variety of past verb forms in the passive, for example: past simple, past continuous, past perfect and present perfect.

Compare these sentences:

- Human speech **developed** 200,000 *years* ago. (active)
- The first writing system **was developed** *around* 4000 BC. (passive)

1 **Complete these sentences using the correct form of the verb in brackets: active or passive, past or present.**

1. Once people _____ (start) writing on papyrus, they _____ (stop) using clay tablets.
2. Soon after flags _____ (first use) to send signals between ships, the first newspapers _____ (appear).
3. Long before the first postage stamp _____ (appear), the ancient Persian emperor _____ (able to send) messages across his empire very rapidly.
4. More or less as soon as the personal computer _____ (invent), the development of the Internet _____ (start).
5. The World Wide Web _____ (could not invent) without the Internet.
6. Although whistling across valleys is an ancient form of sending messages, it _____ (still use) in the Canary Islands.

2 **With your partner make three other sentences commenting on two of the forms of communication in your timeline.**

3 **Complete these sentences about different kinds of inventions. You may need to carry out some research using the Internet or library resources to help you complete them.**

1. Before the wheel was invented, people had to …
2. Many developments in human history have occurred in the same way in different parts of the world. For example pots …
3. The invention of the internal combustion engine …
4. Air travel began with balloons, but did not become commonplace until …
5. On the whole, the invention of computers …

4 **Work with a partner to make three more sentences about different inventions.**

© MoE-TDR Ethiopia Not to be republished

B2.3 Speaking: Game – Sorry, what do you mean?

1 **In A1.8, you practised the language of discussion. Revise some of the expressions to:**

- give an opinion
- say you don't have an opinion
- try to change someone's opinion
- ask someone's opinion
- interrupt
- agree
- partly agree
- disagree
- reach a conclusion.

2 **In the box below there are expressions which are used for asking for clarification (asking someone to explain what they have said) and explaining what you mean. Put the expressions in the correct column of your table.**

Asking for clarification	Explaining what you mean

- *I'm sorry I'm not quite with you.*
- *What I mean is …*
- *Sorry, what do you mean?*
- *Let me put it another way.*
- *What I'm trying to say is …*
- *Excuse me, but I didn't understand what you were saying.*

3 **Work in a small group and play a game. Follow these instructions.**

- Student A chooses a topic from the list below and starts talking about it.
- The other students have to interrupt and ask for clarification using a suitable expression.
- Student A has to explain what he or she has just said.
- When Student A has finished talking about their topic (for a maximum of two minutes) another student chooses a different topic.
- Continue in this way until all the topics have been used.

Topics:

- mobile phones
- television
- taking photographs
- family life
- learning English
- Ethiopia
- taking exams
- the African Rift Valley
- the history of communications
- computers.

© Ministry of Education Ethiopia Not to be republished

B2.4 Writing: A report

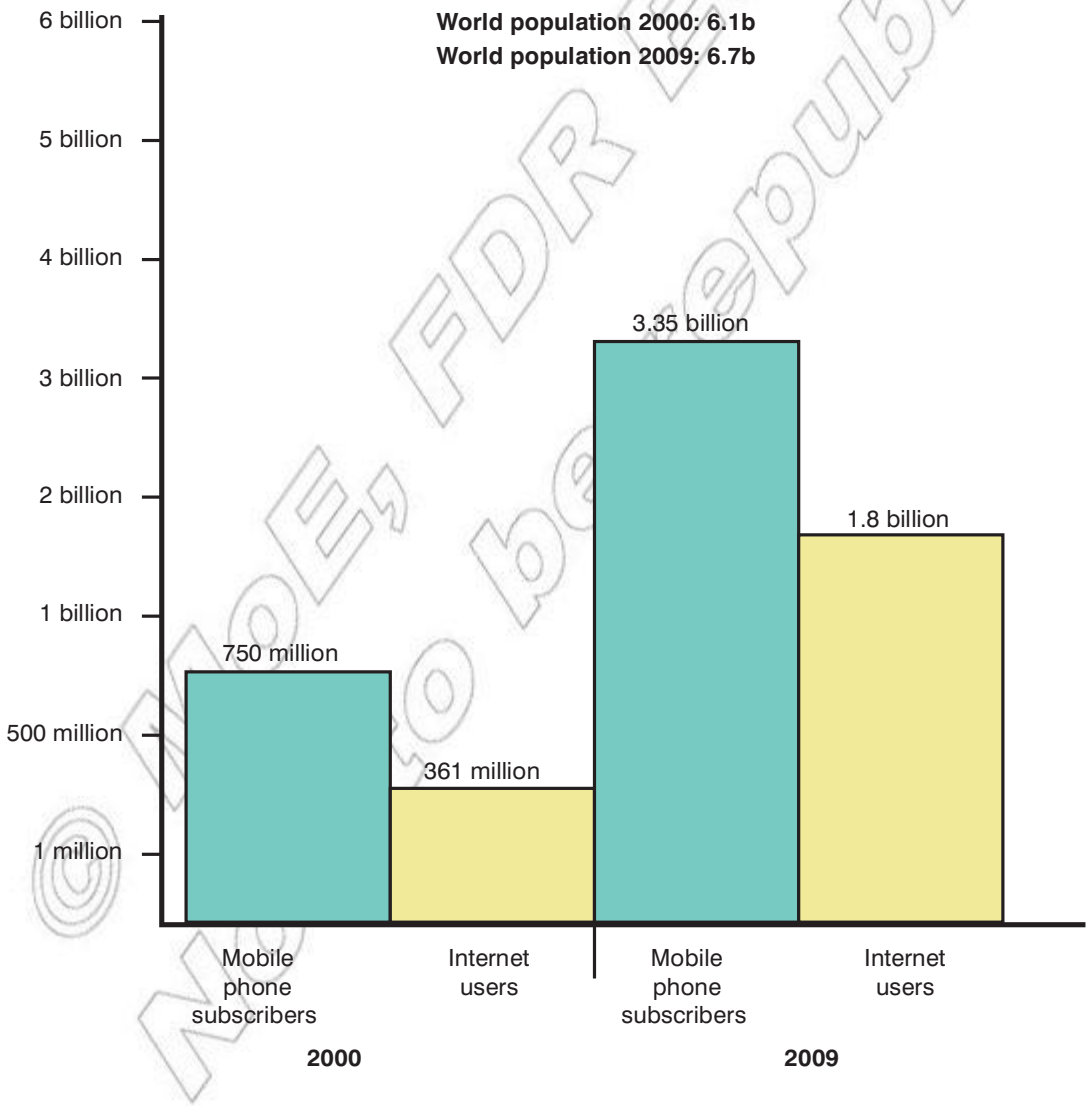
1 **Look at the graph below and in a small group, discuss the information it shows. Before you start, study the language in the box.**

Describing trends and comparing data

- In 2000 the number of X was far/ a little greater/smaller than the number of Y.
- The number of X has risen/fallen dramatically/slightly since Y.
- It seems likely that in the next W years the number of X will continue to grow/fall sharply/steadily/slightly, while the number of Y will continue to …
- Growth in the number of X will probably flatten out/stabilise/slow down when …

Use this language to describe the information in the graph.

2 **Write a short report, of two or three paragraphs, about the information in the graph. Include your predictions of how these trends will continue in the future.**



The number of Internet users and mobile phone subscribers world-wide 2000–2009

© MoE; FDR English to be republished

B2.5 Speaking: The advantages and disadvantages of communication

1 **Work in a group. You are going to discuss the advantages and disadvantages of one of these methods of communication. Your teacher will tell you which of these methods your group is to discuss.**

- mobile phones
- email
- letters
- face-to-face conversation.

2 **Follow these instructions.**

1. Brainstorm some ideas. You have four minutes to come up with a list of the advantages and disadvantages of your method. Appoint a secretary in the group to write your ideas in two columns on a piece of paper.
2. Pass your piece of paper to another group. You have four minutes to read the ideas of the other group, discuss them and add some more points.
3. After four minutes, pass the list to another group and repeat the previous task until your group has discussed all four types of communication.
4. Prepare to present your group's final list to the rest of the class. One member of the group should present the advantages and another member should present the disadvantages.
5. Each group makes their presentation to the class.
6. Try to reach a class consensus about which is the most effective communication method.

B2.6 Listening: Intercultural communication

Thanks to mass air travel people are constantly on the move from one part of the world to another. Within countries too, people move about far more than they used to. In our daily lives we are frequently brought into contact with people who are not from our area: it may be someone from another country, or from a different part of our own country.

Communication with people from different places is called intercultural communication. It can be enjoyable and interesting but it can also cause problems: visitors or newcomers may find themselves up against all kinds of barriers, which make communication difficult.

1 **Work in a small group. Discuss the kinds of barriers to communication you think a newcomer to an area may face.**

2 **Listen to your teacher reading a text on this topic and make notes of the main issues.**

3 **Compare your notes in your group.**

4 **Make a group list of barriers to intercultural communication.**

- Include the points from the listening text.
- Add your own ideas.
- Organise your ideas into categories.
- Make a mind map or poster of your ideas.

5 **Present your mind map or poster to the rest of the class.**

© MoE-FDRE Ethiopia Not to be republished

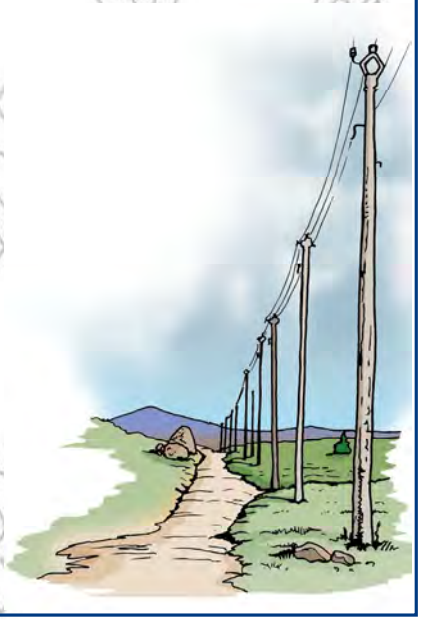
B2.7 Reading: A poem

Landline telephones are connected by cables. The cables are copper wires. You can see them in the air, held up by telegraph or telephone poles. This poem was written by an American poet about one hundred years ago, during the First World War, a long time before mobile phones came along. It is about telephone cables and the messages they carry, which reflect the time at which it was written.

Under a Telephone Pole

I am a copper wire slung in the air,
Slim against the sun I make not even a clear line of shadow.
Night and day I keep singing – humming and thrumming:
It is love and war and money; it is the fighting and the tears, the work and want,
Death and laughter of men and women passing through me, carrier of your speech.
In the rain and the wet dripping, in the dawn and the shine drying,
A copper wire.

By Carl Sandburg



1 Find words in the poem which mean the following:

- thrown carelessly
- a low, continuous sound
- water falling in small drops

2 Discuss the answers to these questions with a partner.

1 Who does the poem seem to be written by?
   - **a** Someone looking at the telephone wire.
   - **b** Someone remembering what the telephone wire looks like.
   - **c** The telephone wire itself.
2 Why doesn't the wire make a clear shadow?
3 What does the poet mean when he talks about the wire 'singing'?
4 What kinds of messages does the wire carry?

3 With your partner, practise reciting the poem.

4 Write your own version of the poem.

Your own version of this poem can be close to the original, for example you can simply change lines 4 and 5. Or, you can begin again with a new first line, such as *I am a mobile phone*.

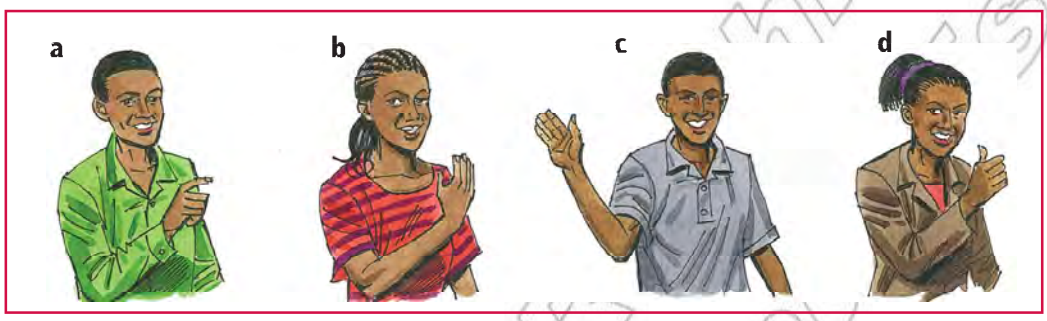
© MoE, FDR Ethiopia. Not to be reproduced

B2.8 Study skills: Non-verbal communication

A Body language and facial expressions

People can communicate without speaking at all. In A2.2 we used mime as a form of non-verbal communication. The use of body language and facial expressions can convey precise meanings and specific feelings. Different types of non-verbal communication can be used in response to certain situations or verbal statements. For example, certain facial expressions can be used to show that we are listening to what someone is saying, showing them that we are paying attention. Non-verbal communication can also be used to make oneself understood when communicating with someone who speaks a foreign language.

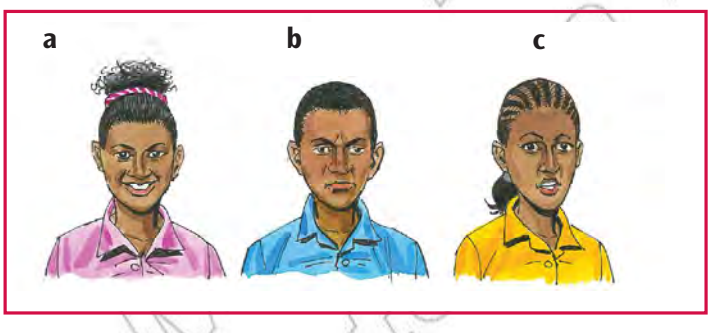
1 **Work with a partner. Identify the meanings of these gestures.**



2 **Demonstrate the following and discuss what they mean and say when they are used.**

- shrugging your shoulders
- nodding your head
- shaking your head

3 **Discuss the feelings conveyed by these facial expressions.**



4 **Demonstrate the following and discuss what they mean and when they are used.**

- stamping your foot
- resting your chin in your hands
- lowering your head and cover your face with your hands

A word of warning! Much of this body language is widely used throughout the world. However, some facial expressions or gestures can have different meanings in different cultures and may cause confusion, or even offence.

5 **Discuss and demonstrate examples of body language widely used in Ethiopia.**

B Intonation

When we speak our *tone of voice* (or *intonation*) expresses how we feel about what we are saying. When we listen to others, we need to understand the feelings that speakers are expressing through their tone of voice. Tone of voice plays an important part in communication.

Questions

- Questions that begin with a *Wh-* word usually have a falling intonation, for example:

  What is the capital of Nigeria?

- A falling intonation means that the speaker's voice falls at the end of the sentence.
- Usually, a rising intonation is used to indicate that the speaker is asking a question, for example:

  Have you seen my key?

  He's arriving tomorrow?

  When?

Politeness and rudeness

- You can ask for something politely with a rise- fall- rise at the end of your request, for example:

  Could you turn the radio down?

- A request made with a final fall sounds quite rude, for example:

  Could you turn the radio down?

Strong feelings

- The stronger our feelings, the greater the range of our intonation. We can communicate enthusiasm, happiness, surprise as well as hate and anger with a high fall, for example:

I hate you! I love you! Oh no! That's great!

1 Work with a partner. Practise asking these questions with a falling intonation.

- What's happening tomorrow?
- What time are you going home?
- Where is Freetown?

2 Make these requests politely and rudely.

- Could you tell me the time, please?
- Where is the entrance?
- Could you direct me to the Principal's office?

3 Ask and answer questions.

- Student A asks the questions below.
- Student B answers each question with a different attitude (for example, enthusiastically, angrily, joyfully, rudely).
- Student A guesses the attitude.
- Student B then asks the questions, Student A responds and Student B guesses the attitude.

1 Question: *How are you?*
Answer: *I'm fine*

2 Question: *What's the time?*
Answer: *It's quarter past three.*

© MOEST Not to be

3 Question: *Where's Amina?*
Answer: *She's gone home.*
4 Question: *How was the party?*
Answer: *It was all right.*
5 Question: *When are you leaving?*
Answer: *We haven't decided yet.*

4 Work in the same way, but this time ask questions that only require one answer, such as *yes*, *no*, *sorry*, *okay*. Each time the answer should be given using different intonation.

Example: *Student A: Are you ready for lunch?*
Student B: Yes! (Happy)

Student B: Are you ready for lunch?
Student A: Yes! (Angrily)

B2.9 Assessment

1 Listening

Your teacher will read a text about forms of communication which use digital technology.

a Before you listen, read the sentences below and predict the best way to complete them.
b Listen to the text, check your answers and change them if necessary, according to the information you hear.

1 Digital technology …
a appeared after 2000.
b has not come to Africa.
c is used with both old and new kinds of gadgets.
d has not yet had a significant effect on our lives.
2 The difference between digital and analogue technology is …
a digital uses chips, analogue uses tiny computers.
b digital stores information on tape or film, analogue uses books.
c digital transmits data in a positive state, analogue in a non-positive state.
c digital uses the binary system, analogue uses alternating physical quantities of electricity.
3 Computers are used …
a mainly by businesses for finding information on the Web.
b by most people for storing information and doing accounts.
c mainly by ordinary people and businesses in Internet cafés.
d by businesses in many ways, by ordinary people, mainly for the Internet.
4 Internet cafés …
a are found only in remote areas.
b are the only way to access the Internet.
c are useful for people who don't have a computer.
d bring information to schools which don't have libraries.
5 Mobile phones are …
a not used by poor people.
b often rented for short periods.
c more expensive than landlines.
d more reliable than landline telephones.

2 Writing

Your teacher will assess the essay you wrote on ICT in education in A2.12.

© MoE FDR Ethiopia Not to be republished

Unit 3

Education

Part A

Objectives

In this part of Unit 3 you will:

- listen to a speech about dropping out of university
- discuss why students drop out
- read some notes on an aspect of study skills and make a poster about it
- carry out a self-assessment exercise and then write a report about your own strengths and weaknesses as a student
- read a problem page in a university newspaper or magazine.

A3.1 Introduction: A speech

1 **Work in a small group and discuss these questions.**

1 How many universities are there in Ethiopia?
2 What are universities for in general terms? What do people gain from going to them?

2 **Every year many students drop out of university, which is cause for concern. Your teacher is going to read a speech by the dean of a university on this topic.**
Before you listen, discuss the differences between these pairs of words:

- To drop out (verb) A drop out (noun)
- To graduate (verb) A graduate (noun)

3 **Now listen to the speech and do the following activities.**

1 What is the topic of the speech?
   a How the drop out rate varies between courses and universities.
   b The reasons why students drop out.
   c What schools can do to prevent students dropping out.
2 Identify the main points in the speech and write them down in note-form. Leave enough space so you can add more details later.
3 Listen to the speech again and add more details to your list of main points.
4 Check your notes and points with a partner.

A3.2 Speaking: Why students drop out

1 **Work with a partner or in a small group. Complete the table with your own views about why so many students drop out of university in their first year. You can use some of the points from the dean's speech if you wish, but try to include some new points as well.**

© MoE FDRE Ethiopia
Not to be republished

Problems	Reasons	Recommendations
Students don't understand the lectures.	Low level of English.	Additional pre-university programmes in August and September.

2 **Prepare a short oral presentation of your points with your group. Each person in the group should take part in the presentation. Make sure you allow plenty of time to practise your presentation.**

3 **Team up with another group and give your presentations to each other. While listening to the other group, think of some questions to ask or points to raise at the end of their talk.**

4 **Team up with a different group and repeat the previous step.**

A3.3 Reading: Notes on study skills

1 **Work in a small group. In your group you are going to read one of the texts below on an important area of study skills. Your teacher will tell you which text to read.**

2 **Discuss the text in your group.**

- Did you understand all the points in the text?
- Can you think of a practical example of how you could apply what you have read?

Study the language in the box below before starting your discussion

Use this language to discuss useful points in your text:

- *This would be useful for …*
- *I'd find this good for…*
- *I could use this to …*
- *I'd find this helpful when …*

3 **In your group, take a large sheet of paper and make a poster of the ideas in your text.**

- Discuss the information you want to include and how you wish to arrange it.
- Make a rough plan of your poster before writing the final version.

4 **Display your group's poster and view all the posters made by the class. Discuss the points you think would be particularly useful.**

© FDR Ethiopia
Not to be republished

Text A: Note-taking

Note-taking is an important skill at senior secondary level, and also at university.

Why take notes?
When you listen to a lecture or talk, or read a textbook in order to get information, you should write down some important points in note-form. Notes give you a written record, which you can refer to at a later date. You may need them a few weeks later when writing an essay or even a few months later when revising for an exam.

What should you write down?
Notes are a summary of what you are reading or listening to. It isn't possible to write down everything so you should only make notes on the key information: the main points and the important details.

Supporting details may appear in the form of an explanation; a description; an example; an evaluation; or a contrasting idea. You need to distinguish between major and minor points. This is a difficult skill that requires practice.

How should you write notes?
Using an outline is a good method of note-taking. An outline is a list of main ideas; the main ideas are followed by a list of supporting details.

Main ideas are underlined and numbered; bullet points are used for the supporting details. This helps to highlight the important information. Key words and phrases, abbreviations, symbols and incomplete sentences can be used. These take up less space and are much quicker to write. Here are some examples of abbreviations and symbols used in note-taking:

&	and
"	ditto (the same as the line above)
etc	and so on
e.g.	for example
NB	Note well (this is a very important point)
→	leads to, results in
↗	increase
↘	decrease
#	the opposite of
=	means, is the same as

Text B: Written assignments

Whatever kind of writing assignment you have to do; whether it is an essay, a report or even a story, you need to approach it in the same way and go through the same process. It is useful to use the seven-step process as outlined below.

The seven-step process

- Step 1: Choose your topic and brainstorm ideas.
- Step 2: Research information: find the information you need on the Internet, in the library and in your own notes.
- Step 3: Make a plan (in the form of an outline).
- Step 4: Write a first draft.

- Step 5: Check your first draft for errors in grammar, spelling, punctuation and so on. You can also ask a classmate, friend or family member to read your text to see if your ideas are clearly presented.
- Step 6: Revise your first draft in light of any feedback you receive.
- Step 7: Write your final version and then check it.

The planning stage

- Start your planning with a mind map of the main points you would like to include.
- Write an outline of the main points. An outline is a list of main ideas; each main idea is followed by a list of supporting details. Main ideas are underlined and numbered; bullet points are used for the supporting details.
- Each main idea can represent a paragraph in a short assignment, or a section, in a longer project.
- The main points in your outline show the order in which they will be presented in your assignment.
- A well-structured outline gives you the guidance needed to write your assignment.

The writing stage

- When embarking on the actual writing of the assignment, make sure you follow your outline.
- Think about how to put your ideas into words, for example, the language and style to be used. These should be appropriate to the kind of text you are writing.
- Leave a margin on the left-hand side of the page.
- Make sure the layout is appropriate for the task.
- If using paragraphs, make sure they are clearly separated.
- Make sure your piece of writing is the required length.
- If you have consulted sources of information, list them at the end of your piece of writing in a bibliography. Give the name of the author; the title of the book (or website); the date it was published and the publisher.
- Make sure your handwriting is neat and clearly legible in the final version.

The editing stage

During the first stage of the editing process look at the content of your assignment and check to make sure:

- it makes sense
- all the information you want to include is there
- there is no unnecessary repetition of ideas.

Secondly, check for errors of:

- style
- punctuation
- spelling
- grammar (verb forms, subject-verb agreement, *a/an* and *the* and so on)
- word order
- use of words (vocabulary)

After editing your assignment, write a clean, final version.

Text C: Active participation

Some students make the mistake of thinking that going to class is a passive process and that all you have to do is sit at your desk and listen to your teacher. This is not the case; a classroom is a place for learning and learning is an active process.

When listening to your teacher, become an active listener by:

- identifying the points being made and noting them down
- putting a question mark (?) next to points that you do not understand
- putting a star (*) next to points for which you have your own view or have something to add
- asking your questions and/or making your points to your teacher.

When answering questions:

- don't answer just for the sake of speaking
- ask for clarification if you don't understand a question
- don't be afraid of giving half an answer; other class members may be able to contribute to the rest of the answer
- don't be afraid of answering a question if you are not 100 per cent sure it is correct; you and others can learn from your mistake, if it is wrong.

When asked for your thoughts on something:

- relate the issue to something you have already learned or a previous experience
- don't be afraid to disagree with an opinion that your teacher or others in the class hold; but be open to having your opinion challenged by good arguments.

When working in a group:

- discuss the task with the other group members
- if you don't understand the task, ask your teacher or another group member for help
- make sure you complete the task as instructed by your teacher; don't cheat or find an easy way
- don't dominate the group and don't let anyone else dominate it
- if you finish early, use the extra time to discuss the task with your group and relate it to other areas or topics you have studied.

Be well-prepared before class by:

- reading around the topic of your next class and noting down some key points
- preparing some questions about the topic to help clarify anything you do not understand.

© Not

Text D: Mind mapping

What is mind mapping?
Mind mapping is a method of putting ideas on paper and linking information together.

Why use mind mapping?
- Mind mapping is an alternative to writing notes in a linear fashion on paper.
- When we are not sure of the order or priority of our ideas, a mind map is a good way of jotting them down.
- Mind maps are perfect for:
  – brainstorming ideas for an essay, talk or a story
  – revising the main points of a topic you have studied.

How to create a mind map
There are two possible methods:

1 Using lines
- Take a clean sheet of paper, or a new page in your book.
- Start at the centre and write the name of your topic or essay title.
- For each main idea, draw a branch from the centre using a different colour.
- Write key words about the idea along the branch, using capital letters for clarity.
- Now add smaller branches to the main branches to represent linked ideas. Use the same colour as the main branch.

2 Using balloons (for example, see A2.1)
- Take a clean sheet of paper, or a new page in your book.
- Start at the centre and write the name of your topic or essay title in a balloon.
- For each main idea, draw a branch from the centre leading to a balloon.
- Write each main idea in its own balloon.
- Now add smaller balloons to your main ideas to represent linked ideas.

Keep your mind map simple by using key words to represent your ideas; don't clutter the mind map with too many words.

The advantages of a mind map:
- A mind map is circular. It shows the connections between a central topic and the ideas around it.
- Links and associations are shown visually rather than in words. Visual signs and key words are easier to remember than linear notes.
- The non-linear arrangement can stimulate your brain and help you to come up with ideas.
- It is organised and at the same time creative.
- It is compact and can summarise several pages of notes on one page.
- Information can be easily reviewed.

© Not

Text E: Time management

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 to organise your study time.

1 What should you do in independent study time?

Homework

- It is important to do your homework. If you do it, you will keep up with the work and the marks given will indicate your progress.
- Don't leave homework to the last minute.

A review of lessons

- Read through your notes and the relevant sections of your textbook every evening.
- Add new words to your vocabulary notebook.
- Re-do exercises on subjects or points that you still do not understand.

Private study

- Do extra exercises from another textbook (borrow one from the library).
- Read chapters in your textbook and in other books.
- Focus on the language areas you need to improve.

2 How much time should you allow for independent study?

- Ask your teacher how much time should be spent on homework per week. For example, in Grade 12 it may be ten hours per week.
- Aim to spend a few extra hours reviewing your lessons and doing private study. This may be another five or ten hours per week.
- Whenever you study, set a realistic time limit for how much you are going to do each day.
- When it comes to exam time you may have to increase your study hours.

3 When should you do independent study?

What are the options:

- Before school. Get up early and do a couple of hours of study.
- After School. After school you could go straight to the library, or study 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 and allocate specific times, for example on a Saturday afternoon.
- Spare moments during the day, such as on the bus going to school, during the lunch break and so on.

4 Make a study timetable

- Every week you should make a list of tasks you need to do for each subject; include homework tasks, reviewing and private study.
- Estimate the time you need for each activity.
- Make a schedule for the week. Include everything on your list.
- When exams or tests are approaching, include some revision time in your timetable at least a month before they start.

Text F: *Study conditions*

Where do you study?

Where you choose to study will depend on where you can study best. Some students find the library is a good place to study. If you choose to study at home, you need a regular space of your own, somewhere you can keep your books and not be disturbed, for example in your bedroom. Make sure your family understand and respect your need for a quiet space.

If possible, study at a table and keep your books and study materials on it. Otherwise keep them on a shelf, or even in a cardboard box. Do not leave your materials 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.

Who do you study with?

There are some occasions when it is helpful to study with someone else, for example:

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

Important: When studying with a friend, set a time limit and focus on your work during that time. Don't spend your time chatting!

What resources should you use?

The following resources can help you with your studies:

- your teachers
- your classmates
- books such as textbooks, dictionaries, grammar books, novels, encyclopaedias
- the Internet (either at home, school, or at an Internet café)
- relevant media, such as newspapers, television and radio programmes (such as documentaries and news bulletins, if relevant to the topic).

A3.4 Writing: Self-assessment

1 **Think about your own study skills and fill in the survey below. Work independently and choose a score for each of the statements in the survey, according to how well you can do each task. Be honest, don't over- or under-estimate what you can do!**

5 = very well 4 = quite well 3 = more or less 2 = just a little 1 = not at all

Self-assessment survey	5	4	3	2	1
Reading					
1 I can skim a text in two or three minutes and get some idea what it is about.					
2 I can answer multiple choice questions on a text.					
3 I can explain the meaning of a word as it is used in a text.					
4 I can make notes of the key points in a text.					
Writing					
5 I can follow the seven steps necessary to produce a good piece of writing.					
6 I can write different kinds of texts: an essay, a report, a formal and informal letter.					

Listening					
7 I can listen to someone speaking and understand the gist of what they are saying.					
8 I can listen to someone speaking and take outline notes.					
Speaking					
9 I ask questions in class					
10 I give my opinion and justify it in class.					
11 I agree and disagree politely with other students in the class.					
12 I can give a short presentation in class.					
Independent study					
13 I always do my homework.					
14 I always review my lessons.					
15 I do extra reading and other work that teachers haven't told us to do.					
16 I organise my study time so that I can fit in all my work and other aspects of my life.					

2 **Review your scores and identify your own strengths and weaknesses. If possible, list at least three strengths and three weaknesses.**

3 **Exchange your self-assessment survey with a partner. Study his/her scores carefully.**

- Look at your partner's scores. Do you think the scoring is fair?
- Think of some advice for your partner about how to improve their weaknesses.
- Write some notes of your advice, for example: before writing an essay, use a mind map to help you plan.

4 **With your partner, interview each other about your respective scores.**

Ask questions, such as: What do you think are your main strengths and weaknesses? What are the reasons for your weaknesses? How do you think you could improve? Say whether you agree or disagree with the scores and give the advice you have written down.

5 **After the interview, write a short self-assessment report on your own study skills.**

- Use or copy the report outline below.
- Use the information from your self-assessment form.
- Use the advice given to you by your partner.
- Use bullet points if you wish.

SELF-ASSESSMENT REPORT Student name:

Strengths:

Advice given:

Areas for development:

Targets set:

© MOE FOR EDUCATIONAL USE Not to be republished

A3.5 Reading: Problem page

Most universities and colleges have a student newspaper or magazine. One of the most popular features in the newspaper is the problem page. Students like to read other people's problems as they are often similar to their own.

1 **Skim through the following problem page letters and identify what each one is about. Write a short sentence summarising each problem.**

Are you worried about something? Unhappy for some reason and unable to talk to anyone about it? Ask Sefanit. She is here every week to cast light on your problems.



Problem A: *I can't cope*
I am a law student half way through the first term of my first year and I am very unhappy. I am finding the work very difficult. I don't understand the lectures; the law books frighten me and everyone else seems to be getting along fine. I did well at school and didn't think university would be so hard. I spend all of my time studying, but I don't seem to achieve much as I am trembling most of the time and can't concentrate.

Problem B: *Hidden love*
I am 21 and in my last year and I have a boyfriend. We see each other on campus and we go out once or twice a week. My parents, though, don't know about our relationship and if they did, they would make me leave and go home immediately. But my boyfriend and I love each other and at the same time we are both serious about our studies. In fact we study together in the university library and help and encourage each other. I think when we have graduated and found jobs we will get engaged. I hate deceiving my family and at the same time I am terrified that someone from my home region will see us together and tell them. What can I do?

Problem C: *Worried about my friend*
Recently I have become suspicious that my best friend is taking drugs. We are both in our second year. In the last few months he has been spending less time with me and more time alone. He is no longer interested in playing football, he is often absent from lectures and sometimes when we talk he becomes bad tempered for no reason. His appearance has changed too; he looks tired and red-eyed and his clothes are a mess. He is very intelligent and before this started he was doing well. I am very worried about him and I don't know what to do for the best. If I talk to him he will deny there is a problem, if I tell his parents he will never speak to me again.

Problem D: *Pressure from parents*
I'm a second year medical student. My parents have put a lot of pressure on me to become a doctor, like my father, but I hate my course; I should never have enrolled. I'd much rather be doing journalism or politics, but my parents won't listen to me. Recently I've been drinking heavily and it's interfering with my studies. I used to drink only on Saturdays with my friends, but now I'm going out to bars secretly instead of staying in my room and studying. I know I'll never pass my exams if I go on like this, but the more I think about that, the more depressed it makes me and the more I want to drink and forget my problems.

Problem E: *Room mate trouble*
Please help me! My room mate is driving me mad! We are both in our first year and share a room. I didn't know him before and he is a nice enough person except that he never stops talking. When I open my books he sits by me and asks me what I'm studying and then takes the subject back to his own affairs. If we go to bed at the same time, he won't let me sleep as he wants to talk all night. The only solution is for me to stay out late and then come back when he is asleep. The problem with that is that our room is a long walk from the main campus and I don't like walking back in the dark. I've already mentioned to him politely that I need to study and sleep, but after five minutes of quiet, he just starts again!

2 **Work with a partner to discuss each of the problems. Consider the following questions:**

- How do you feel about each problem?
- Do you sympathise with the writers?
- How would you feel in their situation?

3 **With your partner discuss the advice you would give to each of the writers. Write a short paragraph summarising your advice. Before you start, study the language in the box and use it to help clarify your advice.**

Giving advice

- *If I were him, I would …*
- *She really must …*
- *I think she should …*
- *If he …, then …. will …*
- *In order to …. she should …*

4 **Read the replies to each of the problem letters below.**

Match each reply to the relevant problem.

Answer A

If the situation is as bad as you say it is, then strong action is called for. A polite word is not enough. Have a firm word with your room mate and tell him how serious it is for you and him. Explain that you need to have several hours of quiet time for study every day and that you need to get enough sleep at night. Tell him you enjoy your chats and look forward to having a cup of tea together most days, but there are times when chatting is off-limits. The next time he interrupts your study or sleep, remind him of what you have said and cut the conversation short. There is no need to get angry with him or shout, but you must be firm. The alternative is to find somewhere else to live.

Answer B

You are drinking because you are unhappy with your situation. You are obviously not suited to your course, and in the case of studying medicine, which is a long stretch and requires dedication, this is a serious matter. It seems to me that you have to talk to your parents about changing your course. Quietly find out about changing courses, for example if and when you can do it. You could also find out about your career possibilities with the kind of degree you want to take. Then your parents must be informed. Go and confront them with the reality; you are not coping and if you don't change your situation you will probably fail. They must be made aware of how serious this is. Perhaps you could talk to another relative first, who is likely to be sympathetic and he or she could help you talk to your parents. Drinking, of course, will not solve your problems, and you must be strong and stop it. If you don't, you'll face a lifetime of misery. So stop going out during the week and get back to your studies. I'm sure your parents don't want to make you unhappy.

Ethiopia published

Answer C

From the description of your friend's behaviour it is likely that he is taking drugs of some kind. If so, then he has a very serious problem. Not only will his health suffer, but so will his studies; this could have consequences for his future career and affect the rest of his life. Usually young people start experimenting with drugs because of pressure from their friends. A normal, well-balanced young person can resist the pressure, but if they have problems of some kind in their lives, they may turn to drugs as a way of escaping them. You may feel unqualified to help your friend at this difficult time, but rather than ignoring the problem, I suggest you talk to one of your friend's older relatives about your fears. This should be someone he can talk to and will listen to; possibly an older brother or if he is a long way from home maybe there is a counsellor, priest or imam who can help.

Answer D

Fear is taking over your life. You passed the exams to get onto a law course, which is not an easy task; you have what it takes. But settling into university is not easy – the confident faces of your colleagues are probably concealing a lot of nerves and uncertainty. You have to calm down and be kinder to yourself. Sitting in front of a book all the time but not taking anything in is not doing you any good. A better approach is to start planning your time: make a weekly timetable of your classes and other commitments and then list the things to do in your study time such as what assignments you have to do, what reading you should do and so on. Then work out when you are going to do all of this. You also need a social life; is there a club you could join, some friends you could visit? Why not make friends with someone on your course? You could approach difficult areas of your subject together. At the moment the problem is your emotions and these are preventing your intellect from engaging with the work of the law course.

Answer E

You have a new life and are embracing new values and habits that are different from the ones you were brought up with. From what you say, your relationship with your boyfriend is healthy and sensible. Many parents would be happy for their daughter in such a situation. However, in your case, you know your parents would be very upset. You should, though, tell them what is going on and hope they will trust you. It might be better to get someone else involved; maybe your older brother or sister, or an uncle or aunt, someone who will understand your situation. Or perhaps they could meet your boyfriend. In the end, though, you are now an adult and living away from home. You have to make your own decisions about your life; but be aware of the consequences of what you decide.

5 **With your partner discuss the advice given and compare it with the suggestions you made.**

6 **On your own, identify five words that are new to you in the problem-page letters and replies.**

1. Find out what the words mean. Do this by guessing the meaning from the context and then checking in a dictionary.
2. Teach the new words to your partner and learn the words he or she has identified.

7 **Think of another problem that a university student might face and write your own letter to Sefanit. Your letter should have the following structure:**

- Introduction to who you are and your problem
- More details about the problem
- Your feelings about the problem
- Your request for help/advice.

Put your name on your letter.

8 **Your teacher will collect in the problem-page letters and then redistribute them. Write a reply to the letter you are given in the style of Sefanit's.**

Your letter should have the following structure:

- A reassuring comment on the situation
- Several points giving advice or making suggestions
- An explanation of advice given.

Put your name on your letter.

9 **Give your reply to the person who wrote the problem-page letter.**

Read the reply to your letter and evaluate the advice given.

© MoE, FDR Ethiopia
Not to be republished

Part B

Objectives

In this part of Unit 3 you will:

- listen to a successful graduate talking about her time at university
- practise language for talking about problems
- extend and consolidate your ability to talk about the future
- write an essay
- learn about register and how to use fillers
- do speaking and reading assessment tasks.

B3.1 Listening: A successful graduate speaks

1 **Your teacher is going to read a text by a successful graduate about the problems she faced at university.**
As you listen, note down each of the problems. These will form the main points in an outline, so leave a space under each problem.

2 **Listen again and under each of the problems, make notes of the strategies she recommends to overcome them to complete your outline.**

3 **Compare your notes with a partner's, and the way you have organised your outlines.**

4 **Discuss the problems and the advice given.**

- To what extent do you follow this advice now, in Grade 12?
- Do you think you will follow the advice given at university?

B3.2 Language focus: Dealing with problems

1 We can talk about problems using ***find it + adjective.***
With a partner, make sentences from the table.

***Find it* + adjective**			
Mekibib found	it	tiring difficult hard lonely	to study all day. to organise her time. to be away from her family.
	the campus university life	confusing. lonely.	

2 **There are many verbs we can use to describe how we deal with a problem.**
With your partner now make sentences from this table.

Solving problems			
Mekibib	faced up to dealt with found a solution to sorted out solved	the problem by	drawing up a study timetable. joining the netball club.

© FDR Ethiopia Not to be republished

3 **There are several expressions we can use to talk about what we generally do and what we occasionally do.**

With your partner make sentences from the table below.

Generalising and making exceptions	
As a rule I … Generally I … Most of the time I … Quite often I …	see if I can find something helpful on the Web. phone my brother. wait a few days for it to sort itself out.
Just occasionally I … But every so often I … There are exceptions of course, for example …	

Note: When we are making generalisations about the things we do, we often use *will* or the shortened form *I'll* even though we are not talking about the future.

Example: *As a rule I'll wait a few days for it to sort itself out, but just occasionally I'll phone my brother and ask him what he thinks I should do.*

4 **Talk about what you generally do in these situations: Try to use *I'll*.**

1 When you run out of money.
2 When you have forgotten or lost your key.
3 When you haven't done your homework.
4 When it starts to rain and you haven't got an umbrella.
5 When you have homework that you don't know how to do.

5 **Complete these sentences with suitable words from this section.**

1 As a _____ I don't waste money on snacks.
2 However, just _____ when I am hungry I'll buy myself some chips.
3 I _____ it useful to keep a small dictionary in my bag.
4 Every so _____ I come across a word I don't understand
5 I used to find _____ difficult to take notes in lectures..
6 I _____ the problem by always reviewing my lecture notes afterwards in order to add headings and numbering.
7 _____ so often I get a low grade for my work.
8 I _____ with it by reading through my work and checking the comments by my teacher.

B3.3 Speaking: Dealing with problems in Grade 12

Work in a small group and use language from the section above in your discussion.

1 Talk about problems many students face in Grade 12. Make a list of as many as you can.
2 Discuss ways in which the problems you have talked about can be solved.
3 Share your problems and solutions with other groups in the class.

Many students find the work in Grade 12 very difficult. You can solve this problem by studying more and asking more questions in class.

© Not for Ethiopian Republic

B3.4 Language focus: Talking about the future

1 **We can use the following verbs to talk about the future:**

- *I hope I'll …*
- *I think I'll …*
- *I expect I'll …*
- *I intend to …*
- *I aim to …*
- *I'd like to …*
- *I have decided that I …*

Divide the verbs in the box into these two groups:

Sure about the future	Not sure about the future

2 **With a partner, discuss which is the best verb to complete these sentences.**

1 The sky is so dark I expect/hope there'll be a storm.
2 I don't know if I have done enough work but I expect/hope I'll pass my exams.
3 If I pass my exams I hope/intend to study mechanical engineering.
4 Galore said he has a lot of things to do today so I expect/hope he'll be late.
5 I've bought some blue cotton cloth and I expect/intend to make a dress.

3 **With your partner, discuss ways to complete these sentences.**

1 This evening I aim to …
2 Next weekend I'd like to …
3 I hope I'll finish … by …
4 This week I don't intend to …
5 After school today I think I'll …
6 When I get home I expect I'll …

4 **The verbs you have been using in this section are just one way of talking about the future. There are several verb structures as well.**

1 Read this dialogue aloud with a partner.

Hirut: How are you feeling about the exams?
Meaza: I think I'm going to be alright. They begin in four weeks' time, but I will have finished all my revision in three weeks and after that I'll just be looking through my revision notes. What about you?
Hirut: I'm not at all confident! I know I'll be so nervous on the day, that I'll forget everything I've learned. So I'll probably fail badly!
Meaza: Oh come on, you'll be fine. You always do well in tests and you've passed your end of year exams so far.
Hirut: Hmm I'm not so optimistic.
Meaza: Look, I'm meeting Sefanit this afternoon and we're going to revise some English vocabulary together. Would you like to join us? It will be useful and fun!
Hirut: Yes! That'll be great! And maybe three heads will be better than two!

© Ministry of Education
Not to be republished

2 All the future verb forms in the dialogue are underlined. Match each of them to the following list of forms and functions.

A = present simple (used to express events that are timetabled to happen)
B = present continuous (to express a fixed future plan)
C = going to (*to express a future intention*)
D = *will* (to express a future prediction)
E = *will have done* (to express something that will be completed by a point of time in the future)
F = *will be doing* (to express an expected future event)

5 **Complete this dialogue choosing the best of the underlined options.**

Ali: Are you burning/Will you be burning the midnight oil tonight revising for the exams?
Jimmy: Hmm. We take/We will take the first one in four weeks' time, so I will have started/I'm going to start my revision in three weeks' time.
Ali: So is that your plan?
Jimmy: Yes. If I start revising now, I'm forgetting/I'll have forgotten everything by the time the exams begin.
Ali: I don't like revising. I don't really know what to do, so I haven't done much yet. But I'm good at exams so I'm just doing/I'll just do my best on the day.

6 **Circle the best option to complete these sentences.**

1 There _____ a thunderstorm later. Look at those clouds!
- **a** is
- **b** will have been
- **c** is going to be

2 _____ anything this evening. What about you? Do you want to come round?
- **a** I won't do
- **b** I don't do
- **c** I'm not doing

3 This time next month _____ our exams!
- **a** we do
- **b** we'll be doing
- **c** we will do

4 _____ you as soon as I get home.
- **a** I'm telephoning
- **b** I'll telephone
- **c** I telephone

5 What time _____ in the morning?
- **a** will your bus have left
- **b** does your bus leave
- **c** will your bus leave

6 Can we borrow your ladder please? _____ the ceiling.
- **a** We're going to paint
- **b** We will paint
- **c** We paint

7 I feel awful! I think _____ sick!
- **a** I am being
- **b** I will have been
- **c** I'm going to be

© Macmillan Education FDR Namibia Not to be republished

8 Can I borrow some money for the bus? _____ you back tomorrow.
- **a** I'm going to pay
- **b** I pay
- **c** I'll pay

9 When you read this letter _____ my exams!
- **a** I will finish
- **b** I am going to finish
- **c** I will have finished

10 _____ on a school trip after the exams, our teacher has promised.
- **a** We'll be going
- **b** We go
- **c** We will have gone

B3.5 Speaking: My future plans

Work in a small group and discuss these questions. Use the language for talking about the future you practised in the previous section.

1 Are you planning to go to university or not?
2 What course and which university are your aiming to go to?
3 If you don't go to university, what will you do?
4 What does your family think of your plans?
5 What are your long-term plans for your life?

B3.6 Writing: An essay

1 **Work on your own. Think about what going to university would mean to you and consider the following questions.**

1 What do you hope to gain from university? For example, knowledge; the chance to meet new people; independence, better career, and so on.
2 What fears do you have? For example, the work would be too difficult; missing your family.
3 What pressures do you think you will be under? For example, worries about money; having enough time to study and balancing your studies with family chores and duties.

2 **Make a rough drawing of yourself like the one below and put your feelings about going to university in each of the thought bubbles.**



© FDR Ethiopia Not to be republished

3 **Compare your thought bubbles with those of some other members of your class.**

4 **Use the ideas in your thought bubbles to write an essay about going to university.**

- The title of the essay should be *What going to university would mean to me.*
- Use the ideas you have read or listened to and discussed in this unit.
- Follow the seven steps for writing an essay given in A2.12 and A3.4.
- If you already have a guaranteed place at university, express your ideas using future forms such as *will* and *going* to,
  for example: *I hope I will be able to …*
- If you are still not sure that you are going to university use *would*,
  for example: *I hope I would be able to …*
- Your essay should be 250–300 words in length.

B3.7 Study skills: Focus on speaking

A Register

The word *register* has several meanings. This is one of them:

> **register** /'regɪstə/ n LANGUAGE STYLE [C,U] the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing.

1 **Work with a partner and read the two short dialogues below and compare them.**

Dialogue 1
Student A: Hi! You okay?
Student B: Yeah, I'm okay. And you?
Student A: Yeah, fine. But I've got to go now. Bye.
Student B: See you.

Dialogue 2
Student A: Good morning! How are you today?
Student B: I'm very well thank you, and you?
Student A: I'm fine too, thank you very much. I'm sorry but I'm in a terrible hurry, will you excuse me?
Student B: Yes, of course. I hope I'll see you again soon.

2 **What is the register of the two dialogues above?**

a Polite and formal used between people who are not on socially familiar terms.
b Informal used between people who are on socially familiar terms.
c Neutral

3 **Think of situations when people choose:**

- a *formal register*, for example when talking to an older person, when giving a formal speech
- an *informal register*, for example when talking to a close friend
- a *neutral register*, which can be used in any situation.

© Ethiopia Not to be republished

4 **Complete this table with suitable expressions for the different registers.**

Formal	Neutral	Informal
Introducing yourself		
Asking someone to be quiet		
Inviting someone to a party		
Offering someone a drink		

5 **With your partner write a very short role-play for one of the situations you thought of in exercise 3.**

1 Write the role-play using a suitable register.
2 Practise your role-play.
3 Perform your role-play for another pair, who must identify the register.
4 Write another short role-play, this time using a different situation and register.

B Fillers

Look at these expressions:

Er …	*Wait a moment …*	*Let me think …*	*You know, …*
Ummm …	*May I think about that for a moment?*		*Hang on …*
You see …	*Oh, I don't know …*	*How shall I put it? …*	*What's it called?*
Well umm …	*Well actually …*	*Ah yes, now …*	*Well as far as I can see …*

These expressions are called *fillers*. They are called this because we use them to fill the spaces when we are thinking about what to say or the words to use.

Example: *Student A: What's the capital of India?*
Student B: Er… Let me think. Umm… It's umm… Mumbai, no it isn't! Umm. It's … What's it called? I know… it's Delhi! Yes, Delhi!

1 **Choose the most appropriate filler for the dialogues below. The fillers are underlined.**

Dialogue 1: Two friends are talking:

Person A: Where's the stop for the airport bus?

Person B: Um, hang on, oh yes / Um, may I think about that for a moment? It's the one over there, in front of the bank.

Dialogue 2: In a job interview:

Person A: Could you tell me what qualities you can bring to this position?

Person B: Well, first of all, I'm well-qualified, as an economics graduate, and secondly, how shall I put it? / umm, well, you see, I know how to deal with people.

2 **Work in a small group (maximum four people). You are going to give one-minute talks. Follow these steps.**

1 Choose one person to start. That person must choose one of these topics:
- mountains
- the ocean
- the desert
- farms
- school compared to university

© MoE Ethiopia
Not to be republished

- your favourite school subject
- your dream job
- bad behaviour.

2 When your teacher says 'Start!' speak for one minute on that topic:
- Do not pause! If you need time to think, use a filler from the box above.
- Don't 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 Choose another person in your group to have a turn. Continue until everyone in the group has had a turn. Each person must choose a different topic.

B3.8 Assessment

1 Speaking

Work in a group with two or three other students. Look at the list of questions about the future below. You must discuss each one.

- Your teacher will tell you how long you have to discuss each question.
- Each person in the group should contribute to the conversations.
- Before you start, spend a few minutes preparing for your discussion on your own. Look back at the language for expressing the future you practised in B3.4 and think about what you are going to say in answer to each question: you must try to give as full an answer as possible.

1 What career do you eventually hope to have?
2 What career plans do other members of your family have?
3 Where do you think you will be living in ten years' time?
4 Do you think daily life for most Ethiopians will be the same in 20 years or so?
5 Do you think an African team will win the Football World Cup within the next 20 years?

2 Reading

Your teacher will give you a text describing the education system in Britain.

1 The text is made up of five sections; however, they are not in the correct order. You must decide on a logical order for the sections and write the letter of each section next to each of these section numbers.

Section 1:

Section 2:

Section 3:

Section 4:

Section 5:

2 Write a suitable heading for each section.

Section 1:

Section 2:

Section 3:

Section 4:

© MoE FDR Ethiopia Not to be republished

Revision 1 (Units 1–3)

Listening

In modern times there have been great changes to traditional ways of life. You are going to hear one person's views about a modern development which has had a big impact.

1 **Listen to your teacher and decide which of the following is being talked about.**



mobile phones computers satellite TV climate change girls' education

2 **Listen again and complete the gaps in the sentences with a word or phrase.**

a Before, if you lived in a _____ you could get TV, but in _____ you couldn't get a signal at all.

b Also, you could only watch the _____ stations.

c Now people in _____ can get a dish and watch _____ .

d _____ used to take weeks to get to some parts of the country but that has changed.

e However, not many people can _____ it.

© Macmillan Education Not to be photocopied

Reading

Survey the text and then answer the questions below.

The English say that the darkest hour comes before the dawn, and certainly that was true of my school life. The year I spent in Standard 2 was as unlike that of Standard I as it is possible to be. My new teacher was an easygoing man with a real affection for children. He seemed to like us as we were, not only for what he could make of us. He was especially gentle with me. The other children, so used to my father's rule, took advantage of his leniency and the standard of work went down. It did not, however, have that effect on me. At first I kept up my standard of neatness, accuracy and attention, because my father kept a watchful eye on my progress and behaviour, although I was no longer in his class, and he inspected my exercise books regularly. But soon I was doing my best simply to please my teacher, and to win his praise. In a few weeks I soared up to the top of the class and began to enjoy school.

I remember vividly the first time I was called up to the front of the class, not to be punished, but to be praised. The teacher entered the room, picked out an exercise book from the pile on his table, and said, "Kofi, come here." The room swam before my eyes, I felt sick, I could not move. How often during the year before had I heard those words. They were always the prelude to misery. I felt again in imagination the stare of forty pairs of self-righteous eyes; heard again the cold, cutting voice of my father reciting my disobedience or stupidity to forty pairs of ears; felt again the cut of the cane, and heard my own voice sob and gasp, although I had vowed to myself that this time I would make no sound.

But I was bewildered. I had nothing on my conscience. The exercise book which my teacher held contained nothing but my most painstaking work. I forced myself to my feet. Well, this teacher's worst punishments were light to anyone who had been in Standard l. But my heart cried out, "Not from you, not from you."

Out in the front of the class I raised my eyes slowly to my teacher's face. He was smiling. He put a hand on my shoulder and turned me to face the class. "Look," he said, "Kofi is the youngest of you all, and he has done a beautiful piece of work. Can you all see?" he asked, holding my opened exercise book towards them. "Not a single mistake, beautiful figures, straight lines drawn with a ruler, proper spacing. Very good indeed, Kofi. Children, give him a clap."

The class burst into applause. The same children who had so often watched my humiliation. Here, in the place that had held so much terror for me, I was actually being praised. The delightful experience was too wonderful for me to bear. I burst into tears, grabbed my exercise book from my astonished teacher, and ran back to my desk, amid the amazed exclamations and laughter of my friends.

But my teacher was a wise man. He made no comment, but refrained from praising me in front of the class for the next few weeks. Instead he gave me a quiet "Well done" as he passed me in my desk. Later he called me out to work on sums on the blackboard, or to point out places on a map until I forgot that the front of the class was ever an undesirable place to be.

From *'The Narrow Path'* by Francis Selormey

Write your answers in full sentences.

1. Who had been the class teacher in Standard 1?
2. From the text, what kind of teacher can we deduce he was?
3. How was the writer's behaviour in Standard 2 different from that of his classmates?
4. How did his motivation for hard work change?
5. How did he react the first time he was called to the front of the class? Why was this?
6. In what two ways was his work praiseworthy?
7. Why was the teacher surprised at the boy's reaction when the rest of the class applauded?
8. In what way was the teacher 'a wise man' after this incident?
9. From your understanding of the story, explain the meaning of the English proverb given in line 1.
10. Explain in your own words the meanings of these words as they are used in the text.
    - **a** easygoing (line 3)
    - **b** leniency (line 5)
    - **c** soared (line 10)
    - **d** prelude (line 14)
    - **e** self-righteous (line 15)
    - **f** painstaking (line 20)
    - **g** humiliation (line 28)
    - **h** refrained (line 33)

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

1 Discussion

Work in a group and discuss these questions

- **a** What are the advantages and disadvantages of having your father or mother as one of your teachers?
- **b** "The other children, so used to my father's rule, took advantage of his leniency and the standard of work went down." Do you think students work harder if they are treated harshly or if they are praised?
- **c** What do you think are the characteristics of a good teacher?

© MoE-FDR Ethiopia Not to be republished

2 Role-play meeting

Scenario

An NGO is offering to buy a satellite TV for a remote mountain village where the people have never had TV before. The satellite TV would be kept in the primary school building and would be available for the community to watch in the evenings.
The villagers are holding a meeting to discuss whether or not they want this TV.
Present at the meeting
Representatives of the NGO offering to donate the satellite TV
Village elders
The village teacher
Villagers

- Work in a group of 4–6 people.
- Each person should choose a role
- Think about your view of the new TV and make a list of points to make at the meeting.
- When you are ready, the discussion should begin. Aim to discuss the topic for 10–15 minutes.
- Before you start, go back to A1.8 to review the language of discussion.

Punctuation

Write this short passage with the correct lay-out and punctuation.

dear sir or madam I am writing about my recent order which contained several mistakes please find enclosed a list of the problems which I should be very grateful if you could attend to as soon as possible yours faithfully

Writing

What change or invention do you think has had the most important impact on modern life? Write an essay giving your opinion on this question.

- Your choice can be anything you like.
- You must think of the reasons for your choice. Choose 3–5 main reasons and then think about how you are going to support each one with more details, examples or explanations.
- Before you start, go back to A3.3 to review the seven stages of writing an essay.

Vocabulary

1 Complete the crossword with words from units 1–3.

Across

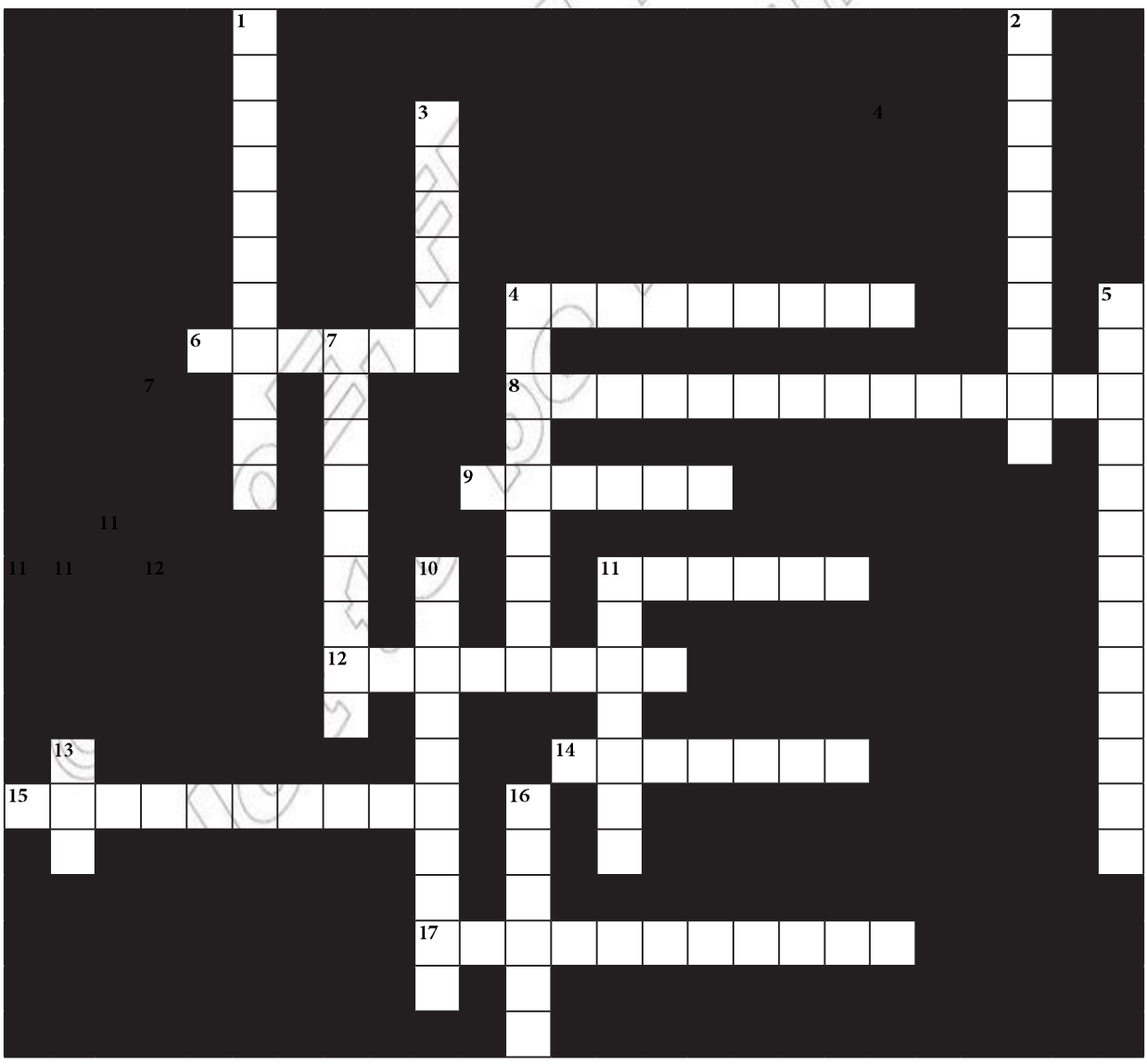
4 Abilities or qualities that may make someone or something very successful in the future
6 To say something in a soft quiet voice that is difficult to hear clearly
8 Sure that you can do things well, that people like you etc
9 Very dirty
11 A system of counting, used in computers, in which only the numbers 0 and 1 are used

© MoE FDRE Ethiopia Not to be republished

12 Not fully formed or developed
14 A soldier or fighter who is brave and experienced – used about people in the past:
15 Not using words
17 To be told officially that something you have done is very wrong

Down

1 Disapproved of someone or something, especially someone's behaviour
2 Someone who pays money, usually once a year, to receive copies of a newspaper or magazine, or a service of some kind
3 Someone who buys and sells goods
4 Someone who always expects that bad things will happen
5 Between people of different cultures
7 All the people and organisations that provide information and news for the public, including television, radio, and newspapers
10 Must be done because it is the law or because someone in authority orders it
11 To discuss the conditions of a sale, agreement etc, for example to try and get a lower price
13 To bend the top part of your body forward in order to show respect for someone important, or as a way of thanking an audience
16 The land and buildings of a university or college, including the buildings where students live



© Ethiopia Not to be republished

Language use

Choose the best option to complete the sentences.

1 My father _____ I will take over his business.
a intends **b** hopes **c** wants **d** aims

2 If you _____ a lot of children, you have less money to educate them.
a had **b** will have **c** have **d** have had

3 When I _____ married I will have only two children.
a will be **b** was **c** am **d** will

4 My sister sings _____ . She has a lovely voice.
a as a bird **b** like a bird

5 I'm going to do _____ suggested and study law.
a like my teacher **b** as my teacher

6 This coffee is horrible. It tastes _____ .
a as water **b** like water

7 _____ think your ideas are good.
a Personally **b** Personally, I **c** I'm afraid I **d** For me personally

8 I'm _____ I see things differently from you.
a afraid **b** think **c** personally **d** respectfully

9 With respect _____ you have said, I think you are right.
a of what **b** to what **c** for what **d** what

10 Long before _____ a postal service, rich people used pigeons to carry messages.
a it was **b** it had **c** there was **d** there is

11 The Internet _____ invented without satellites.
a couldn't be **b** might not be **c** could not have been **d** might have been

12 Once personal computers _____ widespread, letter writing declined.
a become **b** have become **c** are becoming **d** had become

13 Why is that man waving at us?
I think his car _____ down.
a could break **b** might be **c** might have broken **d** couldn't have broken

14 Why is there no-one in the stadium?
It looks _____ the match has been cancelled.
a as **b** if **c** as if **d** like as if

15 Where is Bekele?
I don't know, he _____ at home.
a might have been **b** could be **c** might **d** couldn't

16 I feel very tired this morning. I wish _____ out last night.
a to have gone **b** to not have gone **c** I hadn't gone **d** I didn't go

17 _____ my homework, I could have gone to the match last night.
a If I had **b** If not **c** But not for **d** But for

18 If you worked harder, you _____ well.
a did **b** will do **c** would do **d** do

© FDR Ethiopia Not to be republished

19 When I am feeling depressed, I _____ and visit my grandmother. She is always kind to me.
a often went **b** will often go **c** would often go **d** often have gone

20 As a _____ I am a happy person.
a respect **b** normal **c** usually **d** rule

21 I _____ secondary school very difficult at first.
a think **b** found **c** find **d** thought

22 I found _____ hard to live away from my family.
a it'll be **b** it was **c** it **d** very

23 I expect _____ study maths at university.
a I **b** I'll **c** it'll **d** to be

24 I intend _____ train to be an accountant after doing a degree.
a I **b** I'll **c** to **d** to be

© MoE, FDR Ethiopia
Not to be republished

Unit 4

The arts and literature

Part A

Objectives

In this part of Unit 4 you will:

- read and analyse a poem and an extract from a novel
- practise changing the subject in conversation
- create and carry out a class survey of participation in the arts
- read a description of a character in a novel
- extend your ability to use adjectives
- take part in an extensive reading project.

A4.1 Introduction: Two literary forms

literature /ˈlɪtərətʃə/ n LANGUAGE STYLE [U] stories, plays, poems and so on that people think are important and good.

Work in a small group and discuss these questions.

1 **Have you read any works of literature? If so,**
- **Which works have you read?**
- **Were they in Amharic or English or in another language?**
- **What did you think of them?**

2 **Think of the names of some novelists, poets or playwrights that you have heard of or are familiar with.**

3 **African writers have written about many important issues, which affect the lives of ordinary people. You are going to read a poem from Uganda and an extract from a Nigerian novel. Before you read, work with a partner and discuss the differences between these two literary forms: the poem and the novel.**

© MoE Ethiopia
Not to be republished

4 **Read this poem by Henry Barlow. Read it independently and silently.**

Building the Nation



Today I did my share
In building the nation
I drove a Permanent Secretary
To an important urgent function
In fact to a luncheon at the Vic.

The menu reflected its importance
Cold Bell beer with small talk
Then fried chicken with niceties
Wine to fill the hollowness of the laughs
Ice-cream to cover the stereotype jokes
Coffee to keep the PS awake on return journey.

I drove the Permanent Secretary back.
He yawned many times in the back of the car
Then to keep awake, he suddenly asked
Did you have any lunch, friend?
I replied, looking straight ahead
And secretly smiling at his belated concern
That I had not, but was slimming!

Upon which he said with a seriousness
That amused more than annoyed me
Mwananchi, I too had none!
I attended to matters of state.
Highly delicate diplomatic duties, you know
And friend, it goes against my grain
Causes me stomach ulcers and wind.
Ah, he continued, yawning again
The pains we suffer in building the nation!

So the PS had ulcers too!
My ulcers I think are equally painful
Only they are caused by hunger
Not sumptuous lunches!

So two nation builders
Arrived home this evening
With terrible stomach pains
The result of building the nation –
Different ways.

Henry Barlow

Glossary:

- *the Vic* is the Lake Victoria Hotel, a well-known hotel in Entebbe; that was renamed the Windsor Lake Victoria when its ownership changed.
- A *Permanent Secretary* (or *PS*) is not a politician but a senior civil servant running a government ministry.

5 **Read the poem again; this time read it aloud with a partner, taking it in turns to read the verses.**

6 **Discuss and answer the following questions with your partner.**

1. Do you think the function was really important and urgent? How can you tell?
2. Often items on a restaurant menu are written in pairs, for example, ugali and bean sauce; chicken and rice. In verse 2 the items in the menu are also given in pairs but the second part of the pair is not something to eat, but reflects that while eating the guests are also talking to each other. What do you think the following terms mean in this context? Discuss your opinion with your partner.
   - **a** small talk
   - **b** niceties
   - **c** hollowness
   - **d** stereotype jokes
3. Why do you think the Permanent Secretary asked the driver if he had eaten in verse 3?
4. Was the driver telling the truth when he said he was slimming? Why did he say this, do you think?
5. Do you believe the Permanent Secretary did not eat anything? Why, in verse 4, did he say he hadn't?
6. Explain this idiom from verse 4: it goes against my grain. Note that grain here means the grain of a piece of wood.
7. Henry Barlow, who wrote this poem, knew what he was writing about as he was a senior civil servant himself. What do you think is his message in this poem?
8. What are the characteristic features of a poem that are present in this particular poem?
9. What other characteristics, which are found in many other poems, are not present in this particular poem?

7 **Read this extract from one of Chinua Achebe's most famous novels. Read it independently and silently.**

It was again the season for scholarships. There was so much work now that Obi had to take some files home every day. He was just settling down to work when a new model Chevrolet pulled up outside. He saw it quite clearly from his writing-desk. Who could it be? It looked like one of those prosperous Lagos businessmen. Whom could he want? All the other occupants of the flat were unimportant Europeans on the lower rungs of the Civil Service.

The man knocked on Obi's door, and Obi jumped up to open it for him. He probably wanted to ask him the way to somewhere else. Non-residents of Ikoyi always got lost among its identical flats.

"Good afternoon," he said.

"Good afternoon. Are you Mr Okonkwo?"

Obi said yes. The man came in and introduced himself. He wore a very expensive *agbada*.

"Please have a seat."

"Thank you." He brought out a little towel from somewhere in the folds of his flowing gown and mopped his face. "I don't want to waste your time," he said, mopping one forearm and then the other under the wide sleeves of his *agbada*. "My son is going to England in September. I want him to get a scholarship. If you can do it for me here is fifty pounds." He brought out a wad of notes from the front pocket of his *agbada*.

Obi told him it was not possible. "In the first place I don't give scholarships. All I do is go through the applications and recommend those who satisfy the requirements to the Scholarship Board."

FDRE Ethiopia Unpublished

"That's all I want," said the man. "Just recommend him."

"But the Board may not select him."

"Don't worry about that. Just do your own…"

Obi was silent. He remembered the boy's name. He was already on the short-list. "Why don't you pay for him? You have money. The scholarship is for poor people."

The man laughed. "No man has money in this world." He rose to his feet, placed the wad of notes on the occasional table before Obi. "This is just small kola," he said. "We will make good friends. Don't forget the name. We will see again. Do you ever go to the club? I have never seen you before."

"I'm not a member."

"You must join," he said. "Bye-bye."

The wad of notes lay where he had placed it for the rest of the day and all night. Obi placed a newspaper over it and secured the door. "This is terrible," he muttered. "Terrible!" he said aloud. He woke up with a start in the middle of the night and he did not go to sleep again for a long time afterwards,

From: *No longer at ease* by Chinua Achebe (Heinemann African Writers)

8 **Read the text aloud with a partner. Take it in turns to read a paragraph each.**

9 **Discuss and answer these questions with your partner.**

1. What is Obi's job?
2. Describe the man who came to see him.
3. What did the man want?
4. How did the man make it difficult for Obi to refuse his request?
5. Why do you think Obi kept silent about the fact that the man's son was already on the short-list?
6. Explain Obi's feelings about the money.
7. What do you think Obi is going to do with the money? Will he keep it or give it back?
8. Two traditional Nigerian items are mentioned in the text: *agbada* and *kola*. Discuss their meaning.
9. Compare both the poem and the extract from the novel and consider the following:
   - **a** What issue do both texts have in common?
   - **b** How well do you think each text deals with it? Select one or two quotations from each text to support this.
   - **c** Which text do you prefer and why?

10 **With your partner pick out any words in the text that you do not understand. Try and infer the meanings from the context and then check the definitions in a dictionary.**

© MoE FDRE Not to be republished

A4.2 Language focus: Changing the subject

1 **You are now going to take part in an activity to develop your discussion skills. You will focus on changing the subject and then coming back to the subject. Read the expressions below. Copy the table into your exercise book and put the expressions into the correct columns.**

- *Talking of …*
- *Returning to what we were talking about …*
- *That reminds me of …*
- *By the way …*
- *Anyway, as I was saying …*
- *Before I forget …*
- *To change the subject for a moment …*
- *Can I just go back to …*

Changing the subject	Coming back to the subject

2 **Work in a group of four people. Play a speaking game in which you discuss a number of different topics. Follow these instructions.**

- **Each member of the group must look at their role card; these are placed at the back of the book.**
- **Student A go to page 283**
- **Student B go to page 288**
- **Student C go to page 286**
- **Student D go to page 290**
- **Each member of the group must read their role card and carry out the instructions on the card. Make sure every person in the group takes their turn as the main speaker.**

A4.3 Speaking: Class survey – Participation in the arts

1 **Work in a small group. Together, you are going to carry out a class survey about participation in the arts. Follow the advice below on how to carry out such a survey.**

How to conduct a survey

Step 1: What do you want to find out?

- You need to decide exactly what kinds of activities you want to find out about.
- The range of areas you can cover is set out in the mind map below.
- Alternatively you could focus on just one area of the arts and find out about people's participation in that.
- Possible aspects to ask about: the kinds of activities people are engaged in; how often they do them; where they do them; why they do them.

Step 2: How to obtain the information

- 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 questionnaire is completed by individuals; all of the questionnaires are then collected and the results of the survey are collated.

Step 3: Drawing up the questionnaire

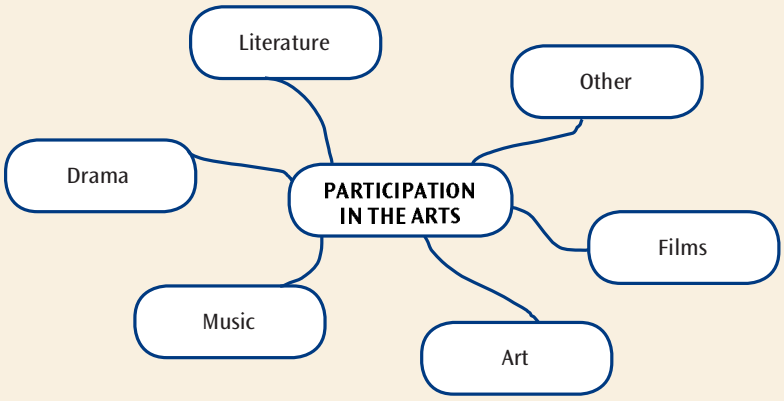
- Draw up a list of questions for the participants.
- The questions should be *closed* because these types of questions are easier to answer and make collating the results simpler. *Closed questions* only allow for a single word answer like *yes* or *no*.

Example:

1 Do you like to read the following?

a Novels Yes ❑ No ❑
b Poetry Yes ❑ No ❑
c Short stories Yes ❑ No ❑

Prepare a list of questions to cover the activities and subjects you came up with in Step 1.



Step 4: Conduct the survey

- Decide how many people you are going to question in your survey. If you want the statistics to be easy to work out, aim for a total such as ten people. Then divide that total number of participants between the number of people in your group who will be conducting the questionnaire.
- Each person in your group should interview the number of people allocated and take note of the answers. The easiest way of recording the answers is to make a copy of the questionnaire for each person interviewed.

Step 5: Collate the results

- Scores should be totalled in the following way:

Total number of people surveyed = 10

	Answer: Yes	Answer: No
Question 1 (Do you enjoy reading the following?)		
a Novels	6	4
b Poetry	3	7
c Short stories	4	6

- You can then convert each number to a percentage:

Total number of people surveyed = 10

	Answer: Yes	Answer: No
Question 1 (Do you enjoy reading the following?)		
a Novels	60%	40%
b Poetry	30%	70%
c Short stories	40%	60%

2 **Within your group, discuss your survey results.**

- Which area of the arts is the most popular?
- Which area is the least popular?
- How do you feel about these results? Do they surprise you or not?
- Do you think the results are representative of the whole class?

3 **Present your results to the rest of the class and compare them with those of other groups.**

A4.4 Reading: A character from a novel

1 **Work in a small group of two or three people and discuss your answers to these questions.**

1 When you meet someone for the first time, what do you notice first about that person?
   - **a** their face
   - **b** their build
   - **c** their clothes
   - **d** their mannerisms
2 It is sometimes said that a person's character is reflected in their appearance. Do you agree?
3 Describe your own appearance to the rest of your group and see if they agree with your description.
4 Describe your characteristics to the rest of your group and see if they agree with your description. For each characteristic give an example to illustrate what you say.
   Example: *I'm a bit lazy as I don't like getting up in the morning and sometimes I don't do the chores I'm supposed to do at home.*

2 **Now look at the text below and carry out the following activities with a partner.**

- Skim read the text. Try to do it in two minutes only.
- Discuss with your partner what you have found out about the text.
- Choose the picture which you think best represents Waríinga.

© MoE FDRE Ethiopia
Not to be republished

As Waĩĩnga walks along, people stop to watch her. Her faded blue jeans and khaki shirt and blue waistcoat, also faded, fit her beautifully. Not only these clothes. These days all her clothes fit her perfectly. For today Waĩĩnga has dresses made for her or she buys them ready-made, but they always suit the shape, colour and movement of her beautiful body. It's her own body that now dictates how she'll dress, and not other people's figures and taste.
But it's not simply her clothes that have made her what she is now.

Today Waĩĩnga strides along with energy and purpose. Her dark eyes radiating the light of an inner courage, the courage and light of someone with firm aims in life – yes, the firmness and the courage and the faith of someone who has achieved something through self-reliance. What's the use of shuffling along timidly in one's own country? Waĩĩnga, the black beauty! Waĩĩnga of the mind and hands and body and heart, walking in rhythmic harmony on life's journey! Waĩĩnga, the worker!

Those who are not acquainted with her might not guess straight away that this girl is a mechanical engineer who specializes in motor vehicles and other internal combustion engines. Those who like to belittle the minds, intelligence and abilities of our women might not believe that Waĩĩnga is also expert at fitting and turning, at forging and welding, at shaping metal to suit a variety of purposes.

People like to denigrate the intelligence and intellectual capacity of our women by saying that the only jobs a woman can do are to cook and to make beds. The Waĩĩnga of today has rejected all that, reasoning that because her thighs are hers, her brain is hers, her hands are hers, and her body is hers, she must accord all her faculties their proper role and proper time and place and not let any one part be the sole ruler of her life, as if it had devoured all the others. That's why the Waĩĩnga of today has said goodbye to being a secretary and has sworn that she will never type again for the likes of Boss Kĩhara, bosses whose condition for employing a girl is a meeting for five minutes of love after a hard drink.



From *Devil on the Cross*
by Ngugi wa Thiong'o

3 **Answer the following questions by choosing the best option.**

1 Why do people stop to look at Waĩĩnga?
   - **a** She wears old clothes.
   - **b** She has beautiful clothes.
   - **c** She looks good in her clothes.
   - **d** She copies all the latest clothes.

2 Apart from her clothes, what else is noticeable about Waĩĩnga?
   - **a** She walks very fast.
   - **b** She is very successful.
   - **c** She has beautiful eyes.
   - **d** She has inner courage and confidence.

3 Why might some people be surprised that she is a mechanical engineer?
   - **a** They don't think it is possible for a woman to work with metal.
   - **b** They don't think women can do such work.

c They think Warĩĩnga is not very intelligent.
d They think Warĩĩnga is not very good at her job.

4 What ideas about women has Warĩĩnga now rejected?
a That women are intelligent.
b That a woman's body belongs to her.
c That women can only work in the home.
d That women should work outside the home.

4 Vocabulary

1 Find words in the text that mean the following:
a Material whose colour has become less bright.
b Walking slowly without lifting the feet.
c Criticise something unfairly.
d A person's natural abilities such as the ability to see, hear or think.
2 Find words in the text which describe tasks done by a mechanical engineer.
3 Explain the meanings of these words.
a ready-made
b self-reliance
c timidly

5 Discuss the following questions with a partner.

1 What information do we get from the text about the way Warĩĩnga's life has changed?
2 What does the writer admire about Warĩĩnga?
3 What are the writer's views about the role of women in society?
4 What is your reaction to this description of Warĩĩnga? Do you think it is effective? Justify your answer with quotations, words and phrases from the text.

A4.5 Increase your word power: Adjectives

A Participle adjectives

- A large group of adjectives are verb participles, with an *-ing* or *-ed* ending. For example, *interesting*, *interested*. These are frequently used to describe appearance, character and feelings.
- 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 phrases from the texts you have read in this part of Unit 4 by selecting one of the verbs from the box and making it into a particple adjective.

fade make late flow

1 I replied, looking straight ahead and secretly smiling at his _____ concern.
2 He brought out a towel from somewhere in the folds of his _____ gown.
3 Her _____ blue jeans and khaki shirt and blue waistcoat, also _____, fit her beautifully.
4 These days all her clothes fit her perfectly. For today Warĩĩnga has dresses made for her or she buys them ready-_____.

© FDRE Ethiopia Not to be republished

2 **Add a suitable participle adjective to these sentences. Use a participle form of the verbs in the box.**

sparkle	manicure	polish	annoy	flash	make

1 My brother has the _____ habit of cracking the bones in his fingers.
2 Your dress is beautifully _____ . Did you do it yourself?
3 The children's eyes _____ with joy when they saw the sweets.
4 When he smiled he revealed _____ white teeth.
5 Some highly _____ metal cups are kept for important ceremonies.
6 She put her _____ hand on the table.

3 **Adding *-ed* and *-ing* endings does not affect the pronunciation of the original verbs. Mark the stressed syllable in the *-ed* and *-ing* adjectives you have placed in the sentences above.**
For example: a'nnoying

4 **Choose any suitable participle adjectives to describe each of the following:**

1 A/An _____ book.
2 _____ hair.
3 A/An _____ film.
4 A/An _____ poem.
5 A/An _____ day.
6 _____ food.
7 A/An _____ lesson.
8 A/An _____ test.
9 A/An _____ tree.

B Adjective and preposition combinations

Adjectives are often followed by a preposition.
For example: *Non-residents of Ikoyi always get lost among its identical flats.*
Warĩinga is also expert at fitting and turning, at forging and welding, at shaping metal.

Some adjectives can be followed by more than one preposition; this may or may not affect the meaning of the phrase.
For example: *Obi was unhappy about/with his visitor's request.*
Obi should have been angry with the man.
An honest man would be angry at/about the offer of a bribe.

Note: You can be *angry with* people but you are *angry at* or *about* something.

1 **Complete these sentences with suitable prepositions.**

1 The driver was amused _____ the Permanent Secretary.
2 The Permanent Secretary is made ill _____ his duties.
3 Permanent Secretary stayed awake _____ talking to the driver.
4 Obi was troubled _____ his visitor's request.
5 He felt terrible _____ accepting the money.
6 Warĩinga is now confident _____ herself.

© FDRE Ethiopia Not to be republished

2 **Complete these questions with an appropriate preposition.**

1 What do you get angry _____?
2 What are you afraid _____?
3 What food are you not keen _____?
4 Who in your family are you similar _____?
5 What kind of books are you interested _____?
6 What are you proud _____?
7 What are you worried _____?
8 What are you good _____?
9 What is your country famous _____?
10 What things in your life are you happy _____?

3 **Work with a partner and take turns to ask and answer the questions above.**
Example: *Question: What do you get angry at?*

thiopia
ished

C Adjective order

Why is it that we can say:
- *faded blue jeans*

and
- *an old white pick-up truck*

but not
- *blue faded jeans*

or
- *a white old pick-up truck?*

When you are using more than one adjective before a noun, you must be careful about the order in which they are used. Look at this table; it gives some guidelines about adjective order.

	1 general	2 age	3 colour	4 origin	5 material	6 type or class	
a an the some a few this	faded beautiful dangerous small long expensive looking wavy tall rusty	new old two-year	white yellow blue black	Ethiopian Ugandan African English	wooden cotton metal	pick-up Toyota Levi	truck jeans hair sculpture man

Note:
- *Nouns* can sometimes function as *adjectives* (particularly in columns 5 or 6).
- If you want to use more than one adjective from column 1:
  - size usually goes before adjectives describing quality. For example, *a small, rusty nail.*
  - value judgements (*beautiful*, *expensive-looking* and so on) usually go before size but may go before or after quality, for example *beautiful, long hair*; a *tall, handsome man*;
- Don't over do it! Using two adjectives is often enough. Three should be considered a maximum.
- All the above rules can be broken. However, if you do break them, you must be very sure that your combination of adjectives sounds right.

1 **Work with a partner and read out lines from the table above to make sensible descriptions of three things.**

2 **Complete the sentences below by choosing the best option to complete each sentence. Circle the chosen option.**

1 Anane lost her … ring.
   - **a** very beautiful diamond engagement
   - **b** diamond very beautiful engagement
   - **c** very beautiful engagement diamond
   - **d** diamond engagement very beautiful

2 He bought his wife some … sandals.
   - **a** green leather new Italian
   - **b** green new leather Italian
   - **c** new green leather Italian
   - **d** new leather green Italian

3 Burayu knew he had to face up to his … responsibilities.
   - **a** new moral heavy
   - **b** heavy moral new
   - **c** moral heavy new
   - **d** heavy new moral

4 Fikirte said she had bought a … scarf as a present for her mother.
   - **a** beautiful brand new silk
   - **b** silk beautiful brand new
   - **c** brand new beautiful silk
   - **d** brand new silk beautiful

5 Tesfahun found some … beads on the river bank.
   - **a** Indian glass coloured
   - **b** glass coloured Indian
   - **c** coloured Indian glass
   - **d** coloured glass Indian

Many of the adjectives we can use to describe someone's appearance and character are general adjectives that can go into column 1 of the table. Many of these adjectives are *compounds*.

D Adjectives describing appearance and character

1 **Put the adjectives in the box into the table. Then, think of some more words to add to each column.**

short wrinkled medium-height clear slim
heavy untidy-looking

Hair	Skin	Build	Height	General appearance
long	smooth	fat	tall	smart

© FDR Ethiopia Not to be republished

2 **The adjectives in the box below are descriptions of character. Sort them into pairs of opposites. Decide which adjective in each pair is considered positive (a good thing) and which is negative (a bad thing).**

sociable weak generous solitary hot-tempered kind humble confident rude pessimistic lazy polite cruel foolish energetic optimistic clever shy thrifty arrogant extravagant even-tempered courageous selfish cowardly

Example:

Positive	**Negative**
generous	selfish

3 **Think of some other adjectives that can be opposites of the words in exercise 3.**

Example: *The opposite of 'generous' can also be 'mean'.*

A4.6 Reading: Extensive reading project

To become more familiar with English literature, you are going to read a variety of short stories and poems. Carry out the activities below:

- With your teacher, discuss where you can find examples of English literature, for example, in your school library, class book box, or on the Internet.
- In the next three weeks, try to read a minimum of three poems and three short stories. Choose poems and stories that interest you.
- If you find you have chosen something that is boring or too difficult, change it for another one.
- When you have read each one:
  - Keep a record of the title and author
  - Allocate stars to rate the text, such as:
    ** * * * = Excellent
    * * * * = Good
    * * * = Quite good
    * * = Not very interesting
    * = Boring!
  - Write a short review of each text.

© MoE: EPDE Ethiopia
Not to be republished

Part B

Objectives

In this part of Unit 4 you will:

- learn the names of different kinds of films
- listen to the plot of a film
- practise talking about the future using *will do* and *will have done* and *by* phrases
- learn the names of different kinds of writers
- listen to a film review
- write a film review
- learn some phrasal verbs
- talk about ways of improving your writing
- assess your listening and reading.

B4.1 Increase your word power: Film genres

1 **Films are usually categorised by genre (type of film). Match the different kinds of film genres in the left-hand column with the definitions in the right-hand column. Write your answers like this: 6=a**

1 Comedy	
2 Science fiction	
3 Romantic	
4 Drama	
5 Crime/Gangster	
6 Action/Adventure	
7 Fantasy	
8 Animated	
9 Musical	
10 Horror	
11 Historical	

© Ethiopia Unpublished

2 **In a small group, talk about a film you have seen recently. Try to include the following questions in your discussion:**

- **What is the title of the film and what genre does it belong to?**
- **What is the film about?**
- **What did you like about the film?**
- **What did you dislike about it?**

B4.2 Listening: The plot of a film

1 **Your teacher is going to read you an incomplete plot of a film. As you listen, make notes in your exercise book under the following headings:**

- Characters
- Settings
- Film genre
- The plot so far

2 **Compare your notes with those of a partner. Listen as your teacher reads the plot again and this time add more details.**

3 **With your partner, predict the ending of the film. Discuss some ideas.**

Before you start, study the language in the box below.

Predicting and speculating

Use this language to discuss the ending of the film:

I think

I think James Bond will die.

(Prediction)

Going to

No, he's definitely going to be all right. The hero always is.

(A strong prediction based on what I know)

Might/may

Well, he might/may die and come back to life in the next James Bond film!

(Speculation: it's possible, but not certain)

4 **Write one or two sentences about your predicted ending.**

5 **Read your ending to the rest of the class.**

6 **Listen to your teacher read the actual ending. How does it compare to your prediction? Is it what you expected?**

7 **Discuss the plot with a partner and consider the following questions:**

- Do you think you know this film? What is the title?
- Do you think the plot is realistic or unrealistic?
- Does the plot appeal to you?
- Do you think the film's plot has an effective ending?

© FDR Ethiopia Not to be republished

B4.3 Language focus: Talking about the future

Will do/will have done and *by* phrases

An important use of *will + verb* is to predict future events,

for example: *Many animals will become extinct if we continue to destroy their habitats.*
Some animals won't exist for much longer

Another structure we can use to predict the future is *will have + verb*.

This looks back from a point in the future to something that occurred earlier,

for example: *It is possible that some cities will have disappeared by the end of the century if sea levels rise significantly.*

I won't have finished my homework by tonight.

This structure is often used in conjunction with a phrase beginning with *by*,

for example: *By the end of the century …*
By the time I'm 40 …
By the end of the lesson …
By the time we have finished school …

1 **Match the beginnings and the endings of these sentences and practise saying the full sentences with a partner.**

1 I won't have finished with Hanna's dictionary by tomorrow morning	**a** I will have done all my homework.
2 I don't think it will rain tomorrow	**b** as the sky is clear today.
3 We have planted maize,	**c** when he wants it back.
4 I won't be working tomorrow evening	**d** so we can listen to some music.
5 By the time I've finished this exercise,	**e** and we will harvest it in about three months.

2 **Make predictions about the ending of the film *Casino Royale* from the table below. Practise saying the completed sentences to your partner.**

At By	the end of the film	James Bond Le Chiffre Vesper M James Bond and Vesper	will get married. will be killed. will leave MI6. will give James Bond a promotion. will have got his money back. will have killed Le Chiffre. will have been killed.

B4.4 Speaking: Future predictions

1 **With a partner, discuss different ways of completing these sentences.**

1 By the end of the year I …
2 By the end of this lesson we …
3 By the time I get home …
4 By 2080 …

2 **Make four predictions about things that you think will happen in your lives and in your local area in the future. Tell the predictions to your partner.**

Example: *I think I'll leave school after my school certificate.*
There will be more cars on the roads of our town.

3 **Think of four things you will have done by the time you are 30. Tell these to your partner using the *will have* structure.**

Example: *I will have left school by the time I am 30.*

4 **As a class make some predictions about the future of Ethiopia.**

B4.5 Increase your word power: Writers

1 **Many different kinds of writers work in the arts and media. Look at the occupations in the left-hand column of the table. Match the jobs with the definitions in the right-hand column. Write the answers in your exercise book like this: 1=b**

1 Author	
2 Biographer	
3 Columnist	
4 Copywriter	
5 Editor	
6 Journalist	
7 Novelist	
8 Playwright	
9 Poet	
10 Reporter	
11 Reviewer or critic	
12 Screenwriter	

2 **Work in a group and try to think of a well-known example of each of these types of writer.**

Ethiopia Not to be published

B4.6 Listening: A film review

You are going to hear a review of the film *Casino Royale*. As you listen, make notes of the reviewer's opinions under the following headings. Write your notes in your exercise book.

- Daniel Craig (James Bond)
- Judi Dench (M)
- Eva Green (Vesper Lynd)
- The film as a whole

B4.7 Writing: A film review

1 **Work with a partner. Are you both familiar with the films *Ratatouille*, *Titanic*, *Bratz*, *The Princess Diaries* and *Avatar*? If so, what do you know about them?**

2 **Read the following extracts, which have been taken from various film reviews. Work with your partner to decide which of the films they are commenting on.**

Extract 1
Let's not pretend this is anything more than a lightweight, feel-good family comedy. But the humour is sharp, the personalities likeable and it's easy on the eye, all of which make it the perfect holiday movie.

Extract 2
Actor Sam Worthington plays a disabled US marine of the future who is sent to distant planet Pandora, home of the Na'vi, the blue-skinned indigenous race whose homeland lies above a large deposit of a rare and valuable mineral. Worthington's job is to win them over.

Extract 3
Kate Winslet and Leonardo DiCaprio are convincing as a young couple in love, although at times the romance is overplayed and DiCaprio's character has little depth.

Extract 4
Although on one level it is a teen movie with great clothes and the kind of language parents will have difficulty understanding, it also says something about the value of loyalty and friendship in a way teenagers will swallow.

Extract 5
There is so much that is good about this film: the animation is outstanding; the voice work superb; the script hilarious and intelligent. It is a masterpiece that is not to be missed.

3 **Identify which of the extracts:**

a describes the plot
b describes the performances of the actors
c comments on the film
d tells us what kind of film it is
e tells us when and where the film is set
f explains the message of the film
g says something positive
h says something negative

4 **Refer to the list of film genres in B4.1 and identify the genre of each of these films.**

5 **Have you seen any of these films? Do you agree or disagree with the opinions in the reviews?**

6 **Look at listening text B4.6 at the back of this book. Read the review and do the following activities:**

1 Match each of the sections in the right-hand column to the appropriate paragraphs in the review:

Paragraph 1	**a** a short summary of the plot
Paragraph 2	**b** the reviewer's general opinion
Paragraph 3	**c** overview of the film
	d the message of the film
	e a reference to the film genre
	f comments on the performances
	g where the story comes from

2 Complete the gaps with words from the listening script.

a a _____ thriller (paragraph 1)
b another _____ performance in the role. (paragraph 2)
c played with _____ and _____ by Eva Green (paragraph 2)
d There is an _____ and unusually _____ conclusion. (paragraph 2)
e the film will _____ to those who (paragraph 3)

7 **Talk to your partner about films you have seen. Use the words and phrases in the box.**

Example: *In my view X gives a strong performance in Y, but the film moves too slowly.*

a masterpiece a dud action-packed moves slowly uninspired a strong performance
a weak performance breathtaking special effects a tense drama a tender romance

8 **Write a review of a film that you have seen. It can be a film you like or dislike.**

- Use the review of Casino Royale to help you.
- Write in paragraphs. Each paragraph should include the information given in exercise 6 above.
- Try to include words from the box in exercise 7.

9 **Read the film reviews by other students in your class. Do you agree or disagree with them?**

© Moleft Ethiopia Not to be republished

B4.8 Increase your word power: Phrasal verbs with *off*

To review what phrasal verbs are and how they behave, to back to B1.3.

1 **Most phrasal verbs have more than one meaning. Add particles to the verbs in the box below to make phrasal verbs. Use them to complete these pairs of sentences which share the same phrasal verb. One has been done for you.**

turn take get held gave pull

Example:

1 **a** *Take off* your shirt! It is completely wet.
b Our plane *takes off* at eight o'clock.
2 **a** Please _____ your radio, it is too loud.
b I was offered a job in a shop but I _____ .
3 **a** A large wooden pole _____ the roof of the hut.
b An accident _____ the traffic in town today.
4 **a** My mother _____ our old clothes to a large family who live near us.
b Although Jimmy speaks Luganda very well, his accent _____ that it isn't his mother tongue.
5 **a** Our school had to _____ of the championship as a lot of our players had injuries.
b Please _____ the table; it is not for sitting on!

2 **Put the phrasal verbs (in the box below) in the correct form for each of the paired sentences. Note: you may not need to change some of the phrasal verbs. One has been done for you.**

get on with get over go through look on look up take on

1 **a** The factory is *taking on* more workers.
b As he read the letter his face *took on* a shocked expression.
2 **a** After the accident several people _____ but didn't do anything to help.
b You should not _____ strangers with suspicion.
3 **a** How are you _____ your revision?
b I _____ my brothers very well.
4 **a** I'm planning to _____ my vocabulary book tonight and test myself.
b I _____ all my pocket money this week already and its only Tuesday!
5 **a** It is vital that the message of HIV/Aids awareness _____ to young people.
b It takes a few weeks to _____ malaria.
6 **a** Life is hard at the moment, but things will _____ when the exams are over.
b If you are going to Harar, you must _____ your cousin.

3 **Many phrasal verbs with the particle *off* are connected with the idea of *leaving*. Identify the phrasal verbs in these sentences.**

1 I must be off.
2 The man drove off without realising his suitcase was on the roof of his car.
3 I said something unkind to my friend and she just walked off.
4 A thief ran off with my necklace
5 My plane takes off at eight o'clock.
6 My family is coming to the airport to see me off.
7 We set off early in order to arrive in good time.

© MoE Ethiopia Not to be published

1 Which of these verbs:
- does not take a direct object?
- takes a direct object and is separable?
- takes a direct object and is inseparable?

2 Write the sentences without the phrasal verbs, substituting them with a synonym. Note: you can use the same verbs if you like, but without the particle *off*.
For example, *I must go*.

3 Work with a partner and make up a story using the set of phrasal verbs that use *off*. Make notes of your story, but don't write it in full sentences.
When you are ready, tell your story to another pair of students.

B4.9 Study skills: Focus on writing

A Writing spontaneously

In A3.3 we looked at the importance of planning your writing, which is essential in order to produce a good piece of written work. However, sometimes you have to be able to write without any prior planning, in other words, to write *spontaneously*.

1 Listen to your teacher dictate the first part of a news report. You must do the following:
- Listen to and write what is dictated.
- When your teacher stops dictating, write the end of the story, without pausing to think, plan or discuss it.

2 When you have finished, do not check your work, but immediately team up with one or two other students. Read each other your story endings and assess them in terms of:
- the quality of the ideas
- the style
- the language used.

B Timed writing

Another important skill is the ability to write under the pressure of a timed deadline – something that is vital in exams.

1 Your teacher will give you a topic. You must write a complete and coherent text on the topic within a time limit of five minutes.

2 When you have finished, without checking or revising your work, team up with one or two other students. Read each others' pieces of writing and assess them according to the same criteria you used in the exercise above.

C Tips for improving your writing

The best way to improve your writing is … to write! Think of as many different ways to write in English as you can. For example, letters, stories, emails, poems, plays, shopping lists, 'to do' lists, your homework schedule and so on. It is also important to review what you have written in order to improve it.

1 Work with a partner. Brainstorm some strategies for improving your writing.
Example: *Keep a diary in English and write something in it every day.*

© MoE FDR Ethiopia Not to be republished

2 **With your partner, select the best ideas and make a poster of tips for improving your writing.**

3 **Display your poster and look at those prepared by other students.**

B4.10 Assessment

1 Listening

Listen to your teacher reading a review of the film *Avatar* and decide if these statements are true or false according to the critic's opinion.

1 The plot is impressive but the animation isn't.
2 Life on the planet Pandora is less beautiful than life on earth.
3 Sam Worthington's performance as Jake is not impressive.
4 Neytiri is well-played by Zoe Aldana.
5 The Americans are the enemy of good.
6 There is no message in the film.
7 The plot is exciting.
8 There are aspects of the film that will please everyone.

2 Reading

Use ONE word to complete each of the gaps in this text about the life of the Nigerian writer Chinua Achebe.

Chinua Achebe has achieved recognition as a (1) _____ whose novels speak not only to his own people in Nigeria, but to readers around the (2)_____. He was born in Ogidi, Nigeria in 1930, the (3)_____ of a teacher in a missionary school who instilled in his son both traditional Igbo values and his own Christian (4)_____. A (5)_____ student, he attended Government College, Umuahia and then University College, Ibadan where he (6) _____ English, history and theology. Although his parents gave him the Christian name Albert, while a student he (7)_____ it and was henceforth known as Chinua, his Igbo name. He graduated in 1953 and (8)_____ the Nigerian Broadcasting Company in Lagos. In the 1960s he was director of the External Service, Voice of Nigeria. He had by this time already (9)_____ his novel, *Things Fall Apart* (1958), the first written by an African in English. This was (10)_____ closely by *No Longer at Ease* (1960), *Arrow of God* (1964) and *A Man of the People* (1966). During the bitter Nigerian Civil War 1967–70, Achebe was in the Biafran Government Service. Subsequently he mainly taught at American and Nigerian (11)_____, all the time publishing papers, poetry and other novels, most notably *Anthills of the Savannah* (1987). His major (12)_____ have been traditional pre-colonial values and his anger with successive Nigerian (13)_____. Now the grand old man of African letters, he is wheelchair bound as a result of a road (14)_____ in 1990.

© MoE FDR Ethiopia Not to be republished

Unit 5

The United Nations

Part A

Objectives

In this part of Unit 5 you will:

- talk about what you know about the United Nations (UN)
- listen to a lecture about the UN and take notes
- take part in an information exchange activity about facts about the UN
- read The UN Convention on the Rights of the Child
- learn about initials and acronyms
- learn some adjectives to describe leaders
- write a paragraph about what makes a good leader.

A5.1 Introduction: What do you know about the United Nations?

Work in a group.

1 **Brainstorm what you know about the United Nations (UN). Consider the following:**

- How is the UN structured?
- Where are the UN headquarters?
- Who are the members of the UN?
- Why does the UN exist?
- What sort of work does the UN do?
- Are there any other facts or information that you know about the UN?





2 **Decide if you have a generally favourable or unfavourable view of the UN and discuss the reasons why.**

© FDR Ethiopia
Not to be republished

A5.2 Listening: A lecture on the UN

1 **Listen to a short lecture about the UN and complete these notes.**

The United Nations

1 Why it was established

Set up in _____ after Second World War to:

– maintain international peace and _____ .

– develop _____ relations among nations

– promote social progress, better living standards and _____ .

– be a centre for _____ the actions of nations.

2 _____

– No president or parliament

But:

– takes action on _____ range of issues.

– provides _____ or meeting place for member states.

– _____ affiliated organisations incl: General Assembly, Security Council.

– also specialised _____ , for example UNDP, Unicef, _____ and so on.

3 _____

– Solve _____ that challenge humanity.

– Reaches every corner of _____.

– Best known for: peacekeeping and _____ assistance.

– Other examples: sustainable _____, refugee _____, disaster relief, counter terrorism, disarmament, health, food production, human _____.

4 Conclusion

Effectiveness depends on _____ of member states and _____ within states.

2 **Compare your completed notes for exercise 1 with your partner's.**

3 **With your partner, talk about the UN (in complete sentences) using the information in your notes.**

4 **Now discuss your notes with your partner.**

- Did they help you to talk about the UN (in exercise 3 above)?
- Describe how the notes are organised.
- What do we call notes organised in this way?

© Not

5 **Go back to A2.12 and A3.3 to see how we can use this format when taking notes during a lecture.**

6 **Close your book (so that you can't see the notes in the box above). Listen to the lecture again but this time write your own outline notes in your exercise book.**

7 **When you have finished, compare your notes with your partner's.**

8 **Check your notes by looking back at the outline in exercise 1.**

A5.3 Speaking: Facts about the UN

Work with a partner. You are going to read some information about the UN. Each of you should look at your version of the text. Ask and answer questions to find the missing information. Student A: go to page 284. Student B: go to page 287.

A5.4 Reading: The United Nations Convention on the Rights of the Child (CRC)

The United Nations Convention on the Rights of the Child (CRC) is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention and opened it for signature on 20th November 1989. We have made significant progress in the 20 years since the world made this set of promises to children. But the rights of many millions of children are still being denied. Children still die of easily preventable causes; still lack protection, education, food, shelter and clean water; and still face poverty and discrimination. Much remains to be done.

1 **Skim read the CRC on the next page and identify the articles of the convention that state that a child should have the right to:**

a a name and be registered as a citizen of a country
b meet with other children and have friends
c good medical care when he or she is sick
d compulsory and free primary education
e free time to play with friends
f do no work except schoolwork and help sometimes in the home
g be protected from abuse such as beatings or lack of food.

© Macmillan Education Not to be republished

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (SIMPLIFIED)

Source: *What Rights?* www.unicef.org

Article 1
Everyone under 18 years of age has all the rights in this Convention.

Article 2
The Convention applies to everyone whatever their race, religion, abilities; whatever they think or say; whatever type of family they come from.

Article 3
All organisations concerned with children should work towards what is best for each child.

Article 4
Governments should make these rights available to children.

Article 5
Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6
All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7
All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for, by their parents.

Article 8
Governments should respect children's right to a name, a nationality and family ties.

Article 9
Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10
Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11
Governments should take steps to stop children being taken out of their own country illegally.

Article 12
Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13
Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14
Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15
Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16
Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17
Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18
Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19
Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20
Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21
When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Article 22
Children who come into a country as refugees should have the same rights as children born in that country.

Article 23
Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24
Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25
Children who are looked after by their local authority, rather than by their parents, should have their situation reviewed regularly.

Article 26
The Government should provide extra money for the children of families in need.

Article 27
Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28
Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29
Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30
Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31
All children have a right to relax and play, and to join in a wide range of activities.

Article 32
The Government should protect children from work that is dangerous, or that might harm their health or their education.

Article 33
The Government should provide ways of protecting children from dangerous drugs.

Article 34
The Government should protect children from sexual abuse.

Article 35
The Government should make sure that children are not abducted or sold.

Article 36
Children should be protected from any activities that could harm their development.

Article 37
Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38
Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39
Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40
Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

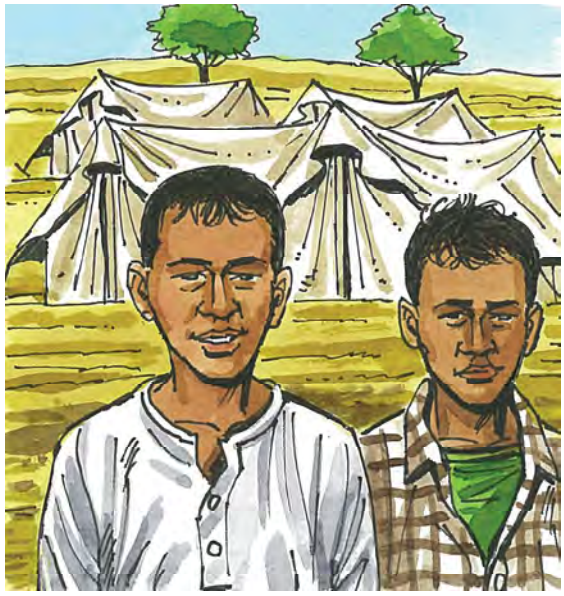
Article 41
If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42
The Government should make the Convention known to all parents and children.

2 **Read the following texts about the lives of children in different parts of the world. When you have read the texts, complete the table below with the key points from the texts.**

Text A: Joseph and John from Sudan

I have a photograph of my family, when there were four of us living together. When I was 12-years-old, my father ran away because rebel soldiers chased him from our farm. Now he is a refugee. My mother became very sick, thin and tired. She could not care for us. One day she put us on a truck, which was going to a refugee camp, and now we live in the camp without our mother. I don't like it here. The rebels sometimes attack and drive us away. On the other hand, we can go to school here and once or twice a week we are given bread, beans, pumpkin and fufu by the relief agencies. This is often not enough.



Text B: Santino from Brazil

Olá from me, Santino Roderigues 12-years-old and the winner of Junior Pop Star, on Brazilian TV! Do you think I am happy? NO! I have to work very hard but the money is not for me. It is for my parents and to pay my agent. I go for singing lessons every morning and record music until late at night. I am not allowed to play with friends. When I feel sick, my agent says that there is no time to see a doctor, only time to work. I wish that I could go to school and I wish that I did not travel so much. I want to be at home with my parents.



Text C: Jamila from Bangladesh

My house is made of metal and has one room. I help my mother by washing vegetables for her to sell and looking after my two brothers when she goes to the night market. I have no friends because I work too many hours. Even so, we don't have enough to eat. I am nine-years-old but I can't go to school because my mother has no birth registration for me. I work in a hot, dusty, stone quarry where I break stones with a hammer. The stones are used to make roads. I get sun burnt and, once, a stone chip went into my left eye and made it go blind.



Text D: Ismail from Palestine

I am a boy and I am 13-years-old. Unfortunately, my mother was killed in the war in 2001 and I am sad because I miss her. I do not go to school. I work with my father at a brick factory. The bricks are heavy. Sometimes he hits me if I drop one and it breaks. I want to be in the army when I am older.



Text E: Devi from India

I am a girl, and I am eleven-years-old. I live with my mother, my uncle and my six sisters. We all go to the Golden Girls' Primary School. Science is my best subject. I do not have a job but I help at home. I like cooking and one day I want to be a sweet maker. I love my home and my school.



	Joseph and John	Santina	Jamila	Ismail	Devi
Country of residence					
Family life					
Food/Housing					
Work					
Education/ School					

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

1 Which of these children are living in contravention of articles in the CRC? Write your answers under the following headings:
   - Name of child
   - Article contravened
2 Compare the quality of life for these children.
3 Go back to exercise 1. Do you agree with the seven articles mentioned?
4 What do you think is the purpose of the CRC? How useful is it?

A5.5 Increase your word power: Initials and acronyms

Initials

- An *initial* is the first letter of a word.
- Initials are often used as a quick way of referring to names that consist of several words. Usually we say the initials separately, for example: for the U.S.A. we say *you/ess/ay*.

Acronyms

- Some initials can be pronounced as a single word, known as an acronym, for example, AIDS for Acquired Immune Deficiency Syndrome. Many well-known acronyms are written in lower case letters, for example Aids.

1 **Which of these initials are acronyms?**

1 WWW
2 MDG
3 AU
4 EU
5 USA
6 Unicef
7 FIFA
8 UK
9 IOC
10 UNDP
11 UNESCO
12 BA
13 MBA
14 GMT
15 BMW

2 **Match some of the initials (above) to the definitions (below) of what they stand for. Where possible, give the full form of the initials in words; you may need to look on the Internet or find them in relevant books from the library.**

a Part of a website address
b Two unions of nations
c A UN agency to protect children
d The world governing body of football
e The UN agency responsible for development programmes
f The governing body of the Olympic Games

g Two university degrees
h A UN agency to promote education and culture
i Two countries
j An international time zone
k A car
l An international agreement

3 **With a partner, list any other initials or acronyms that are commonly used in Ethiopia.**

4 **Team up with another pair of students and ask each other to say what the initials in your list stand for.**

A5.6 Increase your word power: Adjectives to describe leaders

1 **All the adjectives listed below can be used to describe character. Listen to your teacher pronouncing them and mark the stressed syllable in each one. Practise the pronunciation of these adjectives.**

aggressive charismatic consultative courageous decisive diplomatic fair honest inclusive opinionated participatory popular resilient respected strong trusting trustworthy well-liked

2 **Use a dictionary to check the meanings of any of these words you don't know.**

3 **Which of these characteristics do you think are necessary for a leader? Make a list. You can add some of your own words, if you like.**

4 **With a partner, make sentences to explain six of these adjectives. Begin each sentence by saying:**

A leader is *fair* when …

5 **Read your sentences to another pair of students to see if they agree with your definitions.**

A5.7 Writing: A good leader

1 **Work with a partner. Make a list of the contexts in which there are leaders. For example, a class leader, a president and so on.**

2 **Discuss to what extent you think all leaders need the same qualities.**

3 **Now on your own, write a paragraph about what makes a good leader. The paragraph must express your own opinion. You should also justify the points you make and provide examples. When you have finished, check your paragraph carefully and make any necessary changes.**

4 **Read paragraphs written by other students in your class and compare your ideas.**

© FDRE Ethiopia Not to be republished

Part B

Objectives

In this part of Unit 5 you will:

- read about the Millennium Development Goals (MDGs)
- listen to descriptions of projects which are helping progress towards the MDGs
- learn how to talk about future events with *will be* (*doing*)
- learn how to express purpose with *to*, *so as to*, *in order to*, *for*, *so that*
- discuss the MDGs
- learn some words commonly used in development
- read a UN text about good governance
- use some noun suffixes
- learn how to use the expression *It's time*
- discuss how to create a New United Nations
- do an exercise to practise research skills
- write a report
- do a speaking assessment task.

Ethiopia Not to be published

B5.1 Reading: The Millennium Development Goals (MDGs)

1 **Work in a small group. Discuss what you know about the MDGs.**

At the United Nations Millennium Summit in 2000, 189 world leaders made a historic promise when they signed up to the Millennium Declaration and agreed to meet the Millennium Development Goals (MDGs). These are an eight-point road map with measurable targets and clear deadlines for improving the lives of the world's poorest people by 2015.







2 **Read the list of MDGs:**

Goal 1: Eradicate extreme poverty and hunger:
Halve the proportion of people living in poverty and suffering from hunger.

Goal 2: Achieve universal primary education:
Ensure a full course of primary schooling for all boys and girls.

Goal 3: Promote gender equality and empower women:
By 2005 eliminate gender disparity in primary and secondary education and at all levels of education no later than 2015.

Goal 4: Reduce child mortality:
Reduce by two-thirds the number of children dying under the age of five.

Goal 5: Improve maternal health:
Reduce by three quarters the number of women dying from complications of pregnancy and childbirth.

Goal 6: Combat HIV/AIDS, malaria and other diseases:
To have halted by 2015 and begun to reverse the spread of HIV/AIDS and the incidence of malaria and other major diseases.

Goal 7: Ensure environmental sustainability:
Halve the proportion of people without sustainable access to safe drinking water and basic sanitation and improve the lives of slum dwellers.

Goal 8: Develop a global partnership for development:
Promote global cooperation on aid, trade, debt, access to affordable essential medicines and new technologies and address the special needs of the least developed, landlocked and small island states.

Source: adapted from *Millenium Development Goals– Basic facts* www.undp.org

3 **Work with a partner and discuss the extent to which the MDGs are important for Ethiopia.**

4 **Underline any new words that you do not understand in the MDGs. With your partner, guess the meanings of the words and then look them up in a dictionary.**

B5.2 Listening: Progress towards the MDGs

1 **Listen to descriptions of four development projects linked to the MDGs and make notes in the table.**

	Country/Area	Nature of project	Sponsors	Relevant MDG
1				
2				
3				
4				

2 **Do you know of any other projects or activities that are helping progress towards the achievement of the MDGs? Discuss these projects with your partner.**

B5.3 Language focus: Talking about the future

***Will be* (*doing*)**

- In B4.3 we looked at how we can talk about future events using *will* (*do*) and *will have* (*done*).
- Another structure is *will be* (*doing*) which is used to talk about events that will be going on at a certain time in the future.
  For example: *It is predicted that by 2050 millions more people in the world will be living in poverty unless the MDGs are achieved.*

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

1 I had no breakfast this morning so by 12 o'clock I _____ (feel) hungry.
2 The coming months will be hard work as we _____ (prepare) for our school certificate exams.
3 I can't come out tomorrow morning as I _____ (work) in my father's shop.
4 To ensure sustainability, farmers themselves _____ (operate) the irrigation system.
5 Development agencies and NGOs _____ (support) governments and local communities to achieve the MDGs until 2015 and beyond.

2 **Match the beginnings and the endings of these sentences using the correct form of *will*: *will have (done)* or *will be (doing)*. Write the full sentences in your exercise book.**

1 Next Saturday is a special day for our family …	**a** … as we (have) chicken biriani! Mmm!
2 Scientists say that by the end of this century …	**b** … my brothers and sisters (eat) all the food and there will be nothing for me!
3 You must come to our house for dinner this evening …	**c** … as we (celebrate) my grandmother's eightieth birthday.
4 Don't come to the house before seven o'clock on Sunday morning …	**d** … because at this time tomorrow we (write) an exam!
5 We can't leave the cinema before 10 o'clock …	**e** … so he (go) to work by 8.30.
6 When I get home this evening …	**f** … as the film (not finish).
7 I'm feeling nervous …	**g** … climate change (cause) many changes in our environment.
8 My brother always leaves the house at 8.15 …	**h** … as we (sleep)!

3 **Work with a partner and make predictions about four things you'll be doing in ten years time.**

In ten years I'll be …

© Not for distribution

B5.4 Language focus: Expressing purpose with *to, so as to, in order to, for, so that*

We can talk about why something is done by using several different expressions:

to is the most common. It is used as part of the infinitive of a verb. For example:

- The UN was established *to* maintain international peace and security and *to* promote social progress, better living standards and human rights.

in order to and ***so as to*** do the same job but in a more formal style. For example:

- *In order to* maintain international peace and security and to promote social progress, better living standards and human rights, the UN was established.
- The UN was established *so as to* maintain international peace and security and to promote social progress, better living standards and human rights.

so that can only be used before a clause containing a subject and a verb. For example:

- The UN was established *so that* international peace and security could be maintained.

for can be used before a noun, not before a verb. For example:

- The General Assembly is a forum *for* discussion.

1 **Complete these sentences using your own ideas.**

Example: *I've bought some paper in order to write a letter.*

1. I want to finish my homework early in order to …
2. We have prepared a lot of food so that …
3. I'm going to use this pot for …
4. I'm going to the clinic to …
5. I came home a different way so as to …
6. You must take some food for the journey so as not to …

2 **Make sentences from the table below. Write the full sentences in your exercise book.**

1 The EU is supporting the Nigerian government in improving management of vaccination …	in order to	… promote a global perspective on citizenship.
2 The IFAD is funding a sustainable coastal management programme in the Philippines …	so that	… immunisation coverage is increased.
3 A small scale irrigation project in four administrative areas of Ethiopia is being funded by the IFAD …	so as to	…food security improves.
4 Oxfam is sponsoring a teacher education project in three countries …	to	…restore coral reefs and increase fish stocks.

B5.5 Speaking: The MDGs

Work in a small group.

1 **Look back at B5.1 and discuss which of the MDGs you think are likely to be achieved by 2015: a) around the world and b) in Ethiopia.**

Example: *If we build more primary schools we will achieve the goal.*
I don't think we will have achieved universal primary education by 2015.

2 **Listen to your teacher reading an assessment of progress with the MDGs in 2010. Compare this assessment with your predictions.**

3 **Think of some effective ideas to complete these sentences. Discuss your ideas within your group.**

1 In order to prove maternal health we should ...
2 So that the spread of HIV/AIDS can be reduced we …
3 To achieve universal primary education in Ethiopia, …
4 So as to promote sustainable farming practices …
5 In order to empower women …

4 **Discuss these questions in your group:**

1 How realistic are the MDGs?
2 How would you change or add to them?

5 **Compare your ideas with those of the rest of the class.**

B5.6 Increase your word power: Words commonly used in development

1 **Match the verbs in the middle column of the table with their synonyms or definitions in the left-hand column. Note: two of the verbs have the same synonym/definition.**

Synonym or definition	Verb	Noun
1 help something happen or be successful	**a** 'combat	'*combat*
2 make something or someone a part of an activity or situation	**b** diversify	
3 stop	**c** eliminate	
4 help and encourage someone or something	**d** empower	
5 give power to	**e** eradicate	
6 get better	**f** expand	
7 make safe	**g** halt	
8 make something continue	**h** improve	
9 do something again to get the same result	**i** involve	
10 fight	**j** monitor	
11 carefully watch or measure something to see how it changes over a period of time	**k** promote	
12 remove	**l** replicate	
13 change something or make it change so that there is more variety	**m** secure	
14 become larger, or to make something larger	**n** support	
	o sustain	

2 **Make nouns from the verbs and add them to the column on the right.**

3 **Practise saying the verbs and nouns in the two columns and mark the stressed syllable in each word.**

4 **Put the words in this box into the groups below.**

scheme	aim	programme	plan	focus	proposal
problem	objective	strategy	question	goal	approach

- Project
- Target
- Issue
- Set of guidelines

B5.7 Reading: What is good governance?

1 **In a group, discuss what you think is the answer to this question.**

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

In 1966 the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights were adopted by the UN General Assembly. These documents highlight the ideal of free human beings enjoying civil and political freedom and freedom from fear and want. The documents stress that this can only be achieved if conditions are created whereby everyone may enjoy his/her civil and political rights, as well as his/her economic, social and cultural rights.

When most people hear the word governance they think of the Government. After all, both have govern as their root word. But governance is about more than just Government. It is a complex yet universal force that exists in all societies. People use governance in their daily lives to manage human relationships, just as companies and countries use it to manage their interaction and activities.

When we speak of the quality of a country's governance, we mean the degree to which its institutions (such as parliament) and processes (such as elections) are transparent, meaning they are not susceptible to corruption in international business transactions, and are accountable to the people, allowing them to participate in decisions that affect their lives. It is also the degree to which the private sector and organisations of civil society are free and able to participate. Good or democratic governance exists when the authority of the Government is based on the will of the people and is responsive to them. It is when open, democratic institutions allow full participation in political affairs and when human rights protections guarantee the right to speak, assemble and dissent. And it is when Government and Governmental institutions are pro-poor, promoting the sustainable human development of all citizens.

Today the quality of governance is attracting more and more attention within and among countries. The number of democratic regimes continues to rise and good governance has become an important criterion for a country's credibility and respect on the international stage. Yet even as good governance takes hold, challenges to it also emerge. The greatest threats to good governance today come from corruption, violence and poverty, all of which undermine transparency, security, participation and fundamental freedoms.

Despite fits and starts human liberty has been on an upward trajectory throughout history. In the 20th century in particular, democracy and civil liberties made important and dramatic progress.

Source: *UN Cyberschoolbus briefing paper* www.un.org

Complete these sentences with words from the text (one word per gap).

1 Institutions (such as parliament) and processes (such as elections) must be _____ i.e. not susceptible to corruption in international business transactions, and are_____ to the people, allowing them to participate in decisions that affect their lives.
2 The authority of the Government must be based on the _____ of the people and be _____ to them.
3 Government and Governmental institutions must be _____, promoting the sustainable human _____ of all citizens.
4 The greatest threats to good governance today come from _____, violence and poverty, all of which undermine transparency, security, _____ and fundamental _____.

3 **Work with a partner and discuss the meanings of these words and phrases in the context of good governance.**

- transparency
- accountability
- the will of the people
- corruption
- participation
- fundamental freedoms

4 **Work in a small group and discuss these questions:**

- Why is good governance difficult to achieve in developing countries?
- "Everyone (should) enjoy his/her civil and political rights, as well as his/her economic, social and cultural rights." Do you agree?

B5.8 Increase your word power: Suffixes

- *Suffixes* can be added to many base words to change their grammatical form. For example: we can add *-ion* and *-ment* to some verbs to make nouns such as *discussion*, *improvement*.
- *-hood* and *-ship* can be added to some nouns to make abstract nouns, such as *childhood*, *membership*
- *hood* is often used with family terms
- *ship* is often used to describe status

1 **Put the words from the box into the correct column according to which suffixes they take. Write them with their suffixes, paying attention to any spelling changes.**

-ship	-hood	-ion	-ment	other noun suffixes

admit arrange boy brother censor champion citizen complex dictator father forgetful independent inform leader Marx mother nation neighbour owner partner photograph priest relation

© FDRE Ethiopia Not to be republished

2 **Complete these sentences with suitable words from the table.**

1 With independence in 1962, Kenya achieved _____.
2 My cousin who lives in New York, now has American _____.
3 During his _____ Nelson Mandela looked after cows.
4 The _____ of the land next to our house is disputed. We say it is ours, but our neighbours are building on it.
5 My cousin is very religious and he has decided to enter the _____.
6 The government is working in _____ with the UN to achieve the MDGs.

3 **Make sentences with six other words ending *-ship* and *-hood*. Write the sentences in your exercise book.**

B5.9 Language focus: *Expressing strong ideas*

A Certainty and conviction

When we are certain or uncertain about something we can introduce it with these expressions:

I am sure that … *I am certain that …* *I'm convinced that …* *There's no doubt that …*	*most of the MDGs will be achieved by 2015.* *the United Nations does useful work.* *the UN Convention on the rights of the child protects many children.* *there would be more wars without the UN.* *the rest of the academic year will be tough.* *we will all do well in our exams.*
I am not sure that … *I am not certain that …* *I am not convinced that …* *I doubt that …*	

1 **With a partner, make true sentences from the table, according to what you believe.**

2 **With your partner, respond to the following statements with your own opinion using expressions from the table.**

For example: *Ethiopian coffee is the best in the world.*
– I am sure that Ethiopian coffee is the best in the world.
– Well, I'm not sure it's the best, but there's no doubt it's one of the best.

1 The Gibe dam project is very important for the development of Ethiopia.
2 Ethiopia needs more educated people to develop its economy.
3 In 20 years' time, Africa will be much more developed than it is now.
4 Corruption is a major issue which is holding up the progress of many developing countries.
5 Africa needs to find its own solutions to its problems and not be told what to do by Western countries.
6 Development is a mixed blessing.

B *It's time*

It's time I left (= we haven't left, we are still here, but we should leave now)
It's time + subject + verb in past simple

It's time is an expression used to introduce an unreal situation, so the tense of the verb changes in the second part of the clause. That does not mean the time has changed; it means that the verb is expressing something unreal.

We can modify the expression with *high* or *about*.
It's high time …
It's about time …

1 **Make a sentence with *it's time* in response to these situations.**

a We must go now. *It's time we went.*
b I think you should go to bed, it's 11 o'clock.
c We must start planting soon. The rain is coming.
d Everyone will be home soon. I must start cooking.
e It's nearly dark. You must come inside now.

2 **Now add your own *it's time* sentence in response to these situations.**

a The exams will be here soon.
b It's late.
c There are some things I need to buy.
d My bicycle has been broken for over a month.
e You have been sitting around doing nothing all day!

3 **Make your own sentences about things you need to do urgently. Use *It's high time*.**

B5.10 Speaking: The New United Nations



The General Assembly has decided by unanimous vote that the problems of the world are so great that a new United Nations is needed, which has power over national governments, in other words it will be the government of the world. In practice this will mean that the United Nations will make laws not simply recommendations.

However, the current UN structure is not suitable for world government and so special committees in different parts of the world have been set up to make recommendations to the General Assembly for the creation of a new United Nations. The General Assembly will then choose the best one.

Note: Currently the structure of the upper levels of the UN is:

- the Security Council (with permanent and rotating members)
- the General Assembly (representatives from each country)
- the Secretariat (permanent employees)
- the Secretary General (chosen by the Security Council and confirmed by the General Assembly)

See A5.3 for more information about how the UN works.

Work in a group.

1 **Imagine that your group is one of the committees set up to design the New United Nations. Your task is to prepare the outline of a new charter in which the basis of the new United Nations is set out. The charter must include details of the following:**

- The structure of the new system. For example: will there be a president and a parliament of some kind?
- How people will be chosen for the new bodies. For example: Will they be elected? If so by whom? By the government of each member state or directly by the people in each member state?
- How a new law will be enforced if a member state refuses to accept it.

© Not Ethiopia Published

1 Before you start, study the language in the box below.

Making suggestions
- *Could we …*
- *Perhaps we could …*
- *We must …*
- *We really should …*
- *I suggest we …*

Use this language when discussing what the New United Nations should be like.

2 **Prepare an outline of your plan for the New United Nations.**
Think of some of the pressing issues that the New United Nations needs to deal with. These can be political, economic and humanitarian. Try to use sentences with *it's time …* (see B5.9) when putting forward points. Make a list of your ideas.

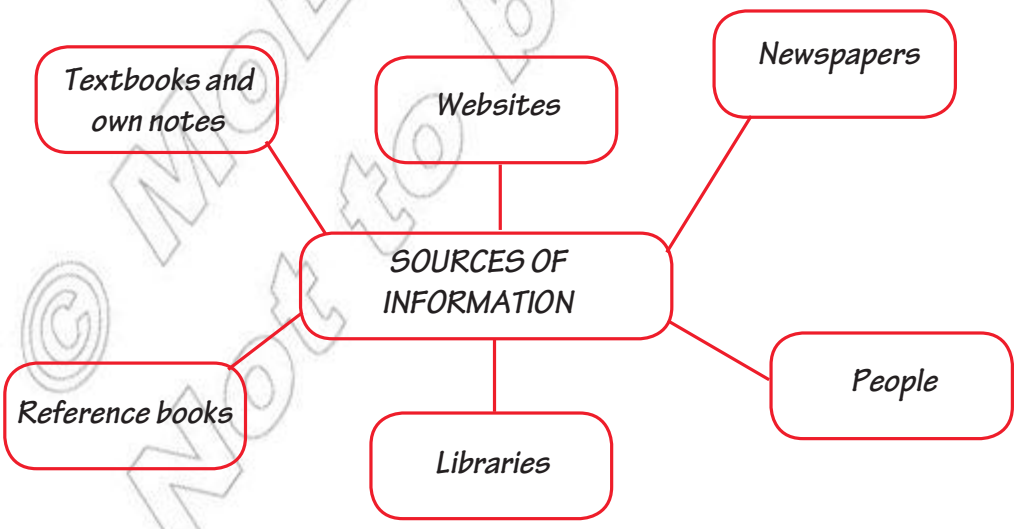
3 **Prepare a short presentation of your plans for the New United Nations.**
Try to include as many members of the group as possible in your presentation. When everyone is ready, each group should give their presentation to the class.

B5.11 Study skills: Research skills

Nowadays people say there has been an *information revolution* because so much information is available to us in many different formats. For students, it is sometimes difficult to know where to start looking when we want to find out something.

Work in a small group.

1 **Look at the mind map.**
- Discuss how you can use these sources of information, what kind of information they offer and how easily you can access them.
- Add any other information sources you can think of.



© MoE FDRE Ethiopia Not to be republished

Question	Possible information source(s)	Answer	Details of source(s) used: Where you found it. Title, author, page number. Year of publication.	How long it took to find the answer	How reliable you think your answer is: very, fairly or not very
1 Who was the first Secretary-General of the UN?					
2 Where and when was the first marathon run and how long it was?					
3 What are the names of the five member states of the African Union whose official language is Portuguese?					
4 Who was Martin Luther King?					
5 What is the phone number of the UNDP office in Addis Ababa?					
6 What is the meaning of 'palindrome'?					
7 What is Eyjafjallajökull and what did it cause?					
8 What rock are the stone obelisks of Axum made of?					

2 **In your group you are going to go on an information treasure hunt. Your aim is to complete the table on the next page as fully and as quicky as you can.**

- It is a good idea to discuss where and how you are going to find the necessary information.
- Divide up the search between different members of the group.
- When you have found the information you need, present it to the group.
- Finally, fill in the table.

3 **Compare your completed table with those of other groups.**

B5.12 Writing: A report

You are going to write a report on an aspect of the United Nations.

- Your report must be 400–500 words in length.
- You can choose any UN-related topic. Here are some examples:
  - the work of one of the UN agencies
  - the work of the UN (or one of its agencies) in Ethiopia
  - a specific UN project
  - how the Security Council and General Assembly have dealt with a particular world issue
  - proposals to reform the Security Council
  - an international issue
  - working for the UN
- You can use the information in this Unit and also research other sources of information.
- If you wish, you can work with a partner in choosing your topic and researching it, but you must write the report on your own.
- Follow the guidelines in the box.

How to write a report

What is a report?

A report is generally a formal document that gives information on a specific topic. It may be *descriptive* (simply describe the topic), or it may *evaluate* a topic (look at it to decide how good, useful or successful it is).

What does a report contain?

A report is organised in *sections*. Each section should have an underlined heading and should be numbered. The report should include each of the following:

1. The introduction: this introduces the topic of the report and gives some general information about it.
2. Middle sections: these vary according to the kind of report you are writing. This report will be descriptive so each section should be about a different aspect of the topic according to the information you want to include.
3. Closing section(s): this may just be a general conclusion about the topic. This is where you sum up all of the information, and possibly state your opinion. In some reports you may be asked to include a separate section of recommendations.

How should a report be written?

A report is a factual document and so it should be written in a formal, and impersonal style. The introduction and middle sections should not contain opinions, only facts. Your opinions can be given in the conclusion/recommendations.

© MoE FDR Ethiopia Not to be republished

B5.13 Assessment

1 Speaking

Work in a group with two or three other students. Look at the list of questions about the United Nations below. You must discuss each one.

- Your teacher will tell you how long you have to discuss each question.
- Each person in the group should contribute to the conversations.
- Before you start, spend a few minutes preparing for your discussion on your own. Look back at the language of discussion in A1.8 and think about what you are going to say in answer to each question: you must try to give as full an answer as possible.

a Do you think the United Nations is important? Why/why not?
b What aspect of the United Nations' work do you particularly admire?
c How do you think Ethiopia benefits from the United Nations?
d Do you think it is right that five countries in the world have permanent seats on the Security Council and the right to veto resolutions voted by the ten non-permanent members?
e What is your opinion of the MDGs?
f In what ways do you think the United Nations could be better?

2 Writing

Your teacher will assess the report you wrote in B5.12 on an aspect of the work of the United Nations.

© MoE, FDR Ethiopia
Not to be republished

Unit 6

Trade and globalisation

Part A

Objectives

In this part of Unit 6 you will:

- read about the global village of 100 people
- practise expressing percentages and proportions
- learn some words about manufacturing and trade
- describe a manufacturing process
- listen to a description of the manufacture of a pair of jeans
- read about coffee production
- write a leaflet on Fair Trade.

A6.1 Introduction: The global village

If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, how many people in the village would be women? How many would be African? In other words, what percentage of the world's population is women? What percentage is African?

1 **Work in a small group and try to predict the numbers in the text below. A few have been done for you.**

- The global village would have
  _____ Asians,
  _____ Africans,
  _____ Europeans,
  _____ Latin Americans,
  _____ from the USA and Canada,
  __1__ from the South Pacific.
- __51__ would be male, __49__ would be female.
- _____ would be non-white _____ white.
- _____ villagers have access to a source of safe drinking water. _____ would not, and would have to spend a large part of the day just getting safe water.
- Only _____ people would always have enough to eat. _____ would be severely malnourished _____ would be dying of starvation.
- _____ people in the global village would have electricity. _____ would not.
- _____ people would have 80 per cent of the global village's wealth. The other _____ villagers would have to share the remaining 20 per cent.
- _____ villagers would survive on less than 2 US dollars a day. _____ villagers would earn less than 1 US dollar and would be in extreme poverty.

© MoE: FDRE Ethiopia
Not to be republished

- _____ people would have access to the Internet.
- 1 would be unable to read.
- _____ would have a university education.
- _____ would be HIV positive.
- _____ would be near birth; _____ near death.

2 **Listen to your teacher who will now give you the figures.**

3 **Discuss the figures in your group. How accurate were your predictions? Do any of the figures surprise or disturb you?**

4 **If we represented Ethiopia as a village of 100 people in this way, do you think the figures would be very different? Explain your reasons.**

A6.2 Increase your word power: Percentages and proportions

1 **Match the equivalents in the table. Write them in your exercise book like this: ¾ = 75% =.75**

Fractions	Percentages	Decimals
1/5	75%	.6
1/4	80%	.5
1/3	50%	.2
1/2	33.3%	.75
2/3	25%	.3
3/4	20%	.25
4/5	66.67%	.8

2 **Work with a partner and read out your equivalents to each other, without showing your lists.**

3 **With your partner, think of a reasonable equivalent percentage figure for each of these proportions. One has been done for you.**

- Less than half = 45%
- More than a third
- The majority
- A small minority
- A small majority
- The vast majority
- Just under four fifths
- About half
- Almost all/everyone
- A very small number
- Less than one person per hundred.

© Ethiopia Not to be republished

4 **Make six sentences from this table using proportions, percentages and fractions.**

Example: *Meat products were less than a quarter the value of oil seeds and less than a sixth of the volume.*

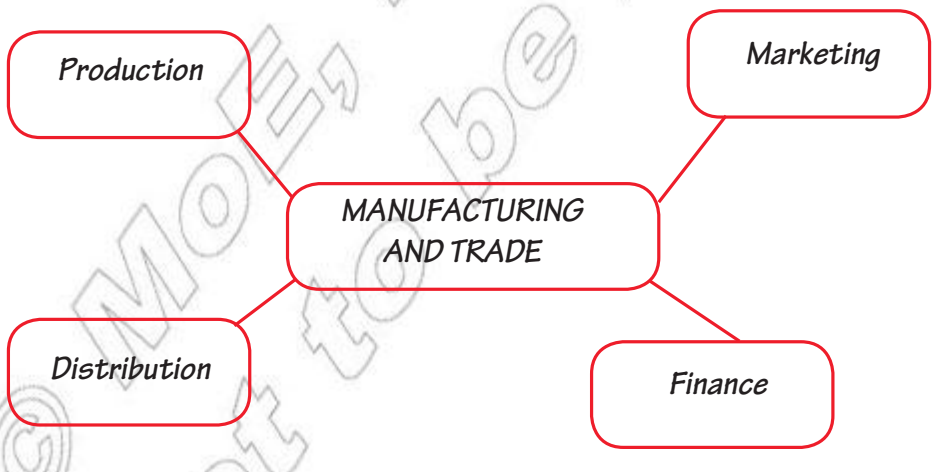
Ethiopia's exports 2009

	Metric tonnes	US$ 000
Oil seeds	323,609	4 448 75
Coffee	128,044	4 225 06
Khat	28,804	2 014 53
Flowers	32,550	1 749 27
Other agricultural products	194,370	1 461 90
Precious metals and stones	69,710	1 080 25
Meat products	51,240	1 026 23
Hides, skins and leather products	25,208	502 41
Textiles/Garments	13,015	370 68
Prepared foods and drinks	4,9166	228 46
Minerals and chemicals	3,213	153 24
Spices	1,569	140 68

http://www.2merkato.com/

A6.3 Increase your word power: Manufacturing and trade

1 **Work with a partner. Add the words in the box to the relevant ovals in the mind map. Use a dictionary if necessary.**



advertising assembly assembly-line competition cost price design duty export fair trade freight import labour force licence loss manufacturing mark-up overheads packaging pay personnel processing profit promotion raw materials sales shipping source sweatshop transport wage warehouse

© MoE: FDRE Not to be republished

2 **Put the nouns you have used above into the table. Then, add verb forms of the nouns where possible.**

Compound nouns	Words which are nouns and verbs	Nouns	Verbs
assembly-line	design	advertising	advertise

3 **Work with a partner and practise the pronunciation of the words in the table and mark the stressed syllable in each.**

Example: a'ssembly 'line

A6.4 Language focus: Describing a manufacturing process

The manufacture of clothing is a complex operation. For example, if we take this expensive pair of imported stone-washed jeans, there are a number of steps from the original design to their sale in a shop.



Work in a small group and work out the stages involved in the manufacture and selling of a pair of imported jeans.

- Use some of the vocabulary from the table in the previous section, for example, design, source.
- You may also add words specific to the manufacture of stone-washed jeans, such as: materials: denim cloth, cotton cloth, thread, zip, buttons, cutting, sewing, stone washing, pressing.
- Make sentences about each of the stages.
- Before you start, look at the language in the box below:

The passive	Sequencing words
Use this language to describe the stages in the manufacturing process: • *The jeans are designed by …* • *The materials are sourced from …*	Use this language to link the stages in the manufacturing process: • *First, …* • *After that, …* • *Then, …* • *Next, …* • *At the same time, …* • *Meanwhile, …* • *Finally,…*

A6.5 Listening: Asgede's jeans

1 **The pair of jeans you described in the exercise above belong to Asgede. Asgede's jeans are truly global. Listen to a description of how they have been manufactured and sold and check to see if the stages you predicted are correct.**

2 **Make notes on the contribution made by each of the countries and cities on the map.**



3 **Listen again and make notes on the materials used in making the jeans.**

4 **Listen to the text a third time and make notes on the production costs, transport costs and sale price. Then calculate the profit.**

5 **In your group, discuss what the different profits mean for the various people involved in producing the jeans.**

6 **Work in a small group and discuss a manufacturing or production process that takes place here in Ethiopia.**

- Make notes on the stages of the process. Remember to include any materials that have to be imported.
- Be prepared to describe the process to the rest of the class.

© MoE Not to be

A6.6 Reading: Coffee production

1 **Work in a group and discuss what you know about how coffee is produced.**

1 Which country did coffee originally come from?
2 What is the name of the tree that coffee originally came from?
3 Which areas of Ethiopia produce some of the best speciality coffees in the world?
4 What happened to world coffee prices in the early years of this century?

2 **Now read the text to check your answers.**





Coffee historians agree that coffee was first discovered in Ethiopia by a goat-herder who noticed that his goats were energised when they ate the berries of the Arabica tree. Today coffee remains one of the most important sources of export income for the East African nations of Uganda, Ethiopia, Kenya, and Tanzania.

Ethiopia, though, is Africa's largest coffee exporter and around 5th in the world. Coffee accounts for over 50 per cent of its exports, generating income for its population of over 80 million. It produces around 400,000 tonnes of coffee a year. Approximately 1.2 million smallholder farmers are engaged in production, and these smallholders produce about 90 per cercent of Ethiopia's coffee.

The average farm is about two hectares in size and produces around 400kg of coffee per year. The work is done by family members except at peak periods such as harvest when members of different families traditionally help each other without payment to keep costs down.

This dependence on coffee has its risks, most notably when there is a fall in the world commodity price, as happened in the late 1990s and early years of this century, and again in 2008. These falls can have a serious effect on farmers' incomes and that is why Ethiopia's Oromia Coffee Farmers' Cooperative Union (OCFCU) was set up. It protects small-scale coffee farmers from such variations by taking advantage of the Fair Trade coffee market.

Fair Trade guarantees farmers a minimum sale price for coffee and access to credit at fair prices. Part of the profit from the Fair Trade coffee market is invested in community developments, such as health care and schools. Fair Trade also promotes environmentally sustainable techniques of producing coffee. There is no doubt that Fair Trade has benefited smallholders in co-operatives such as the OCFCU by providing them with up to three times the average income.

In recent years a new tactic has been introduced which allows farmers to sell their coffee at even higher prices. This is known as trademarking; it means international trademarks have been obtained for speciality coffee grown in Harar, Yirgacheffe, and Sidamo. This allows the coffee growers to decide which distributors they will grant licences to, and what terms they must abide by in order to sell their specialty coffee. However, trademarking is not without its problems. It has faced opposition from some international distributors, who prefer to use their own trademarks. It also makes high demands on the coffee producers to ensure quality control is maintained; the government is also required to enforce minimum standards in coffee production processes. In addition, skilful marketing is required to make the trademarked coffee brands known in the developed world. Nonetheless, it is hoped that trademarking will earn Ethiopia an extra US$ 88 million per year.

Taking control of what happens to their product after it has been exported, seems to be the only way for Ethiopian coffee farmers to receive a fairer share of the profits made from their crop as it passes along the long chain from grower to drinker.

3 **Read the text again and on your own answer these questions.**

1 How does Ethiopia rank as an international coffee producer?
2 How important is coffee to the country's economy?
3 Why is the importance of coffee to Ethiopia's economy a risk?
4 Explain the following terms in your own words:
   - Fair Trade
   - trademarking.

4 **Find words in the text with these meanings.**

1 owners of a small piece of land used for farming (para 2)
2 the busiest times (para 3)
3 a loan from a bank (para 4)
4 a method that you use to achieve something: (para 5)
5 a special name, sign, or word that is marked on a product to show that it is made by a particular company, that cannot be used by any other company (para 5)
6 the practice of checking goods as they are produced to be sure that they are good enough (para 5)

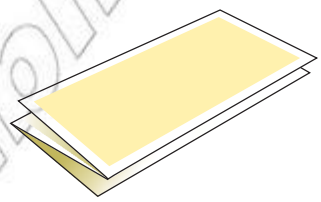
© MoE Free Not to be

A6.7 Writing: A leaflet on Fair Trade

Fair Trade is a way in which Ethiopian coffee growers can get a fair return for their product. Write a leaflet about Fair Trade. The aim of the leaflet is to persuade customers in Western countries (for example, USA and UK) to buy Ethiopian Fair Trade coffee. Follow the instructions below to help you write the leaflet. You may use the Fair Trade Fact Sheet below to help you with information.

Plan your leaflet

- You can plan your leaflet with a partner, but you should write the leaflet on your own.
- The leaflet should have at least five sections.
- Think about the information you are going to include in your leaflet.
- Find the information you need for the topic (see the Fact Sheet on Fair Trade below and the text in A6.6 or look up the information on the Internet).
- Don't copy information word for word; read and take notes but write the text in your own words.
- If possible, find some photographs and other illustrations to put in your information leaflet.
- What section headings are you going to use? In what order are you going to put them? For example: Why buy Ethiopian Coffee? What is Fair Trade? How our farmers benefit and so on.
- Decide whether you want to use bullet points or write in paragraphs.



Write your leaflet

- Start writing a first draft of your leaflet and working on its presentation. Write your text on a folded piece of A4 paper as shown. It will give you six slim pages: three at the front and three at the back. Use the first page as the front page.
- When you have finished your first draft, check it carefully.
- Decide if you are satisfied with the content, or if you need to change, take out or add anything.
- Ask a partner to assess your leaflet and make some suggestions for improving it.
- When you are satisfied with your content, write a final neat version of your leaflet.

Fair Trade Fact Sheet

What Is Fair Trade?

Fair trade connects producers and consumers in more equitable, more meaningful and more sustainable ways. Fair Trade is based on seven principles as quoted by the Fair Trade Federation (FTF), the largest association of fair trade organisations.

Fair wages

Paying fair wages does not necessarily mean that products cost the consumer more. Since Fair Trade Organizations bypass exploitative middlemen and work directly with producers, they are able to cut costs and return a greater percentage of the retail price to the producers.

Cooperative workplaces

Fair Trade Organizations work primarily with small businesses, worker owned and democratically run cooperatives and associations which bring significant benefits to workers and their communities.

© FDRE Ethiopia MoE. Not to be republished

Consumer education
Fair Trade Organizations educate consumers about the importance of purchasing fairly traded products which support living wages and healthy working conditions.

Environmental sustainability
Fair Trade Organizations encourage producers to engage in environmentally friendly practices which manage and use local resources sustainably.

Financial and technical support
Small-scale farmers and artisans in the developing world lack access to affordable financing, impeding their profitability. FTF members that buy products directly from producers often provide financial assistance either through direct loans, prepayment or by linking producers with sources of financing.

Respect for cultural identity
Fair Trade Organizations encourage the production and development of products based on producers' cultural traditions adapted for Western markets.

Public accountability
FTF members' finances, management policies, and business practices are open to the public and monitoring by the Fair Trade Federation.



Who Benefits?

The Farmer
- Fair Trade increases annual incomes of small farmers.
- Fair Trade helps put in place tools for self-sufficiency.
- Fair Trade assists small farmers to stay out of high interest debt.
- Fair Trade helps build infrastructure in farmers community.



The Consumer
- Fair Trade lets consumers have a clear conscience about their purchases.
- Fair Trade lets consumers assist and empower others with their buying power.
- Fair Trade lets consumers be part of a social justice movement through a simple action.
- Fair Trade allows consumers to initiate a chain of responses that will positively impact the lives of poor coffee farmers and their families.

The Environment
- Small farmers use organic methods, which are more environmentally friendly and sustainable.
- Small farmers disperse their plants throughout a region, a more environmentally friendly method.
- Small farmers plant shade grown coffee which is key to protecting certain species of birds.
- The existence of small farmers helps prevent the clear-cutting of larger estates.

Part B

Objectives

In this part of Unit 6 you will:

- talk about how global you are in your class
- practise the pronunciation of words with silent letters and silent sounds and syllables
- read about four multilateral organisations
- listen to a text about the pros and cons of globalisation and take notes
- write a summary of a text
- revise ways of expressing advantages and disadvantages
- revise ways of asking for explanations, giving reasons and making suggestions
- extend your knowledge of the structure *I wish*
- have a class discussion of whether globalisation is good or bad
- write a business letter
- learn some ways of working with words in order to remember them and how to explain what you mean when you don't know the word you want to use
- do a listening assessment task
- do a reading and speaking assessment task.

B6.1 Speaking: How global are we?

Work in a small group and discuss these questions.

1 Where do the things we use come from?
   - Look at the labels in the clothes you are wearing. Where were they made? Where do you think the fabric comes from?
   - Look at things around you: the things on your desk, the furniture in the room and so on. Where were they made? Where did the materials come from?

2 What family connections do you have in other parts of the world? Do you have any relatives in other countries? If so where? How long have they lived there?

3 How many foreign nationals are there in your school or in your town? Where do they come from? What are they doing here? How long have they been here?

4 How connected are we to the rest of the world? How many people in your class:
   - watch satellite TV?
   - use the Internet?
   - know the latest international news?

5 Name some multinational companies that operate in Ethiopia. They could be oil companies, banks, manufacturing companies and so on. Do you know where these companies' headquarters are?

B6.2 Speaking: Play *Show and Tell*

1 **Work in a group. Look at the objects below. How much can you say about each one in 30 seconds? Take it in turns so that each member of the group has a chance to describe these objects. For each one think about:**

- What it is
- Its brand name
- Its origins (show where it comes from on the map)
- What it is made of

© MoE FDRE Ethiopia Not to be republished

- What it looks like
- Any other details.

Before you start, look at the language in the box

Describing objects

Use this language to describe objects

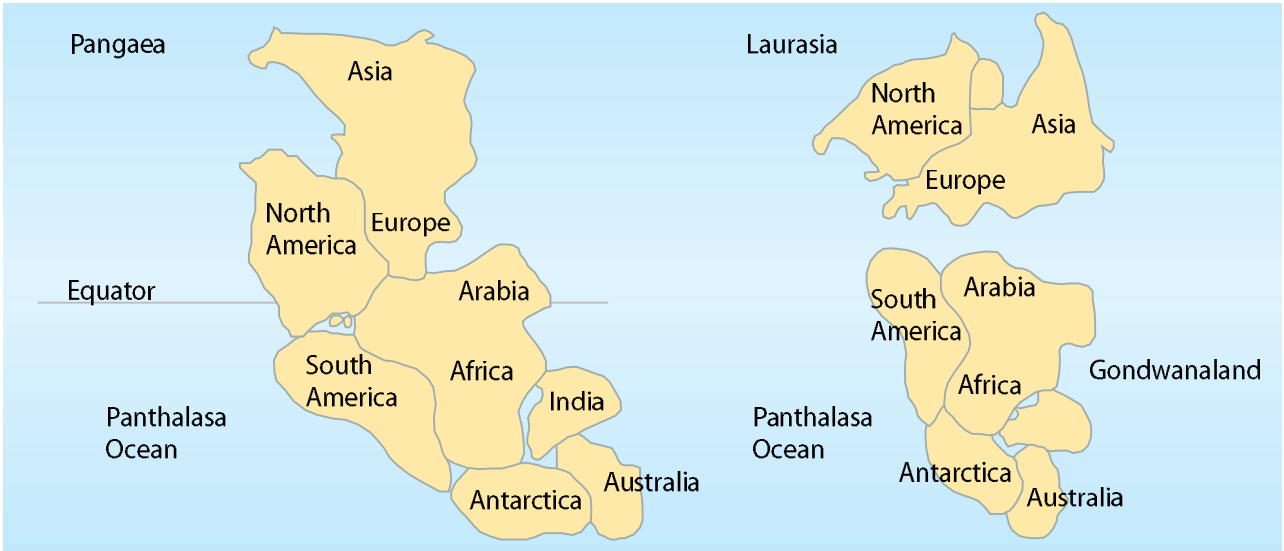
- *It's made of plastic*
- *It seems to be made of metal*
- *It was made in Korea*
- *It was probably made in China*
- *It's got a black plastic case*
- *It's quite small*
- *It's used to play music*
- *You can use it to …*



2 **Bring in one or two everyday objects from home to your next lesson in order to play *Show and Tell* with your group.**

- They can be very simple objects.
- Try to find out where they come from and what they are made of before the lesson.
- Be prepared to talk about each object for 30 seconds.
- Be prepared to answer questions about your objects.

3 **Each person in the group must talk about their object and show where it was made by referring to the map. After each description, the other group members should ask some questions about the object.**



FDR Ethiopian republic shed

B6.3 Speaking: Silent letters, sounds and syllables

1 **In many words the letters, *h*, *w*, *g*, *k*, *t*, *b* are silent. Identify the words containing silent letters in these groups:**

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 to your teacher pronounce the words above and repeat them. Then practise pronouncing them with a partner.**

3 **Other letters in English can be silent in certain words. Identify the silent letter in each of these words:**

1 island
2 hymn
3 iron
4 biscuit
5 muscle
6 calm
7 Wednesday
8 leopard
9 handsome
10 walk

4 **Listen to your teacher pronounce the words above and repeat them. Then practise pronouncing them with a partner.**

Silent sounds and syllables

- In natural spoken English, some sounds and syllables seem to disappear.

For example: *comfortable, interesting* (the letters that are not underlined are silent)

- This generally happens in unstressed syllables.

Contracted verbs and auxiliaries behave in the same way.

For example: *He isn't going, she's going instead.*

Note: Sounds and syllables that disappear in this way can be said in their full form, whereas silent letters are always silent.

MoE, FDR Ethiopia
Not to be republished

5 **Underline the spoken parts of these words (so that the silent part is not underlined)**

1 chocolate
2 courageous
3 different
4 extraordinary
5 fashionable
6 favourite
7 restaurant
8 temperature

6 **Listen to your teacher reading a list of ten words and write them down.**

Practise saying the words with a partner. Pay attention to word stress and make sure one sound or syllable is silent.

B6.4 Reading: Multilaterals

A multilateral organisation is one which is set up by and includes several countries. There are a number of multilateral organisations that affect people's lives in Ethiopia. We looked at the biggest of all, the United Nations in Unit 5. You are now going to find out about the World Bank, The International Monetary Fund, the European Union and the African Union.

1 **Work in a group of four people. Each person must read one of the texts below and then answer the questions below on their own.**

Text A: The African Union (AU)



In 1963 a group of 32 African countries, inspired by Prime Minister Krame Nkumah of Ghana met in Addis Ababa to found the Organisation of African Unity. Its aim was to promote co-operation between African states, many of which were newly independent and faced enormous challenges. Just under 40 years later, Colonel Khaddafi of Libya proposed a more **integrated** union and so the OAU was reborn as the closer-knit African Union, of 53 member states. Like the United Nations and the European Union, the African Union has a structure consisting of: an **assembly**, the Pan-African Parliament, which gives a voice to the people of Africa, and the **Commission**, based in Addis Ababa, which does the day-to-day work, and a number of other bodies.

Despite shortage of funds, the AU gives Africa a united voice on the world stage. Best known perhaps for its peace-keeping **operations** in troubled parts of the continent, the AU also engages in behind the scenes **diplomatic** work to achieve solutions to **political** problems. It is also working to bring African solutions to many common problems such as achieving sustainable development and combating HIV/AIDS.

The AU has been criticised for lack of effective action against member states guilty of crimes against its own people or neighbouring countries.

© Ethiopia Unpublished

Text B: The International Monetary Fund (IMF)

The International Monetary Fund (IMF) has its **headquarters** in Washington DC, USA. It was created after the Second World War in 1944, originally with 45 members. Its purpose was to stabilise **exchange rates** and assist the **reconstruction** of the world's international payment system. Countries contribute to a **pool**, which can be borrowed from, on a temporary basis. The IMF now has a near-global membership of 186 countries. It tracks global economic trends and performance, alerts its member countries when it sees problems on the **horizon**, provides a forum for **policy** dialogue, and passes on knowledge to governments of how to tackle economic difficulties.

The IMF provides policy advice and financing to members in economic difficulties and also works with developing nations to help them achieve **macroeconomic** stability and reduce poverty.

The IMF has been subject to much criticism, particularly over the conditions of its loans. Countries are often forced to accept economic policies as a condition of being granted a loan. In some cases, notably in Africa, this has been disastrous: many countries have suffered job losses and falls in **GDP** as a result of applying the **market forces** the IMF has insisted upon.

Text C: The World Bank (WB)

The World Bank was established in 1944 and has its headquarters in Washington, D.C, USA. It has more than 10,000 employees in more than 100 offices worldwide.

It is not a bank for individuals but is made up of two unique development **institutions** owned by 186 member countries: the International Bank for Reconstructions and Development (IBRD) and the International Development Association (IDA). The IBRD aims to reduce poverty in **middle-income** and **credit-worthy** poorer countries and the (IDA) focuses on the world's poorest countries.

The World Bank is a source of financial and technical assistance to developing countries around the world. It provides low-interest loans, interest-free credit and **grants** for a wide range of purposes that include: investments in education, health, public administration, **infrastructure**, financial and private sector development, agricultural, environmental and natural resource management.

The World Bank has been criticised for representing Western business interests and, like the IMF, for forcing **free market** reforms on countries that were not ready for them. In addition, it was slow to recognise the need for environmental sustainability.

Text D: The European Union (EU)



The European Union was set up in the **aftermath** of the Second World War to bring peace, stability and **prosperity** to Europe. It was founded by the Treaty of Rome in 1957 and at the time consisted of six member states, with France and West Germany at its **core**. It has enlarged over the years to its present membership of 27 countries.

The EU, like the UN, consists of a number of bodies with a Parliament and Commission at its centre. These are based in Brussels in Belgium.

In order to become a member, a country has to meet various criteria, which include a stable democracy with human rights and the rule of law; and a free market **economy**. Once a country is accepted into the European Union, the benefits are great: it allows the free **export** and **import** of goods within the EU, the free movement of labour, generous **subsidies** for farmers and for social and infrastructure development. In 2002, 16 member states joined the European Monetary Union with the Euro as its **currency**.

The EU has a Commissioner for foreign affairs and a foreign policy that allows the member states to have a more powerful say in world affairs. It also has a significant budget for aid to developing countries.

Common criticism of the EU is that it is too **bureaucratic** and **unaccountable**. Some members fear it is drifting towards greater integration and that will mean individual states will lose their **sovereignty**.

Glossary

TEXT A

closer-knit = more integrated
shortage of funds = insufficient money
peace-keeping operations = military forces sent to other countries to keep the peace
behind the scenes = not in public or reported by the media

TEXT B

stabilise exchange rates = keep the rates at which money is exchanged into another currency at more or less the same levels
macroeconomic = the study of large economic systems such as those of a whole country or area of the world
the market forces = the way that the behaviour of buyers and sellers affects the levels of prices and wages, without any influence from the government

TEXT C

middle-income = at a medium economic level, with enough to eat, housing etc but not rich
creditworthy = able to pay your debts and therefore can be given a loan
grants = gifts of money for a particular purpose

TEXT D

free market economy = an economic system in which companies are not controlled by the government but decide what they want to produce or sell, based on what they believe they can make a profit from
subsidies = money that is paid by a government or organisation to make prices lower by reducing the cost of producing goods
bureaucratic = involving a lot of complicated official rules and processes
unaccountable = not having to explain your actions or decisions to anyone else
sovereignty = the power that an independent country has to govern itself

© MoE FDRE Not to be rep

2 **Identify which of these statements apply to the organisation you have individually read about.**

1 It's made up of 53 members.
2 It provides loans.
3 It has its own currency.
4 It helps both middle income and very poor countries.
5 It has its Commission in Ethiopia.
6 It was established by a treaty signed in Rome.
7 It is made up of 186 member states.
8 It provides both financial and technical assistance.
9 It is best known for peace-keeping operations.
10 It advises only on economic affairs.
11 It has a commission and a parliament.
12 It is made up of 27 members.
13 It was formed out of an earlier organisation.
14 It requires countries to meet certain criteria before becoming members.
15 It is headquartered in the United States.
16 It suffers from lack of money.
17 It keeps an eye on the world economy.
18 It was set up in 1944.
19 It has its Commission in Belgium.
20 It is made up of two organisations.

3 **Make short notes in the table about your text.**

	Activities	Criticism
AU		
IMF		
World Bank		
EU		

4 **Work with your fellow group members to find out about the other organisations.**

- Ask and answer questions in order to complete the missing information in your table.
- Listen to the answers rather than copying what each member of the group has written about their text.

5 **Discuss the four organisations within your group and answer the following questions:**

1 What new information have you found out about these organisations?
2 What do you think of the activities of these organisations? Do you think they are important?
3 What do you think of the criticism leveled at these organisations? Is it fair?

B6.5 Listening: The pros and cons of globalisation

1 **You are going to listen to a text about the pros and cons of globalisation. Before you listen, make your own list of points on the subject.**

2 **Listen and write outline notes in your exercise book.**

3 **Check your notes with those of a partner. Listen to the text again and add more details if necessary.**

© FDRE Ethiopia Not to be republished

4 **When your notes are complete, discuss:**

- how the list compares with the one you made in exercise 1
- whether or not you agree with the points made in the listening text.

B6.6 Writing: A summary

How to write a summary

There are two kinds of summaries:

1 A general summary of what has been said or written.

2 A short statement of what is said or written about a particular subject.

When you are asked to write a summary, it is helpful to divide the main text into five stages.

1 Understand

Read the text quickly to get a good general idea of what it is about.

↓

2 Choose

Choose the key points in the text. (If the book is your own, you can mark the relevant parts with pencil.) You should not include anecdotes or too many examples.

↓

3 Make notes

Make notes of the relevant points in your own words – don't just copy from the text.

↓

4 Rough draft

Write out a rough draft of your answer by putting your notes together in full sentences. If you have been given a word limit, make sure you have not written too much or too little. Check your draft and edit it.

↓

5 Final version

Write out your final version and then check it for any errors. If there is a word limit, count the number of words and write the total at the end of your summary.

Write a summary of the notes you made on the pros and cons of globalisation in B6.5.

- Begin at stage 4 in the 5 stages given above. (You did stages 1–3 in the listening section above).
- Write this summary in bullet points. You must use your own words and write in full sentences.
- Give your summary a heading.

B6.7 Language focus: Advantages and disadvantages

There are some special expressions we can use to express advantages and disadvantages:
- (state an advantage), *but on the other hand* (state a disadvantage).
- *Although* (state an advantage), (state a disadvantage).
- *Despite the fact that* (state an advantage), (state a disadvantage).

Note:
In all the examples above, the disadvantage can also be stated before the advantage. *Although* and *on the other hand* are followed by clauses (noun + verb).
- *Although globalisation has several disadvantages, it has some advantages too.*
- *Globalisation has some advantages but on the other hand it also has several disadvantages.*

Despite is followed by a noun or noun phrase:
- *Despite having some disadvantages, globalisation has some advantages.*
- *Despite the fact that globalisation has some advantages, it also has several disadvantages.*

Look at this list of advantages (+) and disadvantages (–) of globalisation. Use these ideas to make three logical sentences with *although*, *despite* and *on the other hand*. Write the sentences in your exercise book.

+	–
1 Multinational companies provide jobs for local people when they open an operation in another country	it means that local cultures and languages are at risk of disappearing.
2 Global communications allow people to be more aware of what is going on in other parts of the world	they are poorly paid and may not offer promotion.
3 Young people around the world can enjoy the same global music and films	along with these come ideas and values often at odds with those of traditional societies.

B6.8 Language focus: Making suggestions, giving reasons and asking for explanations

There are many phrases you can use to make suggestions, ask for explanations and give reasons. Look at the language below:

Making suggestions	Asking for explanations	Giving reasons
• I suggest that you	• Can you tell me why …?	• The main reason is …
• I think we should	• Can you explain why …?	• It's because …
• You could or you might	• Why is it that …?	• The thing is …
• Why don't you	• How come …? (informal)	• Besides that …
• Alternatively you could		• What's more …
		• Furthermore …

1 **Study this short dialogue:**

Person A: *I think* the Government should encourage more multinationals to come to Ethiopia.

Person B: *Can you explain why?*

Person A: *The main reason is* that it would provide jobs.

2 **Write similar dialogues, using these suggestions and the expressions in the table.**

1 The Government should not allow any multinationals in the country.
2 The Government should control the films that come into the country, particularly from Western countries.
3 The Government should make sure each school has a computer room.
4 The Government could insist that all agricultural exports are Fair Trade.

B6.9 Language focus: *I wish*

Language we use to express our wishes.

a To express your wishes for the present and future:

- *I wish I were good at maths.* (But I am not good at maths.)
- *I wish I could be a doctor.* (I'm going to do something else as this is not possible.)
- *I wish my school were nearer my house.* (My school is a long way from my house.)

b To express a wish about something that you want to stop or change in some way:

- *I wish you would stop watching TV and come out.*
- *I wish you wouldn't have your hair cut so short.*

c To express your wishes and regrets about the past:

- *I wish I had studied harder for the test.* (But I didn't study hard.)
- *I wish our teacher hadn't given us so much homework.* (But he gave us a lot of homework.)

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.
For 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.*)
- In all of the sentences above we can substitute *If only* and the meaning remains the same.
  For example: *If only I had studied harder for the test.*

1 **Complete these sentences with a suitable verb in the correct form.**

Example 1 I wish *I didn't have* a headache today.

1 I wish our house _____ a garden.
2 I wish my brother _____ loud music late at night.
3 I wish I _____ the bus home yesterday instead of walking in the rain.
4 I wish people _____ litter in our garden as they walk past.
5 I wish I _____ it easier to make friends.
6 I wish Ethiopia _____ a coastline.

2 **Now complete these sentences about your own wishes.**

I wish I could _____

I wish I didn't have _____
I wish the government would _____
I wish I hadn't _____

B6.10 Speaking: Is globalisation good or bad?

1 Work in a group of five or six people and discuss these questions.

- In your answers, use the language for expressing advantages and disadvantages, asking for explanations, giving reasons, making suggestions, and expressing wishes (given in the previous sections).
- Draw on the ideas you have read about, listened to and discussed in parts A and B of this Unit.

1 Can you think of any *imported* modern ideas or customs that go against the values of Ethiopian culture?
2 How do you feel about the multinationals that operate in this country? Do you think they have a positive or negative impact?
3 In the conclusion of the listening text in B6.5, this comment is made about globalisation: *In Africa especially, it is up to all of us to try to make it a force for good and to limit its negative impacts as much as possible.* Can you think of any ways in which we can do this?
4 Study the situation described in the box and discuss what the Government should do:
   - Should it allow the project to go ahead? Justify your answer.
   - If so, what conditions should it place on the company? Justify your answer.
   - Try to reach a group decision about the project and be prepared to present it to the class.

A large foreign-owned clothing manufacturing company, Tiger Fashions, wants to open a factory in your local region. Here are some background facts about the project:

- There are already some smaller, locally owned clothing manufacturing companies in the region, which some people fear may have to close if the new factory opens as they won't be able to compete with the prices of goods sold by the large manufacturing company.
- The factory will employ 400 people.
- The managers will come from abroad.
- Some locally produced cotton cloth will be used by the factory along with other imported textiles.
- A lot of the clothing will be exported.
- The factory will need a lot of electricity, which would require the Government to improve the local power station. The company would subsidise this.

2 Have a class discussion on the topic: *Is globalisation a good thing for the people of Ethiopia?* Spend some time thinking about your opinion and draw up a list of points to make in the discussion before you start.

B6.11 Writing: A business letter

You have seen that Fair Trade helps producers to get a fair price for their goods.
Imagine that you have heard that a food processing company in the UK is using Ethiopian sesame seeds in the manufacture of tahini (a product similar to peanut butter but made with sesame seeds). It is not Fair Trade, however.
Write a letter to the Managing Director to persuade him/her to participate in a Fair Trade scheme for the purchase of sesame seeds.

© FDRE Ethiopia Not to be republished

- Discuss with a partner the possible points you can make in your letter. For example:
  - Persuade the Managing Director that it would benefit his company as they could use the fact that the ingredients in their product are Fair Trade in their marketing.
  - Mention the benefits to the growers here.
  - For more information on Fair Trade, refer to A6.6 and A6.7
- To review how to write a formal letter refer to B1.7
- To review the seven stages of writing refer to A3.3
- Write a first draft on your own and then ask your partner to comment on your letter and make suggestions for improving it.
- Edit your draft before writing your final version
- Address your letter to:
  The Managing Director
  Tahini products
  Unit F
  Hadstock Industrial Estate
  Brighton
  B54 7PK
  UK

B6.12 Study skills: Focus on vocabulary

A

Word associations

A common memorisation technique involves associating a new word with something familiar. This can be another word or several words, or a mental image. The associated word or image should be vivid or exaggerated to make it memorable. For example:

1 Substitute one word for another. This can be done either in English or Amharic or your first language.
For example: *Source* = hot sauce

2 Break up the word and substitute parts of it for other words.
For example: *Licence* = lie, tell a lie, *sense* = feel, see, hear, touch

3 Make an acronym.
For example: *Arabica* = Arab iced coffee always

4 Substitute the word with a mental image or picture.

For example: small holder = 

1 **Choose a word from the vocabulary lists for Units 1–5 at the back of the book to memorise in the four ways described in the box.**

2 **Look at the vocabulary list for this Unit at the end of the book. Choose ten new words to memorise using the techniques described in the box.**

3 **At the end of the class, or in your next lesson, look at the words and recall their meanings. Did the word association methods help you to remember the words? Discuss with a partner.**

Not to be published Ethiopia

B

Grouping words

Another way of working with words is to sort them into meaning groups.

For example: words about business, words about health

1 **Work on your own and put the words in the box into meaning groups. You must choose the criteria for your groups.**

freight	tail	metre	beak	Iinternet	wing	hectare	library	truck
port	litre	encyclopaedia	milligram	shipping	claw	dictionary		

2 **Compare your groups with those of some other students.**

3 **Look at the vocabulary lists for Units 5 and 6. Make as many groups as you can with the words.**

C

What's the word?

Often we can find ourselves in a situation when we simply don't know the word we want to use. There are various strategies we can use in this situation:

1. Use a bilingual dictionary.
2. Use a word in another language that you know and see if it is in any way similar to the one you want.
3. Mime the word.
4. Use a general word like *thing* or *stuff*.
5. Give a definition.

1 **Work in a group and discuss each of these methods and their limitations.**

2 **Play the following game 'What's the word?'. In your group, you must divide into two teams: Team A and Team B. Follow the instructions below:**

- Each team is going to take it in turns to explain a word to the other team, without saying the word.
- You will have a maximum of two minutes to explain each word.
- You can use any of the methods above which do not involve translation.
- If the team guesses the word, they gain a point, if they don't guess it correctly, they don't get a point.
- When you have finished, the winning team is the one with the most points.
- Team A, your words are on page 284
- Team B, your words are on page 286

© MoE FDR Ethiopia Not to be republished

B6.13 Assessment

1 Listening

1 Your teacher will read a description of Total, the large multinational petroleum company. As you listen make notes in the table.

1 Site of HQ	
2 Where it operates	
3 Date established	
4 Primary activities	
5 Petrochemicals	
6 Alternative energy	
7 Controversies	

2 Listen again and add more details to your notes.

2 Reading

Your teacher will read you a text about an NGO project which is helping businesses in Ethiopia. Read the text and then with a few other students discuss these questions.

1 SNV is involved with agricultural projects which involve 'value chain development'. Explain this in your own words.
2 Which agricultural sectors has SNV chosen to work with?
3 Match the action SNV is taking with the relevant agricultural sector in which it is doing it. Note: there may be more than one action in each sector; each action may apply to more than one sector.

a developing different stages in the supply and production process	pineapples
b developing laboratory procedures	
c finding land	apples
d getting bank loans	
e improving business methods	milk
f improving growing methods	
g national and international marketing	oilseeds
h providing information about markets	honey
i training of producers	mangoes

4 Identify sentences in the last paragraph of the text which describe:
a what SNV does
b a direct effect of its work
c an indirect effect of its work
5 Now discuss these questions.
a How useful do you think this project is? Why?
b Do you think the government should encourage more international NGO support of this kind? If so, think of other sectors that would benefit from this kind of support and give specific examples of the kind of help that could be given.

© FDR Ethiopia Republic Not

Revision 2 (Units 4–6)

Reading

This text is about traditional building techniques used by the Baganda people in Uganda. Survey the text and then answer the questions below.

Floor making was a special occupation among the Baganda; the earthen floor was first dug up and levelled; next good earth was carried in; trodden down and stamped, then beaten with short sticks, and rubbed and beaten from time to time with young shoots of plantain-trees, so that the sap from the stem moistened the earth, and enabled the men to obtain a perfectly hard and smooth surface.

On the outside of the house, all round it, a ridge of earth was made, 30 centimetres high, and 25 centimetres thick at the base, tapering to a thin edge at the top. These ridges were beaten by men who stood on one foot and stamped with the other, until the earth was beaten well against the thatch where it came to the ground, and formed a hard substance to carry off the water from the roof and prevent it from running into the house. The workmen made a polished surface to the beaten earth with their iron hoes, used as trowels, and at the doorway they made a ridge, which tapered from both sides upwards, so that it was a high rim to a saucer, and kept any water from running into the house during rainstorms.

As soon as the earth of the floor dried and cracked, the men beat it again until all the cracks were filled up, and finally they smeared the whole with a mixture of clay and cow dung, which made an excellent floor. The thatch over the doorway was neatly cut back by the thatcher; it was the custom to cut the under part long and the upper part shorter, the exact opposite to the English method. The floor-beaters for the king each received a hoe when the work was finished; but if they had also to level the courtyard in which a house stood, the king gave them a goat in addition to the hoe; this they killed and ate on the spot before anyone went to live in the house. When chiefs wanted these men to work for them, they paid them heavily, the price being sometimes as high as a cow for making one floor.

The door was made of reeds by another set of workmen who were the king's door-makers. The door-maker measured the height and breadth of the doorway with a reed, and then carried the measurements to his own house, where he made the door. He used three and sometimes four long sticks which he placed one near the top of the door, another near the bottom and one between them; to these he stitched reeds of the necessary length, and when he had completed one side with one layer of reeds, he turned the door over and stitched a second layer to the opposite side. When the door was made for the king, the stitching had to be done with cane, but for ordinary houses bark was used. The reeds were trimmed off at the ends when the door was finished, so that it might be the right length; these doors were always made larger than the opening, so that, when they were put up, the opening was well covered both at the top and on either side.

1 Choose the best option

1 The reason plantain shoots were used to beat the new floor was …
   - **a** to moisten the earth.
   - **b** to make the earth hard.
   - **c** to obtain a smooth surface.
   - **d** to obtain a perfectly hard surface.

2 The thatch of the building …
   - **a** was mixed with earth.
   - **b** formed a hard substance to carry off the water.
   - **c** touched the ground to prevent water going into the house.
   - **d** was stuck to an earth ridge around the outside of the house.

3 What kept water from running into the house during rain-storms?
   - **a** thatch.
   - **b** an earth ridge.
   - **c** iron hoes, used as trowels.
   - **d** a polished surface made by workmen.

4 In what way was the method of cutting thatch over the door different from the English method?
   - **a** There was no difference.
   - **b** The thatch over the doorway was neatly cut back.
   - **c** The under part was longer and the upper part shorter.
   - **d** The under part was shorter and the upper part longer.

5 cane stitching on doors was done …
   - **a** for the king's house.
   - **b** where bark could not be used.
   - **c** where two layers were required.
   - **d** where the door was to be stitched on both sides.

6 The doors were made larger than the opening …
   - **a** and then trimmed off.
   - **b** at the top and the bottom.
   - **c** to give good coverage to the reeds.
   - **d** to prevent gaps between the door and the walls.

7 With regard to the walls of Baganda houses, from the text …
   - **a** we can assume they are made of mud.
   - **b** we are not told what they are made of.
   - **c** we can assume they are made of reeds.
   - **d** we know for certain they are made of thatch.

2 Write your answers to these questions in full sentences.

1 Why might we assume from the text that a floor-beater would prefer to work for a chief than the king?

2 Name three specialist workmen involved in building these houses.

3 Explain these words and expressions in your own words as they are used in the text.
   - **a** sap (line 4)
   - **b** tapering (line 7)
   - **c** smeared (line 15)
   - **d** hoe (lines 11 and 18)
   - **e** reed (line 24)

© MoE-FDRE Ethiopia Not to be republished

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

1 Discussion

Work in a group and discuss these questions.

a What kinds of traditional houses are there in your region? What are they made of and how are they constructed? Are they still commonly used by ordinary people or do they have special functions? If so what?

b What are the advantages and disadvantages of:

i traditional houses?

ii houses made of modern materials such as corrugated iron, glass and cement.

2 Describing a process.

a Work with a partner. Choose a plant that you both know something about e.g. maize, cassava, coffee or beans and talk about it together. Talk about:

- where it can be grown.
- how the soil is prepared (digging, fertilising etc)
- what is planted (seeds? a cutting?)
- how the young plant is looked after (watering, fertilising, weeding etc.)
- how long it takes to mature
- when and how it is harvested

b Now work with another pair of students. Tell them how your plant is grown.

Punctuation

Write this short passage with correct punctuation.

go away screamed the girl I dont want to talk to you but youve made a mistake said the man please I want to help you

Writing

1 Using the information in the reading text above, write two short summaries in a few sentences of each of the following.

a The method by which the floors of Baganda traditional houses were made.

b The method by which the doors of Baganda traditional houses were made.

2 Your school is raising money to buy 12 computers. To do this a committee has been formed. You are on this committee and one of your responsibilities is to contact companies and organisations and ask them to sponsor a series of sports and cultural events to be held at the school.

© MoE FDR Ethiopia Not to be republished

Write a letter to the Manager of a local trading company to persuade him/her to sponsor 200 T-shirts for a 10-K race.

- Your letter must be laid out in a formal style
- The name of the trading company is 'Star Trading International'. Supply a suitable address in your area.
- You must write as 'Secretary of the Computer Fund-Raising Committee' and use the address of your school.

Vocabulary

1 **Put the words in the box into the four groups below. Be prepared to justify your choice.**

charter action-packed export animated fantasy
peace-keeping gangster comedy duty columnist freight
novelist monitoring playwright editor
exchange-rate copywriter agencies licence disputes

a films or movies
b jobs in the arts and media
c trade
d The United Nations

2 **Answer these questions with words from Units 4–6.**

a What e … describes someone who spends too much money?
b What b … is someone who writes someone else's life story?
c What c … is someone who writes reviews of films, plays or TV programmes in a newspaper or magazine?
d What h …-t … describes someone who becomes angry very easily?
e What w … describes the face of an older person which is covered in lines?
f What c … is to examine books, films etc and remove anything that is offensive, politically dangerous etc?
g What m … is a period of 1000 years, or the time when a new 1000-year period begins?
h What b … e… is to neither make a profit nor lose money?
i What g … is the process by which people, trade, travel to and operate in countries all over the world?
j What m … is a large company that has offices in many different countries?
k What r … m … are substances that can be processed and then used to manufacture products?
l What s … is money that a government or organisation pays to help with the cost of something?

Language use

1 **Identify the mistakes in these sentences and then write them correctly.**

a Will your brother arrived home by the time we arrive?
b I'll seeing you tomorrow at the meeting.
c I'm taking the bus so as not be late.
d It's about time I get a new pen. This one keeps leaking ink.
e Anyway, I was saying, I'm revising every evening this week.
f To change subject for a moment, have you thought about what you're going to do after the exams?

© Moja FDR Edukacja Not to be republished

2 **Put the words in order to make logical sentences.**

a leather was an She handbag expensive-looking carrying black
b bus stop off must aunt with I to go the see my to her
c off What your does plane take time?
d market bag I time me That the my when of reminds in lost the
e party our started It's term about we thinking end high of time
f study try Why plan making don't a you?

3 **Write sentences beginning in the way indicated but keeping 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 If you want to sleep well, you shouldn't eat just before going to bed.
In _____
c I will finish my homework before six o'clock.
By six o'clock I _____
d You keep copying my work and I don't like it.
I wish you _____
e I studied all evening because I wanted to be ready for the test.
I studied all evening so _____
f In the future machines are likely to do a lot of the work people do today.
In the future machines will_____
g It's midnight so you must go to bed.
It's midnight so it's time _____
h It's my uncle's funeral tomorrow, so I won't be at school.
I'll _____
i Although I arrived late, I was able to take the test.
Despite _____
j People drop litter on the ground and I don't like it.
I wish _____
k Although Addis is the city where everything happens, it is too big, noisy and crowded.
Addis is on the one hand _____
l I usually write new words in my vocabulary book because I want to find them easily.
I usually write new words in my vocabulary book so _____

© MoE FDR Ethiopia Not to be republished

Unit 7

Finding a job

Part A

Objectives

In this part of Unit 7 you will:

- talk about the future career you would like to have
- learn some verbs to describe actions at work
- listen to three employees talking about their jobs
- extend your knowledge of adjective suffixes
- listen to an employer talking about the kinds of employees he wants
- extend your knowledge of defining relative clauses
- learn some words to describe personal qualities and skills
- discuss the qualifications and skills needed for different jobs
- write a profile of a company or field you would like to work in
- read a poem.

A7.1 Introduction: Your future career

1 **Have you decided on your future career yet? Work in a small group and discuss whether you agree or disagree with these statements. Make notes of your own answers.**

1. I like the idea of working with people.
2. I think I would prefer to work alone.
3. I like to be challenged.
4. I don't like to be challenged. I prefer to feel secure and comfortable.
5. I think I can lead people and motivate myself.
6. I like to be led and told what to do.
7. I am a practical person. I need to work with my hands.
8. I am an ideas person. I can work with words or numbers.
9. I am interested in making money. That is the most important thing.
10. I want a reasonably good salary but I want the work itself to interest and motivate me.
11. I am prepared to travel away from home for my work if necessary.
12. I don't want to travel.

2 **Discuss what each person's answers say about the kind of career that would suit them.**

A7.2 Increase your word power: Actions at work

1 **Work with a partner and look at the verbs in the table. They all describe actions that people in different jobs have to do. Think of some jobs in which each of these actions is required and give the details required. One has been done for you.**

Note: There is generally more than one possibility for each action: you must write at least one for each.

© FDRE Ethiopian Not to be republished

Action	What or who is involved	Job
Advise (who?)	patients clients	doctor lawyer
Attend (what?)		
Do/carry out (what?)		
Draw up (what?)		
Entertain (who?)		
Implement (what?)		
Interview (who?)		
Liaise (with whom?)		
Make (what?)		
Negotiate (what?)		
Operate (what?)		
Plan (what?)		
Prepare (what?)		
Raise (what?)		
Report (to whom?)		
Respond to (what?)		
Take (what?)		
Train (who?)		
Write/write up (what?)		

2 **Compare your answers with those of the rest of the class.**

3 **Work with your partner and discuss which of these actions you think you would be good at.**

A7.3 Listening: Three employees talk

1 **You are going to listen to three people talking about their work. Before you listen, copy the table below into your exercise book and discuss how to complete it.**





Job	Training and qualifications	Personal qualities and skills	Duties	Salary (low, moderate, or high)
Chief mechanic				
Office manager				
Hotel manager				

2 **Listen to the descriptions and write brief notes in the table. Make sure you write your notes in the correct place as you will hear the job descriptions in a different order from that in the table.**

3 **Compare your notes with your partner.**

4 **Listen to the descriptions again and add more details to your notes.**

5 **Discuss the meanings of these words and expressions from the listening texts:**

- plant hire
- a fast track to nowhere
- there are no free rides
- invoice
- samples
- recruit.

6 **Answer these questions about the listening texts:**

1 Using your notes, describe what each job involves.
For example: *The chief mechanic's job involves supervising …*
2 What are the advantages and disadvantages of each of these jobs?
3 What do you think is the reason why each of them has succeeded?
4 Which of these three jobs would you a) most like to have b) least like to have? Give reasons for your choice.

© MOE! Not to be republished

A7.4 Increase your word power: Adjectives with the suffixes *-ful* and *-less*

Read these definitions of the suffixes *-ful* and *-less*.

-ful /fəl/suffix [in adjectives]
1 full of something: *an eventful day*
2 having the quality of something or causing something: *Restful colours* / *Is it painful?*

-less /ləs/suffix [in adjectives]
1 without something: *I felt powerless* / *A childless couple*
2 not doing or using something: *You're too careless*
3 not possible to treat or affect in a particular way: *On countless occasions*

-ful and *-less* are often used with the same words to form opposites. However, this is not always the case, for example, 'awful' but not 'awless'.

1 **Which of the words in the box can take both suffixes *-ful* and *-less*? Which of these words can only take one of them? Add the appropriate suffix to each word and put them in the relevant column of your table.**

Note: When making the adjective form you may have to change the form of the base word.

awe beauty care colour dread forget fruit grace gratitude hope
job joy pain play power spite sun tact thought use wonder

Both *-ful* and *-less* (write both forms)		*-ful* only	*-less* only
-ful	*-less*		
careful	careless	awful	sunless

2 **Which of the words in this box can take *-ful* or *-less* and other adjective suffixes? Add appropriate suffixes and put them in the correct column of the table below.**

cheer cooperate fantasy help home logic peace rely resource virtue

-ful	*-less*	other adjective suffixes

3 **Complete the sentences with suitable adjectives from the table in exercise 1.**

1 Standing on top of a high mountain and looking at the view is a _____ experience.
2 To drive on some of the unmade roads in the countryside, you need a _____ 4×4 car.
3 I am so _____! I came out without my key today.
4 Christmas has been _____ for us this year as we are still getting over the death of my grandfather.
5 I often make _____ mistakes in my homework because I don't spend enough time checking my work before I hand it in.
6 The hunt for the dangerous criminal who escaped from police custody has been _____ so far.
7 So far in Grade 12 I have received good grades so I'm _____ that I will do well in the exams.



A7.5 Listening: An employer talks

1 **You are going to listen to an employer talking about recruiting sales and marketing staff. The company is a multinational, based in Japan, which manufactures office copying and printing machines. Before you listen, work with a partner and discuss the kind of work you think sales and marketing staff do and the skills necessary for the job.**

2 **Listen to the text and make notes in the table.**

Qualifications	Skills and personal qualities needed	Benefits offered

3 **Compare notes with your partner.**

4 **Listen to the text again and add more details to your notes.**

5 **Compare your predictions about what is required for the job with what the employer said.**

6 **Discuss the meanings of these phrases and expressions from the text:**

a *a degree is a starting point*
b *solutions-focused people*
c *multi-level engagements*
d *to come on stream*

© Moet Not to be republished

A7.6 Language focus: Defining relative clauses

Relative clauses

What is a defining relative clause?

- *Our sales and marketing people work with large companies and organisations which operate in many different areas.*

The relative clause in this sentence tells us exactly which kinds of companies their sales and marketing people work with. 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.

We can use defining relative clauses to give definitions.
For example:

- *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.*

Non-defining relative clauses

Non-defining relative clauses, on the other hand, add extra information which is not essential in identifying what or who is being talked about.
For example: *My sister, who always wears bright colours, wants to design clothes.*

Commas

Commas are used in a sentence containing a non-defining relative clause but not in a sentence containing a defining relative clause.

Who, *which* or *that*?

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

- *Our sales and marketing people work with large companies and organisations that operate in many different areas.*

We cannot use that in non-defining relative clauses.

Omitting *who*, *which* or *that*

In defining relative clauses where *which*, *who* or *that* are the object and not the subject of the clause, we can omit the relative pronoun.
For example:

- *I like the dress (which) you were wearing yesterday* = we can omit *which*.
- *I spoke to the woman who was wearing a black dress* = We cannot omit *who*.

Reduced relative clauses

In this kind of defining relative clause, where the pronoun is the object of the clause we can sometimes remove the verb too.

- After *be* as a main verb, if it is followed by a prepositional phrase.
  For example: *The book which is in your hand is mine./The book in your hand is mine.*
- After *be* as an auxiliary, either in the progressive form.
  For example: *The boy who is playing football is my cousin./The boy playing football is my cousin.*
- Or the passive: *The book which was presented to me as a prize is very useful./The book presented to me as a prize is very useful.*
- After other forms of the verb which are changed to the present participle: *The man who lives next door is a policeman./The man living next door is a policeman.*
- *Our sales and marketing people work with large companies and organisations operating in many different areas.*

1 **Add commas where necessary in the sentences below:**

1 Some of the banana trees which grow behind our house are diseased.
2 My brother who works on the radio is my favourite of all my brothers.
3 The girl in my class who resembles my sister is in fact a distant relative.
4 Our speaker who had travelled to many parts of the world gave an interesting talk.
5 The moon which moves around the Earth once in about 29 days is about 384,000 kilometres from us.
6 I am just finishing this exercise which is very easy.

2 **Omit the relative pronoun or make a reduced relative clause where possible in the sentences below:**

1 Wole Soyinka, who is Nigerian, was awarded the Nobel Prize for literature.
2 I'm part of a team which prepares budgets and sales targets.
3 The food, which is prepared in the school, is very good.
4 I've bought a suitcase which is made from a very light material.
5 I've never read a job advert which asks for someone with my skills.
6 I want a job which is well paid.
7 I'm in a band which is playing in a concert tonight.
8 I'm going to eat the chicken which is in the fridge, if no-one minds.

3 **Make sentences from the table below about the kind of person the employer you heard in the listening text is looking for.**

He is looking for someone …	who	has will have is will be	in touch with the working environment. pride and enthusiasm in their work. passionate about our products. a degree. solutions focused. some ability with numbers.

4 **With a partner, discuss why these qualities and skills are important for this job.**

Example: *He's looking for someone who has a degree because that demonstrates that you have some ability. I suppose he means that it shows you have a certain level of intelligence and that you are able to work hard.*

5 **Discuss with your partner whether or not this job would suit you. Begin like this:**

This job would (not) suit me as I am (not) someone who …

© MoE-FDR Ethiopia Not to be republished

A7.7 Increase your word power: Skills and personal qualities

1 **Work with a partner. Look at the qualities and skills listed below. Write the adjective form of as many of these as possible. Discuss the meanings of the words as you work through the list. Use a dictionary if necessary.**

Nouns

an eye for detail
communicator
confidence
determination
discretion
dynamism
experience
friendliness
gentleness
independence
intelligence
level-headedness
loyalty
multi-tasker
numeracy
passion
patience
problem-solving skills
punctuality
reliability
resourcefulness
self-motivator
team-player
technical know-how
trustworthiness
wit

2 **Practise the pronunciation of the nouns and adjectives. Mark the stressed syllables in each word.**

3 **Go through the list and discuss the extent to which you possess each of these skills and qualities. Also discuss what sorts of jobs these qualities would be useful for, such as doctor, teacher and so on.**

Example:

Student A: I don't really have an eye for detail. I often overlook things and make silly mistakes.
Student B: Do you think you could train yourself to be good with details?
Student A: Maybe, to some extent. But I think I'm better at seeing the bigger picture.

A7.8 Speaking: Qualifications and skills for different jobs

Study the language in this box:

Making generalisations	Making exceptions
• As a rule you would need to be …	• There are exceptions of course, for example, when you would need to have …
• Generally you would have to be …	• Occasionally you would have to … and this would require …
• Most of the time you wouldn't need to be very …	
• … would be an essential/a must.	

1 **Work in a group and look at the four job advertisements below. Choose a range of qualities and skills needed for each one (use the list above in A7.7 and/or your own ideas). Use the language in the box above to discuss each job. Think about the qualifications required. Make lists of between five and ten qualities and skills for each job.**

Job A

Airline pilots needed

Job B

Personal assistant to the Managing Director of an international company required

Job C

We are looking for a customer relations manager for our luxury hotel

Job D

Grendles Bank is looking for an IT manager at its head office

2 **Work in your group to rank the qualities and skills you have chosen for each job in order of priority. Study the language in the box before you start.**

Comparing qualities and skills

Use this language when prioritising qualifications, qualities and skills needed for each job.

- *Good keyboard skills would be more important than the ability to speak French.*
- *You need to be more diplomatic as a cabin attendant than as a pilot.*
- *For a pilot, the most important skill is the ability to fly, rather than being diplomatic. You must have your pilot's licence.*

3 **Compare your rankings with those of other groups. Be prepared to justify your decisions.**

A7.9 Writing: A profile

1 **Write a profile of a company or an occupation you would like to work in. For example, perhaps you would like to work in medicine or for a specific company. Your profile should be organised in sections. See the profile structure and the advice below:**

Company profile:

- Name of company
- Location(s)
- Products or services
- Graduate employment possibilities
- Advantages and disadvantages of working for this company

Occupational profile:

- Name of occupation
- Organisations within this area and their locations
- Activities
- Graduate employment possibilities
- Advantages and disadvantages of working in this field

How to write your profile:

- Research your information.
- Write a first draft.
- Check it carefully and ask another student to check it and make suggestions for improvements.
- Write a final neat version.

2 **Display your profile on the class wall and read the profiles by other students. Ask questions about the other profiles.**

A7.10 Reading: A poem

1 **Many jobs involve risk. Why are people prepared to risk their lives for their jobs? In this poem we find out a taxi driver's answer to that question.**
Read the poem then answer the questions below.

A taxi driver on his death

When with prophetic eye I peer into the future
I see that I shall perish upon this road
Driving men that I do not know.
This metallic monster that now I dictate,
This docile elaborate horse,
That in silence seems to simmer and strain,
Shall surely revolt some tempting day.
Thus shall I die; not that I care
For any man's journey,
Nor for proprietor's gain,
Nor yet for love of my own.
Not for these do I attempt the forbidden limits,
For these defy the traffic-man and the cold cell,
Risking everything for the little little more.
They shall say, I know, who pick up my bones,
"Poor chap, another victim to the ruthless machine" –
Concealing my blood under the metal.

Timothy Wangusa

1 What is the taxi driver's prediction about his death?
2 What metaphors does he use to describe his taxi?
3 Why does the taxi driver think he is likely to die?
4 What three factors do not influence the taxi driver's decision to *attempt the forbidden limits*?
5 What is the reason he does this job?
6 Who and what does he defy when doing this?
7 How will the person who finds his body feel about the taxi driver's death?
8 Explain the meanings of these words and expressions as they are used in the poem.
   - docile
   - simmer and strain
   - proprietor
   - ruthless
9 What do you think is the poet's purpose in writing the poem?

2 **With a partner, practise reading the poem aloud.**

3 **Discuss the following questions with your partner:**
1 What is your opinion of the poem? Do you think it can persuade taxi drivers to drive more carefully?
2 Why do you think taxi drivers drive so fast?
3 What problems do taxi drivers face in their jobs?

© MoET Not to be published

Part B

Objectives

In this part of Unit 7 you will:

- talk about the process of applying for a job
- read texts used when applying for a job
- revise question forms
- extend your knowledge of the present perfect
- take part in a chain job interview
- write a letter of application
- look at ways of developing your reading
- do a listening and speaking assessment task.

B7.1 Speaking: Applying for a job

Work in a group and discuss these questions together:

1. Where can you find information about job vacancies?
2. What should you do if you want to apply for a job?
3. If you are a school leaver, what kinds of things can you include in your CV that an employer may be interested in knowing about?
4. What are employers looking for in a school leaver?
5. What are the stages involved in getting a job? Put these in the order in which they usually happen.
   - **a** Receive a letter or telephone call offering you the job.
   - **b** Go for an interview.
   - **c** You are invited for interview/or rejected.
   - **d** Send your letter and CV to the relevant person or department.
   - **e** Write a CV.
   - **f** See a job advertisement or hear about a vacancy.
   - **g** Write a letter or make a phone call accepting the job.
   - **h** Your referees are contacted.
   - **i** Write a letter of application and/or fill in an application form.

© MoE FDR Ethiopia Not to be republished

B7.2 Reading: A CV

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

C V

FULL NAME Hadas Gurmu
ADDRESS 37 Market Road, Bishoftu
HOME TELEPHONE 64567
AGE 19
SEX Female
DATE OF BIRTH 1st March 1994
FATHER'S NAME Ato Gurmu Demmellash
MOTHER'S NAME Weizero Gete Ejigu

EDUCATION
Valley Primary School 1998–2006
Bishoftu Secondary School 2006–2010

EXAMS TAKEN
Certificate of Secondary Education 2010

SUBJECTS PASSED
English
Mathematics
Geography
Civics
History
Biology

WORK EXPERIENCE
For the last two years I have worked in my uncle's shop serving customers on Sundays and in school holidays.

INTERESTS
Netball (member of school team 2006–2007)
Learning languages
Teaching reading to children at our church

1 Where does Hadas live?
2 How old was she when she started primary school?
3 How old was she when she left secondary school?
4 How many subjects did she pass in her school certificate?
5 What kind of work experience does she have?
6 What does she like doing in her free time?
7 What do you think of her CV?
   - Is it well-organised?
   - Do you think she has given enough information about herself?

2 **Look at these job advertisements and, with your partner, decide which one is the most suitable for Hadas.**

Vacancy
Front office staff for new resort hotel.
Must have School Certificate, good knowledge of English, lively and pleasant personality.
Apply: The Director of Personnel, Palm Tree Hotels Corporation, PO Box 43, Lalibela

Vacancy
Busy international trading company requires a registry assistant for general office work.
Ability to use a computer and foreign languages an advantage.
Write to: The Manager, Mountain Trading Ltd, PO Box 12 Adama

Vacancy
Kitchen assistant needed in lively restaurant in city centre. No previous cooking experience required. Suit school leaver.
Apply: The Manager, Half Moon Restaurant Box 34 Addis Ababa

Urgently required
Male and female security staff for office building.
Contact: The Personnel Manager, Securico, PO Box 35, Dire Dawa

Looking for a career?
National Airlines has vacancies for technical and non-technical ground staff and cabin crew.
Apply with full details of yourself to the Chief Personnel Officer, PO Box 96 Addis Ababa

We are recruiting ...
A junior reporter for our newspaper. Please write with a full CV to The Editor, The Gazette, PO Box 51, Addis Ababa

Urgently required
General office assistant. Good English and Kiswahili needed. Write to: Weizero K. Wanambwa, Cross Border Trading PO Box 12

© FDRE MoE Not to be republished

B7.3 Reading: A letter of application

1 **Read the different parts of the letter Hadas wrote to apply for one of these jobs.**

Part A

I am 19-years-old and I left Bishoftu Secondary School last year with Certificate of Secondary Education passes in six subjects.

Part B

Hadas Gurmu
(signature)

Part C

I have enclosed my CV which gives full details of my background and my referees who have said they will be glad to answer any further enquiries about me. If you would like to contact them, they are: my former headmistress Mrs Selassie of Bishoftu Secondary School PO Box 3456, DBishoftu; and my uncle who employed me in his shop, Mr Gessesse Ejigu, Market Stores and Trading, PO Box 4789, Bishoftu.

Part D

Enc: CV

Part E

4 Market Road, Bishoftu

Part F

I have seen your advertisement in The Citizen newspaper and I would like to apply for the post of junior registry assistant.

Part G

15th March 20- -

Part H

MountainTrading Ltd, PO Box 12, Adama

Part I

I would like to work in an office as I think I am suited to working with people and keeping records, writing letters, keeping accounts and so on. I have some experience of dealing with customers and keeping stock records as I have worked in my uncle's shop on Sundays and in school holidays for the last two years. I am interested in learning languages and in addition to Amharic, I speak Afan Oromo, English and a little French. These may be useful in your office. I do not have any computer skills but I am very keen to learn.

Part J

Yours faithfully

Part K

Re: The post of junior administrative assistant in your company.

Part L

Dear Sir/Madam

Part M

I look forward very much to hearing from you.

Part N

Meseret Gurmu

Part O

The Manager,

2 **Work with a partner and discuss what order the different parts of the letter should go in and how they should be laid out on the page.**

3 **Write the complete letter out in your exercise book.**

4 **What do you think of the letter? Do you think Hadas would be invited for interview on the basis of this letter? Can you suggest any improvements?**

B7.4 Language focus: Different types of questions

1 **Look at this list of interview questions and identify the question types used.**

1 You are an Afan Oromo speaker, aren't you?
2 How long have you been working for your uncle?
3 Do you live in the city?
4 Would you mind telling me when you were born?
5 Haven't you ever used a computer?
6 Tell me about your interests.
7 You obtained your School Certificate last year?

2 **Work with a partner and answer these questions about the interview questions.**

1 What kind of questions do we ask when we know the answer, but are just checking?
2 What kind of question do we ask when we want to find out something personal or when we want someone to do something for us?
3 Which of these questions can be answered by a simple yes or no?
4 What kinds of questions do we ask when we want more than a one word answer?

B7.5 Language focus: Present perfect

1 **Look at the list of interview questions in the previous section. Which verb form is used in each question?**

- present tense
- past simple
- present perfect

2 **Explain why each of these verb forms is being used in these questions.**

3 **What is the difference between the verb forms used in questions 2 and 5? Why is each of them being used in these questions?**

We use the *present perfect continuous* to talk about things that have been happening and are still going on.

For example:

- *School has been going quite well.*
- *I've been working quite steadily all year.*

It emphasises that something is still going on.

It is a bit different from the structure which is used to talk about things that have happened – that have been completed at some point before the present time: the *present perfect simple*.

For example:

- *I've learned a number of skills working in my uncle's shop.*
- *I'm quite pleased with what I've achieved this year.*

MoE, FDR Ethiopia
Not to be republished

4 **Complete these sentences with the correct form of the verb in brackets: *has/have/ been doing* or *has/have done*. Note: You will need the negative form in places.**

1 The drama club _____ a new play for the end of term. (rehearse)
2 We _____ the first exercise. (already, finish)
3 I _____ my brother since yesterday afternoon. (not see)
4 My father _____ in another part of the country for a few weeks. (work)
5 I _____ been out much as I _____ a lot recently. (not go out) (study)
6 I _____ in the school choir since Form 1. (sing)
7 I _____ much today. (not eat)
8 I _____ malaria. (never)

5 **Think of some more questions to ask at a job interview:**

- in the present (for example: *Are you …?*)
- in the past simple (for example: *When did you …?*)
- in the present perfect simple and continuous (for example: *Have you …? How long have you been …?*)

B7.6 Language focus: Verb + to infinitive

1 When some verbs are followed by another verb, the second verb is the *to* infinitive,
for example
*I can't **afford to go out**.*
*Let's **agree to differ**.*
*I've **decided to finish** my essay tonight.*
*I **want to go** home now.*
2 Some verbs are followed by an object before the *to* infinitive.
*I've **invited all my friends to come** to the house.*
*Our teacher **warned us not to give** in our homework late.*
*We must **ask someone to help** us.*
*I **want my employees to speak** foreign languages.*
Note: want is a verb that goes in both group 1 and group 2.

Change the given sentences in the way indicated so they include a verb + to infinitive with or without an object.

1 Please come to my party.
I want *you to come to my party.*
2 This bag is very heavy. I can't carry it on my own.
Please can you help …
3 My mother must not know about this.
I don't want …
4 My boss said I would lose my job if I was late again.
My boss warned …
5 I'm interested in engineering.
I want …
6 The hotel says its staff must look smart.
The hotel requires …
7 The company is looking for a person who can answer the phone.
The company wants …
8 Remember you must go to the post office after school.
Don't forget …

© Not to be Ethiopia published

B7.7 Speaking: Chain interview

1 **With a partner, make a list of about 12 questions that the Manager of Mountain Trading Ltd could ask Hadas.**

- Choose suitable question types. For example, any questions that you ask about information that is given in Hadas's CV should be *checking* questions because the Manager should already have her CV.
- Use a variety of question types and verb forms.

2 **Think about how to ask these questions. For example, which questions should take a rising intonation at the end and which questions should take a falling intonation at the end? Mark the intonation on your questions and practise reading the questions aloud.**

Example:
What other languages can you speak? ↘ (falling intonation)

3 **With your partner, ask and answer the questions: one of you should play the role of Meseret and the other plays the role of the Manager of Mountain Trading.**

- Use the information in Hadas's CV.
- Make up any other information.

4 **Work in a large group of between eight to ten people and sit (or stand) in a circle.**

- The first person asks one of his/her interview questions and the next person on the right has to answer as if they were Hadas.
- That same student now chooses one of his/her questions and asks the next person sitting on the right, who then has to answer.
- Continue in this way going round the circle.
- Anyone in the group can interrupt when one of the questions or answers is ungrammatical or inappropriate in some way, or includes incorrect information about Hadas.

B7.8 Writing: A letter of application

How to write a letter of application for a job

When you apply for a job, you have to *sell* yourself. Every aspect of the letter is important: neat writing and appearance, clean paper, good use of English and correct spelling, all the necessary information, the correct length, polite in tone, a formal lay-out and style.

Follow these steps:

- Begin the letter by referring to the advertisement and the name of the newspaper where you saw it.
- Give necessary information about yourself: age, schools attended, examinations passed, subjects taken, languages spoken and so on.
- Give any other useful information such as relevant experience, posts of responsibility inside or outside school; if possible say why you think you may be suitable for this post.
- Include the names of two referees who are willing to answer questions about you. These should be responsible and respected people who are not related to you.

FDR Ethiopia Not to be republished

1 **Look at Hadas's letter in B7.3 and identify the expressions that do the following:**

- refer to where she saw the advertisement
- explain the reason for her letter
- introduce relevant experience
- introduce her referees
- close the letter

2 **Work on your own. Choose one of the jobs described in the advertisements in B7.2 that you would like to apply for and do the following tasks:**

1 Write your own CV using Hadas's CV as a model. Give as much information as you can about your experiences, achievements, interests and responsibilities both in school and outside.
2 Write a letter of application for the job. You can use Hadas's letter as a model.

B7.9 Study skills: Focus on reading

A Predicting

Thinking about what a text is going to be about is a very useful way of helping you to understand it. For example: just looking at the title, the way the text is organised and any sub-headings can give you a good idea of the content. In addition, predicting is something you can do as you read each paragraph and each sentence.

1 **Work on your own and predict possible endings for these sentences.**

1 Here is the weather forecast. It is likely to be hot and sunny in the east, but …
2 Nairobi is the capital and largest …
3 When the world price for coffee fell by 50 per cent, farmers …
4 Not only has the scheme resulted in improved maternal health but infant mortality …
5 The common cold is a contagious disease which infects the …

2 **Compare your sentence endings with one or two other students and discuss the clues that enabled you to complete them.**

3 **Working together, write the ending of this paragraph in your exercise book.**

Cell phones were first developed in 1979 by the Swedish company Ericson. Initially they were large and heavy, but by the mid-1990s developments in the technology meant that small devices that could be easily held in the palm of the hand were available to the mass market. Over a decade later, the cell phone …

Not to be republished © Ethiopia

B Guessing the meaning of unknown words

When you come across a word you don't know, what can you do to try to understand it, without looking it up in a dictionary or asking someone else to explain it?
There are some important features of the word that can help us to work out what it means:

1 Its context (what's the meaning of the rest of the sentence?)
2 Its grammar (what part of speech is it? Noun, verb, adjective? Does it look like a plural noun? What tense is it if it's a verb?)
3 Its construction (Does it have any prefixes or suffixes you recognise? Do you recognise its base? Is it compound? Do you recognise either part?)
4 Its similarity to a word in another language you know.

1 **Look at these words. Single words do not give you any contextual clues, but see if you can identify features 2–4 listed above.**

- blunt
- unicycle
- malodorous
- wobbly
- understate

2 **Now look at the words in a context. Does it help you to understand them?**

1 This knife is blunt and won't cut anything.
2 A malodorous presence greeted them as they opened the door, which made them gasp and cover their noses in horror.
3 You understate the massive scale of the disaster by saying that it has caused a few problems.
4 The circus clown made everyone laugh as he rode backwards and forwards on top of his unicycle, looking as though he would fall off at any moment.
5 Don't sit on that chair, it's unsafe. One of the legs is wobbly and could come off at any moment.

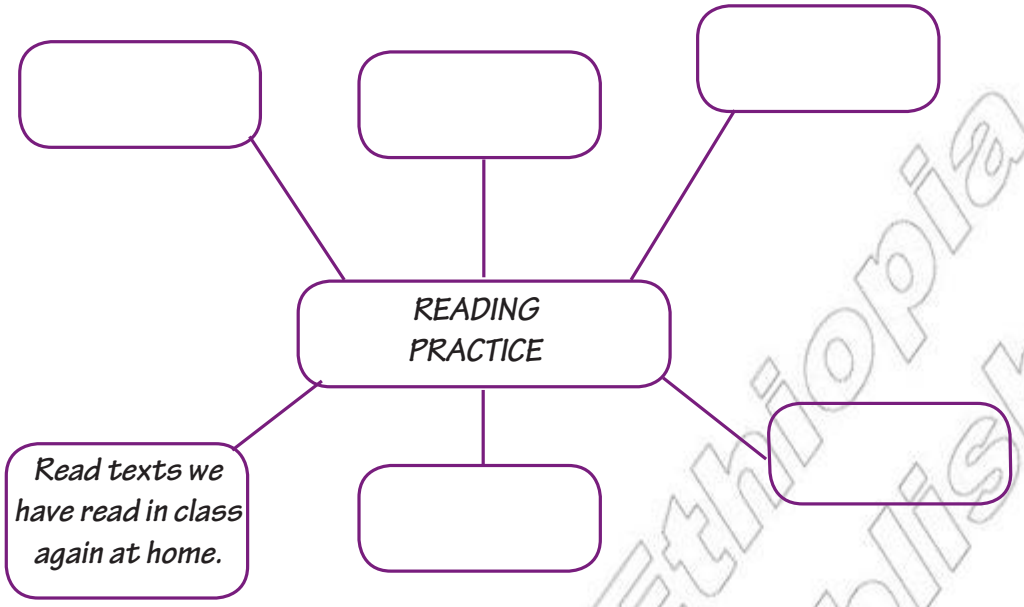
3 **This paragraph contains a number of nonsense words. Identify them and replace them with real words that fit the context.**

Water is vital for life. It is two-thirds of our body's schlopen and 90 per cent of its volume. When we are ppitke it satisfies us, it kllrths our clothes when they are dirty and it modrties our crops. Every person needs four litres of water a day for cooking and drinking and at least another twenty litres to stay clean and healthy. However, water can carry xelops like bilharzia, malaria, dysentery and diarrhoea. The World Health Organization estimates that 80 per cent of all disease can be attributed to poor water and wethres. As many as 50,000 people lkel every day from diseases associated with dirty water. A further 1,500 million are awfthing from these diseases on that same day.

C Reading practice

1 **The best way to improve your reading is to read more. How can you do this? Have a class discussion of ways you can read more in English everyday. For example, read one or two articles in a newspaper.**

2 **Add the methods of reading practice that appeal to you to this mind map.**



3 **Set yourself a goal for doing these things regularly throughout the remainder of Grade 12.**

Example: *I'm going to do one of these reading practice ideas every week.*

B7.10 Assessment

1 **Listening and speaking**

In B7.2 and B7.3 you looked at a CV and a letter of application for a job. Now your teacher will 'interview' you for this job.

- You can have your CV in front of you while you are being interviewed.
- Prepare some answers to likely questions before you start.

2 **Writing**

Your teacher will assess the letter of application for a job you wrote in B7.8.

© MoE FDRE Ethiopia Not to be republished

Unit 8

Human development

Part A

Objectives

In this part of Unit 8 you will:

- talk about what happened at different points in the timeline of life on Earth
- read about the story of life on Earth
- revise how to use the past simple and past perfect
- speak about the development of Man
- consolidate your knowledge of how to express ability
- listen to a lecture on Dinkinesh and Selam
- extend your ability to express past probability and possibility with modal verbs
- re-tell the story of Dinkenesh and Selam
- discuss the issue of *history* versus *herstory*.

A8.1 Introduction: A timeline of life on Earth

1 **The story of life on Earth goes back not just millions but billions of years. What do you know about this story? Work in a group and see if any of you know the answers to the following questions:**

1. When did humans first appear on Earth?
2. What kind of life was present on Earth before humans?
3. When did our planet first take shape in the solar system?
4. How many zeros are there in a million and a billion?

2 **Look at the timeline on the next page. Match the dates and events in the timeline. Write the events next to the relevant dates. Look up any unfamiliar words in a dictionary.**

- Homo habilis first appeared
- the first vertebrates appeared on land
- Homo sapiens first appeared
- the first unicellular organisms appeared
- the last dinosaurs disappeared
- the formation of the Earth
- multicellular organisms appeared
- the first vertebrates appeared
- the oceans formed
- the first mammals appeared
- the first hominids: Australopithecines appeared

© FDRE Ethiopia
Not to be republished

4.5 billion years ago	
3.8 billion years ago	
1 billion years ago	
550 million years ago	
4,300 million years ago	
200 million years ago	
80 million years ago	
3.5 million years ago	
2.5 million years ago	
250 000 years ago	

3 **Compare your timeline with those of others in the class.**

A8.2 Reading: The story of life on Earth

1 **Read the text below to discover how correct your timeline is.**

Geologists have evidence that our planet was formed about 4.5 billion years ago. As it developed into a lump of rock, it is believed that the oceans first appeared about 4 billion years ago. The oceans allowed the earliest unicellular life forms to develop, about 3.8 billion years ago. Some of these evolved into complex cells and then a billion years ago there is evidence of the first multicellular organisms. Gradually, these evolved into different beings and half a billion years ago there is evidence of the first vertebrates. However, it was not until over a hundred million years later that vertebrates stepped out onto dry land. These early land vertebrates evolved into many different forms including dinosaurs and eventually, 200 million years ago, the first mammals. The last dinosaurs disappeared 80 million years ago.

For the story of human development, we move forward to relatively recent history. Among the animal species developing at the time were early apes. Around 6 million years ago, it is believed that two distinct branches appeared in the ape family tree which is thought to correspond to the formation of the rift valley in East Africa. To the west of the rift valley, apes continued to live in wet forests and developed into the apes we know today; while to the east, the apes had to adapt to the drier climate of the savannah. Over time these apes

in the east grew into upright and larger-brained beings, known as hominids. The earliest known hominids are Australopithecines, something between apes and humans. Hominids are thought to have appeared about 3.5 million years ago. Lucy (or Dinkinesh, as she is called in Ethiopia) and Selam, both from Hadar, are the most complete skeletons of this early human to have been found.

The first member of the genus homo is believed to be Homo habilis, or *handy man*, so-called because of his ability to make stone tools. The ability to walk on two legs freed the arms and hands of early humans for other activities. This was about 2.5 million years ago. Homo sapiens, or *thinking man*, appeared 250,000 years ago, by which time it is believed that language had already started to develop.

2 **Decide if these statements are true or false according to the text.**

1 The earliest life forms on Earth appeared before the oceans.
2 The first vertebrates on land appeared less than 500 million years ago.
3 Vertebrates disappeared with the last dinosaurs 80 million years ago.
4 Apes appeared after the East African rift valley had formed.
5 Australopithecines walked upright and made stone tools.
6 Homo habilis was able to use his hands to make things.
7 Language had already started to develop before Homo sapiens appeared.

3 **Discuss the meanings of these words with a partner.**

geologist unicellular multicellular organism vertebrate mammal hominid

A8.3 Language focus: Past simple and past perfect

1 **Look again at the true and false statements above and answer these questions.**

1 Can you identify two or three verbs in the past simple and the past perfect in the text in the previous section?
2 Which of these verb forms is most commonly used?
3 Which of these events happened first?
   - Homo sapiens appeared.
   - Language started to develop.
4 Which of these verb forms is used for each of the following?
   - To describe past events one after another.
   - To refer back from one past event to another event which occurred earlier.

- In some situations, particularly if two past events occurred close in time or are closely connected, we can use either the past simple or past perfect. So we can say:
  Homo sapiens appeared after language had started to develop. or
  Homo sapiens appeared after language started to develop.
- The continuous form of the past perfect emphasises that a past perfect action was continuous or repeated. For example:
  While earlier ancestors of man had been walking around on four legs, hominids had the ability to walk on two legs.

2 **Put the verbs in brackets in the correct past form.**

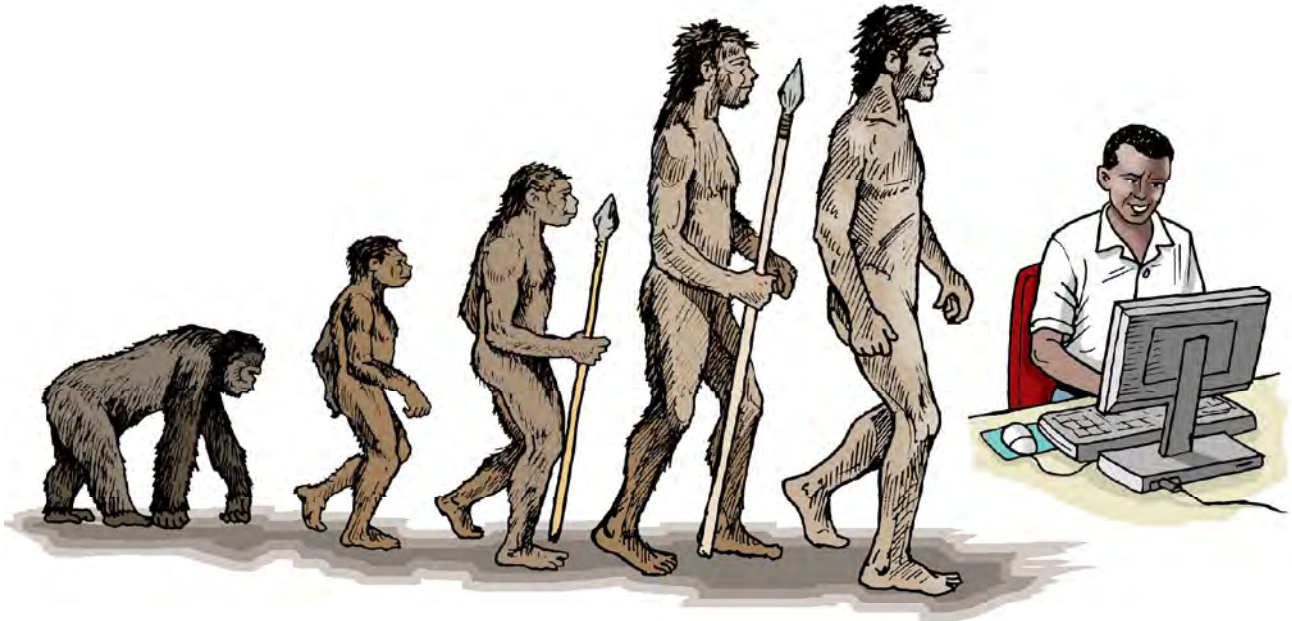
1 By the time our team _____ (score) a goal, the other team _____ (score) three.
2 Alfa eventually _____ (find) a job she wanted, although she _____ (graduate) three years earlier.
3 The car I _____ (just buy) was no longer _____(park) in front of the house.
4 My brother _____ (be) delighted with our present. He _____ (say) he _____ (want) a new watch for months.
5 My mother _____ (explain) to me about five times how to lock up the house even though I _____ (understand) her perfectly the first time.
6 When I _____ (turn) up, my friends _____ (tell) me they _____ (wait) at the bus stop for half an hour.

3 **Complete these sentences about the history of life on earth. Include a verb in the past perfect.**

1 By the time unicellular life forms began to develop, the oceans …
2 When the last dinosaurs disappeared, mammals …
3 By the time Dinkinesh was born, the ape family …
4 It is thought that by the time Homo habilis was making tools, *Australopithecines* …

A8.4 Speaking: The development of Man

Stages in the development of man



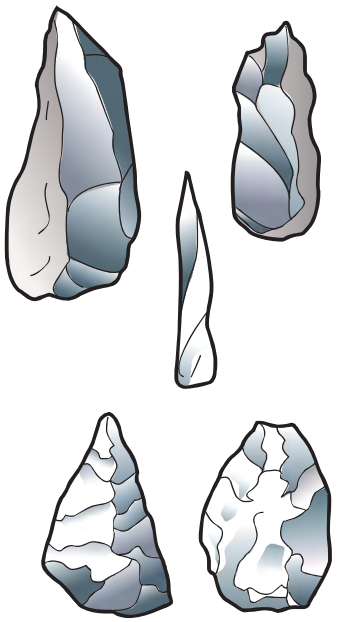
ape | Australopithicus afarensis | Homo habilis | Homo neanderthalis | Homo sapiens | modern Homo sapiens

Not for Ethiopia published

1 **Work in a group and discuss these questions.**

1 Discuss which tools were probably used at the different stages in the development of man.

1 ape (on all fours)	**a** well-made flake tools
2 Australopithicus afarensis (upright)	**b** simple stone choppers and scrapers
3 Homo habilis	**c** sophisticated flake tools and later on metal tools
4 Homo neanderthalis	**d** no tools
5 Homo sapiens	**e** sticks and stones



Well-made flake tools



Simple stone choppers and scrapers



Stone hand axes and cleavers

2 **What do you think you could be done with these tools?**

3 In what ways has man developed since the ape?

- Mention physical development (size, skull shape, limb length and shape)
- Mention abilities (such as standing upright and the kinds of tools early men made and used)
- Look at the language in the box before you start.

Expressing difference

We can express difference between things by comparing them, for example:

More:

- More X … than Y
- X is more … than Y
- X is … er than Y *Apes are <u>hairier than</u> hominids.*
- X has more … than Y *Hominids were <u>more upright than</u> apes.*

Less:

- There is less X than Y *Hominids were <u>less hairy than</u> apes.*
- X has less … than Y
- There are fewer X than Y
- X has fewer … than Y

The best/the most:

- The best X is … *Apes have <u>the best</u> limbs for climbing trees.*
- The most … is

© FDE Chief Directorate: Limpopo Province
Not to be republished

As many/As much/not as:

- As many X … as Y
- X has as many … as Y
- X is as … as Y
- As much X than Y
- X has as much … as Y
- X was not as … Y *Homo neanderthalis was not as tall as Homo sapiens.*

We can contrast two different but equal ideas with words and phrases such as: *whereas*, *while*, *on the one hand*, *on the other hand*, For example:

- *Apes and humans are very different. On the one hand apes live in trees. On the other hand humans live on the ground.*
- *Apes and humans are very different. Whereas/While apes live in trees, humans live on the ground.*
- *Apes and humans are very different. Apes live in trees, whereas/while humans live on the ground.*
- *Apes and humans are very different. On the one hand, whereas/while apes live in trees, humans live on the ground.*

Putting *on the one hand* and/or *on the other hand* with *whereas* or *while* brings out the difference more strongly.

A8.5 Language focus: Ability

***Can* and *able* to**

- *Can* and *able to* are both used to express ability.
- *Can* and *able to* are mostly interchangeable.
- *Can* is probably used more than *able to*.
- *Can* cannot be used after to, or after modals such as must or should. So we have to use *able to* in these contexts.
- Sometimes *could* is the past of *can*.
- We can only use *could* for general ability, not to express what happened at a particular moment in the past. In this context we have to use *was/were able to*.
- However, *couldn't* is possible in any situation in the past:
  - in the negative
  - with sense or perception verbs such as see, hear, taste, feel, remember, understand.

1 **Study these sentences in which both these forms appear. In which sentences are both forms correct? In which sentences is one form incorrect?**

1 Human beings *can/are able to* run fast for long distances on two legs.
2 Early hominids *could/must have been able to* run long distances on two legs too.
3 Apes *couldn't/weren't able to* run far on two legs.
4 I *can/have been able to* run a marathon for about two years.
5 I *could/was able to* run the Abebe Bikila marathon in 2 hours and 55 minutes last month.
6 It was wonderful! I *could/was able to* hear people cheering me all the way round.
7 I hope *I can/will be able to* do it in a faster time next year .

2 **Make sentences about your ability to do these things with *can*, *can't*, *could* or *couldn't* where possible. Where these forms are not possible, use the correct form of *able to*.**

Example: *Swim = I can swim quite well. I've been able to swim since I was about seven-years-old*

1 play basketball
2 meet your best friend for a chat tomorrow
3 hear when you woke up this morning
4 finish your homework last night
5 speak Amharic
6 play a musical instrument

3 **Make five sentences about the abilities of the different species in the development of man, using *can/ can't*, *could*, *couldn't*, *able to*.**

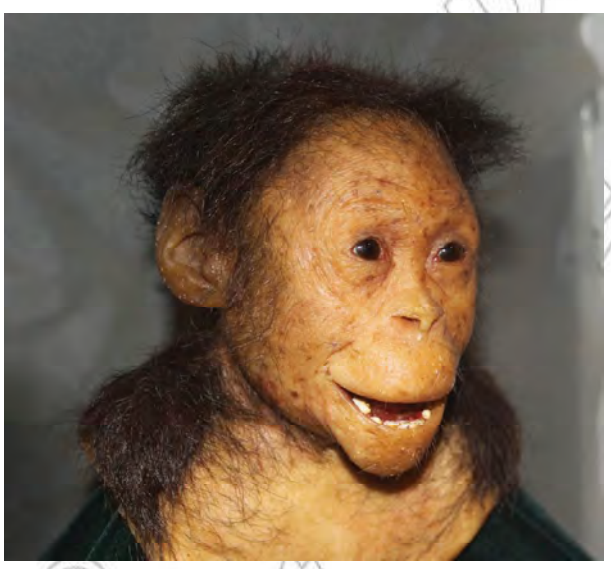
A8.6 Listening: Dinkinesh and Selam

1 **In the reading text about the story of life on Earth, you heard about Dinkinesh and Selam.**

a Can you remember:

- where and when they were found?
- their species name?
- when they lived?

b Why do you think Ethiopia is called 'the cradle of civilisation'?



a A portrait of how Selam probably looked.



b The reconstructed skeleton of Dinkinesh.

2 **You are going to listen to a lecture about the discovery of Dinkinesh and Selam. Before you listen, try to predict information in the lecture by thinking of a way to complete each of the sentences that follow these discourse markers from the listening text. Write your predictions in your exercise book.**

To review discourse markers see B1.6.

© FDR Ethiopia Not to be republished

1 In the early 1970s …
2 After three weeks careful excavation …
3 This means …
4 Although Dinkinesh …
5 Nowadays Dinkinesh …
6 Twenty-six years on …
7 Along with Selam …
8 Although Selam …
9 Thus Selam …

3 **Put these discourse markers into the following groups:**

- To add information to what has been said:
- To introduce a statement that was the cause or effect of another
- To sequence events or list points
- To indicate the time of an event

4 **Listen to the lecture and make notes next to each of the discourse markers.**

5 **Compare your notes with your partner's.**

6 **Listen to the lecture again and write short answers to these questions.**

1 When, where and by whom was Dinkinesh found?
2 What parts of her skeleton were found?
3 How old was it?
4 What did she look like?
5 What was the significance of her discovery?
6 When, where and by whom was Salem found?
7 What parts of her skeleton were found?
8 What was found with her?
9 How old were the remains?
10 What was the significance of her discovery?

7 **Use your answers to complete your notes in exercise 2.**

A8.7 Language focus: Expressing probability and possibility with modal verbs

- We can talk about things that are probable and possible in the present using modals.
  For example:
  You must be tired. You have been working very hard.
  You can't be hungry. You have just eaten a large meal.
  Your answer might/may/could be right, but I'm not sure.
  We might not/may not see anything we want to buy at the market.
- We can express past probability using *must have*, *can't have* and *couldn't have*.
  For example: *Selam can't have been Dinkinesh's daughter as the sediment she was found in dates her as being 200,000 years older.*
- We can express past possibility using *may have*, *might have*, *could have* and *might not have*.
  For example: *The adult remains found with Selam might have been her mother or father.*

Not to be republished © FDR Ethiopia

- These expressions can also be used to talk about things that were possible in the past but didn't happen.
  For example: *If Selam had not been buried in sediment, so much of her skeleton might not have survived.*
- We can also use expressions like *probably*, *perhaps* and *maybe* in the past.
  For example: *Selam probably drowned in a flood.*

1 **Rewrite these sentences in your exercise book using *must*, *can't*, *may*, *might* or *could*.**

Example: *You are probably tired after your long journey = You must be tired after your long journey.*

1 I'm not sure but I think Hiresso has TB.
2 You are completely wet. You are probably feeling very cold.
3 That isn't Zeleke at the door, I'm almost certain. He told me yesterday he was going away today.
4 Perhaps Nejaha is at her aunt's. She often goes there.

2 **Match the pairs of sentences and write them out in your exercise book.**

1 There is no-one at the bus stop.	**a** I couldn't have left it at school.
2 I am not good at maths.	**b** I may not have passed the exam.
3 You have eaten all the injera!	**c** They might not have finished football practice.
4 Why didn't your friend come to the party?	**d** The bus must have left.
5 Where is my key? I had it to open the door this afternoon.	**e** He may have forgotten about it.
6 The boys are late home today.	**f** You must have been very hungry.

3 **Complete these sentences with a modal and the verb in brackets. Use the correct form: present or past.**

Example:

- *You have lived here all your life. You must know this town very well. (know)*
- *Simon goes to the school farm every day. He must have learned a lot about farming. (learn)*

1 I haven't seen that dress before. It _____ a new one. (*be*)
2 I _____ my maths exam. I could only answer a few of the questions. (*pass*)
3 The bus is late today! It _____. (*break down*)
4 It _____ four o'clock already! The time has gone very quickly this afternoon. (*be*)
5 It was stupid of you to put your hand in the engine while it was running. You _____ it very badly. (*injure*)
6 Your family _____ asleep. There are no lights in the house. (*be*)
7 Rosa _____ at school yesterday. My mother told me she saw her in town. (*be*)

4 **Work with a partner. Discuss the facts below and write a sentence for each one containing *must have, can't have, couldn't have, might/might not have, may, may not have* or *could have*.**

1 Homo habilis made scraping tools, not tools for killing animals. He probably scavenged dead animals killed by lions or hyenas.
Homo habilis must have scavenged dead animals killed by lions or hyenas.
2 Scavenging is difficult, so Homo habilis probably ate a lot of other things too.
3 A small bone in the jaw indicates that Homo habilis possibly spoke.
4 Dinkinesh's leg and knee bones enabled her to walk upright.
5 Dinkinesh's small teeth which were all more or less the same size, enabled her to eat lots of different things, like us.

© MoE FDRE Ethiopian Publishers Not to be resold

A8.8 Speaking: Re-tell the story of Dinkinesh and Selam

1 **Work with a partner, re-tell the story of the discovery of Dinkinesh and Selam and what they tell us about man's ancestors.**

- Refer back to your notes.
- Practise your re-telling of the story a few times.
- Include verbs in the past simple and past perfect (see A8.3) and modal verbs for expressing past probability and possibility.

2 **Team up with another pair and tell your version of the story to each other. Listen out for and identify differences and similarities in your versions of the story.**

A8.9 Speaking: *History* or *herstory*?

Although Dinkenesh and Selam were both female, history is often told from a male point of view.

- We talk about the development of *Man* and *humans*.
- In English the word *history* looks and sounds very much like *his story*.

In response to this some women have put forward the idea of *her story*, in other words, the story of women through the ages: their role in society and important historical events.

You are going to discuss these issues.

Before you start, go back to B2.3 to revise language for asking for clarification and correcting yourself/explaining what you mean.
I'm sorry I'm not quite with you …
etc
What I'm trying to say is …
etc
Use this language in your discussion.

1 **Revise language in B2.3 for asking for clarification and explaining what you mean.**

2 **Work in a group and spend about five minutes discussing each of these questions. Try to use language for clarification and explaining what you mean.**

1 What is meant by the term *Man*?
2 When you read a history book most of the people mentioned are men.
   - Why do you think this is?
   - What has been the role of women in history?
3 Look at this quotation: *Behind every great man there's a woman.*
   - What does it mean?
   - Do you agree with it?
4 Think of some famous women, both in history and the modern world.
   - Who are they?
   - What do they do?
   - Do you think there is a man behind them?
5 Do you think women will play a more prominent role in historical events in future? Why? Why not?

3 **Representatives from each group should report back a summary of your discussion of each question.**

© MDE Retrieval Not to be published

Part B

Objectives

In this part of Unit 8 you will:

- read about three African civilisations
- discuss development and civilisation
- read a poem
- learn about weak vowels and weak forms
- learn about adjectives and dependent prepositions
- discuss human achievements
- write an essay
- think about how to improve your listening skills
- do speaking and reading assessment tasks.

B8.1 Reading: Three African civilisations









1 **Work in a group of three people and try to identify the places shown in the pictures and locate them on the map of Africa.**

2 **Each person in the group must read one of the texts and then answer the questions below on their own.**

© Ethiopia Not to be republished

Text A: The Mwanamutapa Kingdom of Zimbabwe

Between 1000 and 1600 AD a number of states developed in east and central Africa. One of these was the Mwanamutapa kingdom of Zimbabwe whose centre was the magnificent ancient **citadel** of Great Zimbabwe, in the south of present-day Zimbabwe. There are many reasons why this empire became so important. Firstly the people were able to expand their territory as the population grew. The people of Zimbabwe also had gold, and this was one of the most important reasons for the rise of the kingdom. Some 7,000 ancient mines have been discovered in the area of which Great Zimbabwe was one centre.

The traders on the east coast of Africa wanted gold and other products from the interior, such as **ivory**, which they exported to India and other countries around the Indian Ocean. This brought wealth and power to Zimbabwe. The long trade routes had to be protected. The Zimbabweans were able to do this as they knew how to make iron; they used iron to manufacture weapons to defend themselves and drive away those who didn't have the same level of technology.

There is historical evidence that the kingdom of Zimbabwe existed by 950 AD when Al Masudi, an Arab writer, visited and wrote about it. The ancient citadel of Great Zimbabwe was built later. Its ruins are among the most impressive in Africa, south of the Sahara. It was a great walled city, built of stone, the walls rising about nine-metres-high. Though the builders of Great Zimbabwe did not use **mortar**, they were able to construct the huge walls because the stones were cut so skilfully. At first, Europeans could not believe that Africans had built Great Zimbabwe. They said it must have been the work of outsiders. However, modern archaeologists confirm that Great Zimbabwe is an African achievement. They have dated the earliest stone buildings to 1200 AD, long before the first Europeans reached central Africa.

In the 1400s, Zimbabwe developed into one of the largest of the ancient kingdoms of tropical Africa. Its rulers were called Mwanamutapa. The first ruler was called Mutata. Under his son, Mutope, who died around 1480, it covered nearly all modern Zimbabwe, as well as parts of Mozambique. However, by this time people no longer lived in Great Zimbabwe and the centre of the empire had moved to the north east, of present-day Zimbabwe.

Text B: Ancient Egypt

Ancient Egypt was an ancient civilisation concentrated along the lower reaches of the River Nile. Around 3150 BC it emerged as a single kingdom when King Menes of Upper Egypt (the southern part) defeated his rivals in Lower Egypt. He then became the first **pharaoh** of united Egypt. Over the next three thousand years it was the major civilisation in the world. The rule of the pharaohs officially ended in 31 BC when the early Roman Empire conquered Egypt and made it a province.

The ancient Egyptians demonstrated considerable resourcefulness and invention. One of the main reasons for their success was the ability to **harness** the seasonal floods of the River Nile for agricultural purposes. They developed irrigation systems and the naturally fertile soil allowed them to produce **surplus** crops. These in turn gave them the resources for social and cultural developments. It also meant that the population grew, making the Nile Valley the most populated region in the world at the time. As well as agriculture, the ancient Egyptians also mined and worked minerals and traded with other civilisations.

The Ancient Egyptian state was controlled exclusively by the Pharaoh and administered by a bureaucracy of **scribes**. It is no accident that the first writing system developed in Egypt as it was needed to keep records. As well as writing, they developed systems of mathematics and medicine.

However, Ancient Egypt's most enduring legacy is the pyramids. These extraordinary constructions, built as the resting place for the **mummified** pharaohs, involved thousands of labourers and sophisticated engineering. Even in the modern age, 4,000 years after their construction, they are an awe-inspiring sight.

Text C: The East African City States

Many hundreds of years ago, there were a number of independent cities along the East African coast peopled by the Swahili. The Swahili language and people were, and are, African. They had lived in the interior, but they moved to the coast well over a thousand years ago. Like most other African people, the Swahili were farmers and many continued to be so. But on the coast they began to trade as well.

What made the Swahili different from other African people who lived in the interior was that they used boats. A trader could move little more that 10 km a day on foot, whereas in their small sailing ships, they could move up and down the coast travelling 50 km a day, protected from the great waves and storms of the Indian Ocean by a number of **coral reefs** and islands. Bigger ships could cover 150 km a day, crossing the ocean to India in two to three weeks.

Traders from Arabia, Persia and India bought goods which Swahili traders had collected from the interior and from other places along the coast. These included: gold, ivory, **mangrove** poles, tortoise shells, **cowrie** beads, shells and slaves. In return, the Swahili traders bought cloth and glass beads from India, pottery from China and Persia. But it was not only goods that were exchanged. The Swahili language was carried all along the east coast. Later on the religion of Islam spread down the coast as people from Arabia and Persia came to live in the East African cities.

The cities where the traders lived had **harbours** and **warehouses**. They contained large houses made of coral for the rich merchants, many of which can still be seen. Farms around the cities produced fruit, vegetables and meat for the residents of the cities and the visiting traders. The earliest of these cities was Manda, an island in the north of Kenya, which dates back to the ninth century. In the 12th century the biggest and most important city was Kilwa, an island in the south of Tanzania. Both Manda and Kilwa were later abandoned and are now in **ruins**. Other important trading cities such as Mogadishu in Somalia, Mombasa in the south of Kenya and Zanzibar off the coast of Tanzania continued to develop and are important cities today.

3 **Identify which of these statements applies to the society you have read about.**

1 Mining was a very important activity.
2 It became rich through trading.
3 It produced an agricultural surplus.
4 It built very high walls without mortar.
5 Its way of life depended on seasonal floods.
6 It had an efficient bureaucracy.
7 The dead bodies of the rulers were preserved.
8 It depended on boats.
9 It bought and sold goods that it didn't produce itself.
10 It still survives today.

4 **Make short notes in the table about your text.**

	Great Zimbabwe	Ancient Egypt	East African City States
1 Details of its location			
2 Period of prominence			
3 Why it was able to develop			
4 Its achievements			
5 Its legacy to modern times			

5 **Identify the meanings of the highlighted words or phrases in your text.**

1. A strong fort built in the past as a place where people could go for safety if their city was attacked.
2. Lines of hard rocks formed by hard red, white, or pink substance formed from the bones of very small sea creatures. They are found in warm sea water that is not very deep.
3. A small shiny shell that was used in the past as money in parts of Africa and Asia.
4. Man-made or natural enclosed areas of water next to the land where the water is calm, so that ships are safe when they are inside it.
5. To control and use the natural force or power of something.
6. The hard smooth yellowish-white substance from the tusks of an elephant.
7. A tropical tree that grows in or near water and grows new roots from its branches.
8. A mixture of cement and sand and water, used in building for holding bricks or stones together.
9. Preserved by putting special oils on it and wrapping it with cloth.
10. A ruler of ancient Egypt.
11. The parts of a building that is left after the rest has been destroyed.
12. People in the past whose job was to make written copies of official documents.
13. More than what is needed or used.
14. Large buildings for storing large quantities of goods.

6 **Work with your fellow group members to find out about the other civilisations that you did not read about. Ask and answer questions together in order to repeat the tasks above for the other texts.**

7 **Discuss the three civilisations with your group.**

1. What have you found out about these civilisations that you didn't already know?
2. In what ways were these civilisations similar and different?
3. Which of these civilisations do you find most interesting? Justify your answer.
4. Which of these civilisations would you have liked to live in yourself? Justify your answer.

© MoEVTD Not to be reproduced

B8.2 Speaking: Development and civilisation

Work in a small group.

1 **Look at these definitions.**

developed /dɪ'v'ləpd/ *adjective*
bigger, better, stronger, or more advanced than before or than others: *a developed country* / *a fully-developed adult frog*

civ'i'lised /'sɪvəl ɪzd/ *adjective* a civilised society is well organised and developed, and has fair laws and customs: *Such things should not happen in a civilised society.*

2 **Discuss these questions. Try to develop your answers with examples.**

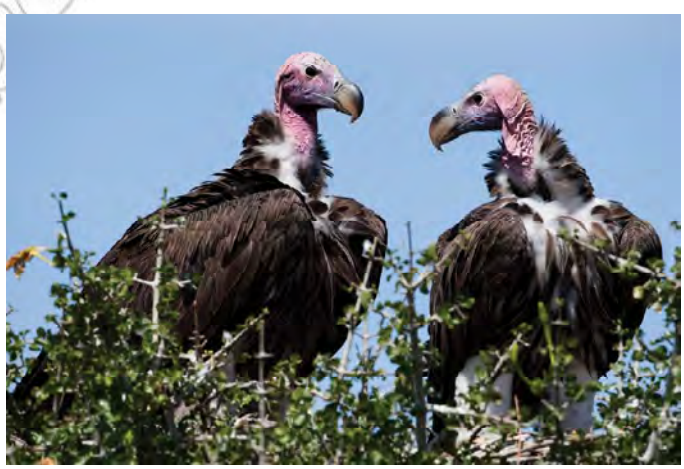
1 To what extent were hominids like Dinkenesh, Homo habilis and Homo neanderthalis and early Homo sapiens:
   - **a** developed?
   - **b** civilised?

2 To what extent can we apply these two terms to:
   - **a** Ancient Egypt?
   - **b** Great Zimbabwe?
   - **c** The East African city states?

3 In the modern world:
   - **a** what do these two words mean?
   - **b** is it possible to be developed without being civilised or civilised without being developed?

B8.3 Reading: Poem – *Vultures*

1 **Look at the picture. What do you know about these birds?**



2 **Read the poem on the next page by the famous Nigerian writer, Chinua Achebe, and answer the questions that follow it. Consult the glossary, if you need to.**

© MoE: FDR Ethiopia Not to be republished

VULTURES

In the greyness
and drizzle of one despondent
dawn unstirred by harbingers
of sunbreak a vulture
perching high on broken
bones of a dead tree
nestled close to his
mate his smooth
bashed-in head, a pebble
on a stem rooted in
a dump of gross
feathers, inclined affectionately
to hers. Yesterday they picked
the eyes of a swollen
corpse in a water-logged
trench and ate the
things in its bowel. Full
gorged they chose their roost
keeping the hollowed remnant
in easy range of cold
telescopic eyes...

Strange
indeed how love in other
ways so particular
will pick a corner
in that charnel-house
tidy it and coil up there, perhaps
even fall asleep – her face
turned to the wall!

...Thus the Commandant at Belsen
Camp going home for
the day with fumes of
human roast clinging
rebelliously to his hairy
nostrils will stop
at the wayside sweet-shop
and pick up a chocolate
for his tender offspring
waiting at home for Daddy's
return...

Praise bounteous
providence if you will
that grants even an ogre
a tiny glow-worm of
tenderness encapsulated
in icy caverns of a cruel
heart or else despair
for in the very germ
of that kindred love is
lodged the perpetuity
of evil.

by Chinua Achebe

Glossary
drizzle: soft, light rain
harbinger: a sign that something is going to happen soon
nestled: moved into a comfortable position by pressing your head or body against someone
bowel: the intestines inside the abdomen
roost: a place where birds rest and sleep
charnel-house: a place where bodies and bones of dead people are stored
Belsen Camp: a Second World War concentration camp where Jews were forcibly kept and many were put to death
offspring: someone's child or children
bounteous providence: heaven, good luck
ogre: evil monster
glow-worm: an insect that gives off light in the dark
kindred: related, family members
perpetuity: forever, for all future time

1 How does the poet describe
   a the tree where the vultures are roosting?
   b the male vulture?
2 What words does the poet use to describe the love between the vultures?
3 What does the poet contrast the birds' love with?
4 In the poet's description of the Commandant at Belsen Camp:
   a how does the poet make him seem evil?
   b how does the poet then do the opposite?
5 In what ways is the poet telling us there is a parallel between the vultures and the Commandant at Belsen Camp?
6 At the end of the poem, the poet suggests there are two ways we can react to the vultures.
   a What are these two ways?
   b Which way does the poet himself choose?
7 In verse 2 love is *personified*, in other words, given human qualities. In what ways does love behave like a human? What is the poet's message here?
8 What is your feeling about the poem?
   a Do you think the poet's comparison between the natural behaviour of vultures and the commandant of a concentration camp is fair? Justify your answer.
   b Do you agree with the poet's conclusion in the last 5 lines?
   c What is your overall reaction to the poem?

B8.4 Speaking: Weak vowels and weak forms

Weak vowels
Sometimes unstressed syllables are very weak. The vowel is weakened to either /ɪ/ or /ə/.
For example: the *u* in *minute* is pronounced /ɪ/ and the first *a* and the last *a* in *banana* are pronounced /ə/.

1 Repeat these words after your teacher.

/ɪ/	/ə/
minute	banana
women	woman
orange	garden
cabbage	colour
begin	sugar
reaches	police

2 Add these words to the lists according to the pronunciation of the weak vowel sounds in the unstressed syllables.

figure market reaches wanted metre doctor success lettuce
husband open salad visit language surplus reaches

3 Work with a partner and practise pronouncing the words in the two lists.

© Learning Enhancement Publishing Not to be Published

Weak forms

In connected speech, some words in an unstressed position become very weak and the vowel changes its pronunciation, generally to /ə/. Words which do this are usually structural words, such as prepositions and auxiliaries.

Compare the two pronunciations of *do* in this sentence:
What do you want to do now?

The first *do* is weak (it is an auxiliary) the second *do* is strong (it is the main verb).

4 **With a partner, pronounce each of these pairs of sentences and decide whether the underlined words:**

- **are in a stressed or unstressed position**
- **have a weak or strong pronunciation.**

1 **a** I don't want <u>to</u> go home yet.
b But I want <u>to</u>.
2 **a** I've done the exercise <u>that</u> teacher gave us.
b I haven't done <u>that</u> one.
3 **a** <u>Can</u> you swim?
b Yes I <u>can</u>.
4 **a** <u>Have</u> you seen my watch?
b Yes, I <u>have</u>.
5 **a** Look <u>at</u> that man.
b Which man are you looking <u>at</u>?
6 **a** What's that knife <u>for</u>?
b It's <u>for</u> cutting fish.

5 **Practise saying the sentences, using the strong and weak forms as naturally as possible.**

B8.5 Increase your word power: Adjectives + dependent prepositions

1 After many adjectives there are particular prepositions that must be used. For example, *depend + on*.

2 Some adjectives can be followed by different prepositions. Sometimes each has a different meaning, for example, *frightened + of/by*. In other cases they are interchangeable with no change of meaning, for example, surprised + *at/about*.

3 When a preposition is immediately followed by a verb, the verb takes an *-ing* ending. For example:

- *I'm good at swimming.*
- *Are you interested in seeing the new film at the cinema?*

4 Dependent prepositions are usually unstressed. When this happens the vowels may be weakened to /ə/.

1 **Decide which preposition goes with all the adjectives in each group.**

1 angry annoyed excited happy sorry worried
2 bad good hopeless shocked surprised
3 famous responsible
4 afraid capable frightened suspicious tired
5 disappointed surprised frightened

Not to be republished © FDR Ethiopia

6 good kind nice polite similar
7 angry bored disappointed happy pleased satisfied
8 dependent keen
9 interested
10 different

2 **Identify the adjectives in the list above which can be followed by more than one preposition.**

1 In which case is the meaning or use different with each preposition?
2 In which case is the meaning the same with both prepositions?

3 **Supply the missing propositions in these questions.**

1 Who are you envious _____?
2 What or who are you scared _____?
3 Is there anyone in your family you are similar _____?
4 Have you ever been rude _____ anyone?
5 What do you often get annoyed _____?

4 **Supply the missing preposition in these questions**

1 What are you keen _____ doing at weekends?
2 Is there anything in your life you are ashamed _____ ?
3 Is there anything in your life you are proud _____ doing?
4 What are you good _____doing ?

5 **Practise the pronunciation of the questions in exercises 3 and 4, paying attention to the weak vowels.**

6 **With your partner, ask and answer the questions in exercises 3 and 4.**

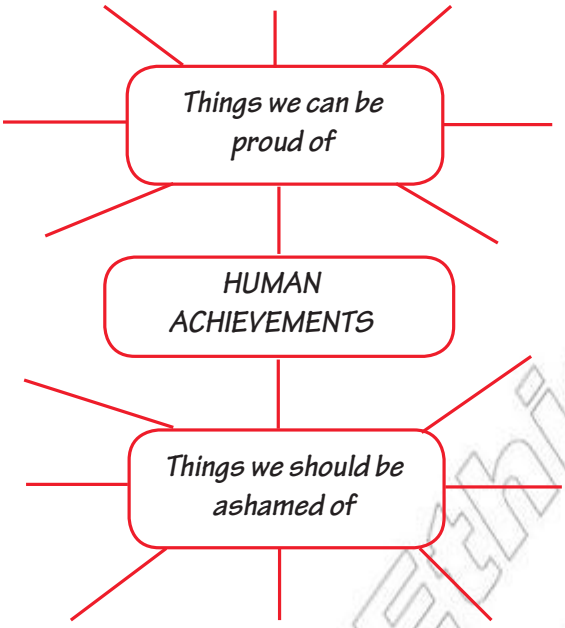
B8.6 Speaking: Human achievements

1 **Looking back from the beginnings of human development to the present day, work in a group and discuss the things that we humans beings can be proud of and ashamed of. You can think of events in history, social and political systems, science and technology, and the arts.**

2 **When you have brainstormed some ideas, complete the mind map on the next page.**

3 **Present your mind map to the class and explain why you have included each of the things on it.**

© MoE FDR Ethiopia Not to be republished



B8.7 Writing: An essay

1 **You are going to write an essay. Can you recall the seven stages of essay writing? If not refer to A2.12.**

2 **Following these seven stages, write an essay with this title:**

Do human beings have more to be proud of than ashamed of?

B8.8 Study skills: Focus on listening

A Preparing and predicting

1 **Dictation 1**

1 Your teacher will read you a short dictation text. You will hear each section twice. Write what you hear during the dictation.
2 Your teacher will give you a copy of the dictation script. Check your work and see how well you have taken down the dictation.

2 **Dictation 2**

1 Your teacher is going to read another dictation text. Before you begin, look at the title and discuss what you know about this topic: Land mines
2 Predict some key words that may appear in the text. Write them in a list in your note book.
3 Listen to your teacher reading the text and tick the words in your list that you hear.
4 Now your teacher will dictate the text. You will hear each section twice. Write down the dictation.
5 Your teacher will give you a copy of the dictation text. Check your work and see how well you have done.

© MoE FDRE Ethiopia Not to be republished

3 **Which dictation did you score better in: the first or the second? If you found the second easier, why do you think that was?**

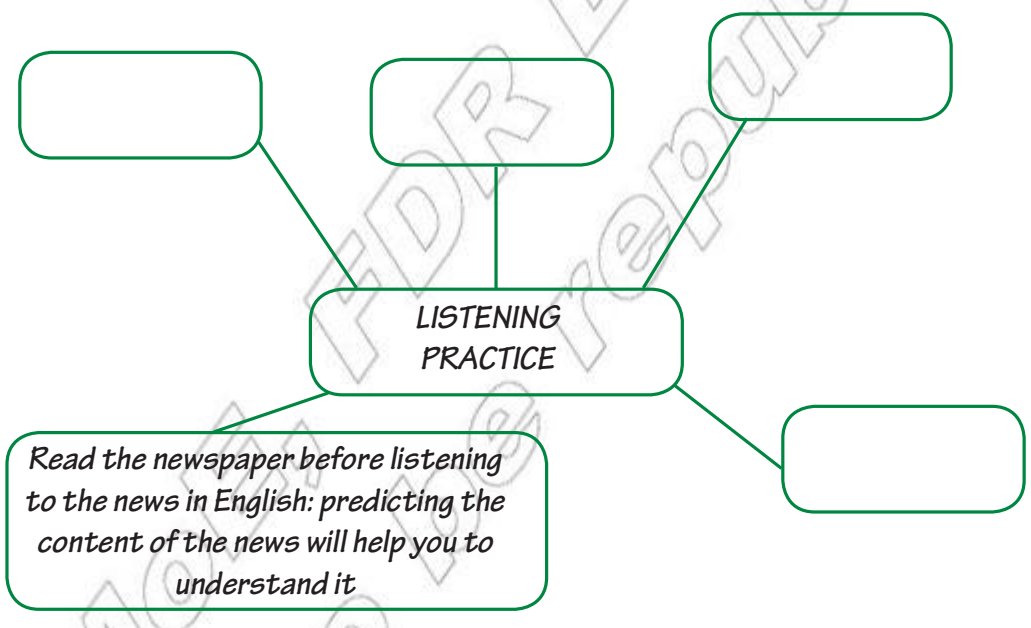
> In B7.8 we looked at how you can predict the way a paragraph is going to develop and how a sentence is going to end by picking up clues. These can involve applying your knowledge of the world to the meaning of the sentence, and also language clues such as those provided by discourse markers.

4 **Your teacher will read the first part of some sentences. You must predict the ending and write it.**

B Listening practice

1 **The best way to improve your listening skills is to listen more. How can you do this? Have a class discussion of ways in which you can listen to more English every day.**

2 **Add the ways that appeal to you to this mind map.**



3 **Set yourself a goal for doing these things regularly throughout the remainder of Grade 12.**
Example: *I'm going to do one of these listening practice ideas every week.*

B8.9 Assessment

1 **Speaking**

Work in a small group. Discuss each of the statements below. You must agree or disagree with each one. Whether you agree or disagree, you must justify your answer.

- Before you start, spend some time thinking about what you are going to say and revising the language of discussion in A1.8

© MoE FDR Ethiopia
Not to be republished

- You should spend a few minutes discussing each statement.

1 Primates (monkeys, apes and humans) are very similar to other animals.
2 Humans are very similar to apes.
3 We cannot call humans civilised until they lived in cities, as in Ancient Egypt.
4 Human development has been the greatest and at the same time the most disastrous phenomenon in the history of our planet.
5 The modern world is highly developed, but not civilised.

2 Reading

Your teacher is going to give you a text about some of Ethiopia's most famous archaeological remains: the stelae of Axum.

Read the text and make outline notes. Note: Your notes must be drawn from the text – not from your own knowledge of the topic.

© MoE, FDR Ethiopia
Not to be republished

Unit 9

Tradition versus progress

Part A

Objectives

In this part of Unit 9 you will:

- read about traditional values
- listen to a lecture entitled: Ethiopia must move forward
- discuss these two approaches to Ethiopia's development
- listen to some short conversations in which this topic is discussed
- practise stress and intonation
- extend your knowledge of words to do with change
- write a report
- think about grammatical facts, patterns and choices.

A9.1 Introduction: Traditional values

1 **Work in a group of four and discuss what you understand by the terms**

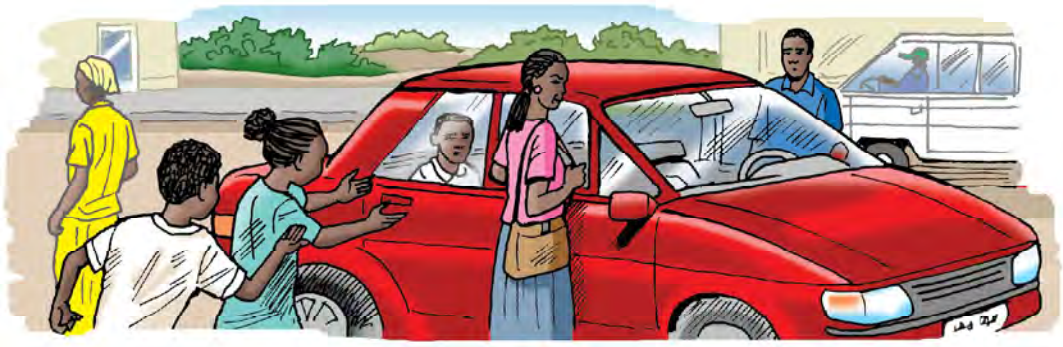
- Traditional African society
- Modern Western society

2 **You are now going to read a text by the first president of Zambia, Dr Kenneth Kaunda. In it he describes traditional values and compares them with those of modern Western society. Survey the text, and then answer the questions below, referring back to the text to find your answers.**



1 The traditional community was an accepting and inclusive community. It did not take account of failure in an absolute sense. The slow, the less able, and the incapable were accepted as any other member in community life provided that they were socially well-behaved. Social qualities weighed much heavier in the balance than individual achievement. In the best tribal society people were valued not for what they could achieve but because they were there. Their contribution, however limited, to the material welfare of the village was acceptable, but it was their presence not their achievement which was appreciated.

© MoE FDR Ethiopia
Not to be republished



2 Take, for instance, the traditional African attitude to old people. Here it should be pointed out how horrified an African is, in most cases, on the first occasion of his acquaintance with the Western phenomenon of old people's homes. In traditional societies, old people are respected and it is regarded as a privilege to look after them. Their counsel is sought on many matters and, however infirm they might be, they have a valued and constructive role to play in teaching and instructing their grandchildren. Indeed, to deny a grandparent the joy of the company of his grandchildren is a terrible sin. The fact that old people can no longer work, or are not as alert as they used to be, or even have developed the handicaps of old age in no way affects our regard for them. We cannot do enough to repay them for all they have done for us.

3 The experts have all kinds of standards by which they judge the degree of civilisation of a people. In the African traditional society the test is this. How does that society treat its old people and, indeed, all its members who are not useful and productive in the narrowest sense? Judged by this standard, the so-called advanced societies have a lot to learn that the so-called backward societies could teach them.

4 The traditional society was an inclusive society. In other words, the web of relationships which involved some degree of mutual responsibility was widely spread. One could describe industrial society as an exclusive society because its members' responsibilities are often confined to the immediate family, and it may be noted that the family circle may be a self-entire little universe, preventing the acceptance of wider commitments.

5 Here is an example of the inclusiveness of the traditional society. An African does not restrict the title 'father' to his male parent. He also addresses his father's brothers as 'father'. And he calls his mother's sisters 'mother' also. Only his father's sisters would be addressed as 'aunt' and his mother's brothers as 'uncle'. 'Brothers' would include not only the male children of his father but also certain cousins and even members of the same clan who have no blood relationship in the Western sense. Now, to the eastern mind, this confusing state of affairs is not merely a matter of terminology. These are not just courtesy titles. With the title of 'father', for example, goes all the responsibilities of parenthood and in return all the 'fathers' receive parental devotion. Hence, no child in a traditional society is likely to be orphaned. Should his literal parents die then others automatically assume the responsibility for his upbringing. By the same token no old person is likely to end his days outside a family circle. If his own offspring cannot care for him then other 'children' will accept the duty and privilege.

6 The extended family provides for richness in knowledge and experience for those fortunate enough to be part of it. Granted, the characteristics of small-scale societies have been described and it could be argued that such a scheme would not work where hundreds of thousands of people are gathered together in cities and towns. But the attitudes to human beings as described above are not solely a function of social organisation. They are now part of the African psychology.

From Kenneth Kaunda: *Humanism in Zambia*

© MoE FDE ETHIOPIA
Not to be reproduced

3 **Choose the best option to complete the sentences.**

1 In paragraph 1, this accepting and inclusive community regarded its less able members as …
   - **a** equally valuable however they behaved.
   - **b** failures even if they fitted into society well.
   - **c** inferior because their contributions were limited.
   - **d** equals as long as they obeyed the rules of society.

2 The writer suggests in paragraph 1 that the members of a tribe …
   - **a** believe that all members should make equal contributions to material welfare.
   - **b** believed that all members were equal, and ought to be equally valued in every way.
   - **c** did not have enough respect for individual achievement, and undervalued success.
   - **d** respected good members equally without regard to the size of their contributions.

3 In paragraph 2 the writer states that an African is horrified by the idea of old people's homes because Africans …
   - **a** think they are a Western idea.
   - **b** respect the old as valuable members of the community.
   - **c** find old people useful for educating their grandchildren.
   - **d** believe that people were wiser in the past than they are now.

4 It is clear that the writer believes that old people lead happier lives in …
   - **a** Western societies, where they are less infirm and do not develop the handicaps of age.
   - **b** European societies, because they have no responsibilities and are provided with homes.
   - **c** African societies, where their wisdom is respected and they play a useful part in family life.
   - **d** African societies, provided they are well enough educated to teach and instruct their grandchildren.

5 According to the writer, the degree of civilisation of a society is best judged by …
   - **a** how useful and productive most of its members are.
   - **b** experts who have all kinds of standards to judge by.
   - **c** how many of its members are useful and productive.
   - **d** how well it treats the young, the old and the handicapped.

6 The writer refers to *so-called backward societies* and *so-called advanced ones* because he …
   - **a** agrees with what the experts call them.
   - **b** agrees that they are the right labels for them.
   - **c** thinks that they are the wrong labels for them.
   - **d** thinks that no societies should be labelled in this kind of way.

7 No child in a traditional family is likely to be orphaned because …
   - **a** brothers (and sisters) share each other's duties to their parents.
   - **b** no old person is likely to end their days outside a family circle.
   - **c** a child calls their father's brothers 'uncle' and their mother's sisters 'aunt'.
   - **d** the titles 'father' and 'mother' are not only used by the child's biological parents.

8 We may deduce from this text that the extended family social security scheme may be particularly appropriate …
   - **a** in rural societies with rich governments.
   - **b** in rural societies with poor governments.
   - **c** in urban societies with rich governments.
   - **d** in urban societies with poor governments.

4 **Comment on what the author means by these phrases:**

- **a** *socially well-behaved* (paragraph 1)
- **b** *old people's homes* (paragraph 2)
- **c** *the handicaps of old age* (paragraph 2)
- **d** *the so-called advanced societies* (paragraph 3)
- **e** *literal parents* (paragraph 5)

© MOET Ethiopia NOT TO BE republished

5 **Explain the following in your own words.**

a *horrified* (paragraph 2)
b *acquaintance* (paragraph 2)
c *counsel* (paragraph 2)
d *infirm* (paragraph 2)
e *alert* (paragraph 2)

A9.2 Listening: Ethiopia must move forward

1 **You are now going to listen to a lecture which puts forward a very different point of view to Doctor Kaunda's.**

1 Listen and take outline notes.
2 Compare your notes with those of another student.
3 Listen again and add more information to your notes.

A9.3 Speaking: Choosing the best way forward

1 **Work in a group of four and discuss these questions.**

1 In Dr Kaunda's text (A9.1) he describes how African values govern societies such as those in Zambia. Do these values also apply to Ethiopia?
2 Dr Kaunda sets out his argument in favour of the extended family system, but in the last paragraph he states: *such a scheme would not work where hundreds of thousands of people are gathered together in cities and towns*. Does this mean that the extended family is unsuited to the modern world?
3 Do you agree with the speaker in the lecture (A9.2) that *we must move away from our great historical heritage which, in truth, has become a burden*? Support your answer with examples.
4 The speaker's proposals are, to quote: *drastic, some would say too extreme*. Do you agree?
5 Which of these statements do you agree with?
   a We must hang on to our traditions and values which define us as a nation and as a continent.
   b The only way forward is to adapt to the modern world and reject the past
   c There is a middle way, a modern way but a uniquely African way, which we can follow to progress to a better future.

2 **Work with a partner. You are going to role-play a discussion or an argument between two people. Follow these steps.**

a Student A should argue the importance for Ethiopia of keeping its traditional culture and values. Student B should argue the case for Ethiopia becoming more modern and Western.
b Decide what the relationship is between you, for example:
Student A: religious elder/Student B: business person
Student A: parent/Student B: ambitious teenager.
c Create your discussion. It should continue for a few minutes. Use points from the text and the lecture, and also add your own ideas.
d Practise the role-play a few times and then perform your role play for other students in the class.
e After each performance the class should decide which person was the most persuasive.

© MoE-FDRE Ethiopia Not to be republished

A9.4 Listening: Short conversations

1 **You are going to hear four short conversations in response to the two viewpoints expressed in Dr Kaunda's text and the lecture. As you listen, make notes in the table.**

	Do the two participants agree or disagree?	What are A's main points?	What are B's main points?
Conversation 1			
Conversation 2			
Conversation 3			
Conversation 4			

2 **Check your notes with your partner.**

3 **Listen to the conversations again and add more information to the table.**

4 **Work with a partner and discuss which of the viewpoints you agree with.**

A9.5 Speaking: Stress and intonation

1 **Work with a partner. Your teacher will read the conversations from A9.4 again. As you listen describe the emotions of each of the speakers about what they are saying. Make notes in the table.**

	A's feelings	B's feelings
Conversation 1		
Conversation 2		
Conversation 3		
Conversation 4		

2 **Discuss how these feelings add meaning to what they are saying.**

3 **Look at the listening script for A9.4 conversation 1 at the back of this book. Work out the main sentence stress in each sentence: the word or words in each sentence which should be stressed more than others. Decide with your partner where the sentence stresses should go and mark them.**

Remember:
- words in a sentence which convey the most important meaning are stressed
- when a one-syllable word is stressed, the whole word is stressed
- When a word with more than one syllable is stressed, you only stress the syllable that is normally stressed in that word.

Example: *Give me the* ˈ*money.*

4 **Now think about the intonation. To revise intonation see B2.8. Look at the notes you made in the table above about feelings and decide what the intonation should be.**
Remember: The stronger the feeling, the higher and lower the rises and falls.

5 **Practise reading the conversation with the sentence stress and intonation patterns you have discussed.**

6 **Repeat exercises 3–5 with the other conversations.**

A9.6 Increase your word power: Change

1 **Look at the words in the box. They are all in some way connected to the word *change*.**

adjust alter amend bring about conserve develop effect exchange grow implement innovate keep make modify move away from move on preserve radical rearrange remain the same revolutionise sea significant small transform vary

2 **Work with a partner and put the words into groups according to their connection with the word *change*. For example, synonyms, verbs that can be used with *change*.**

3 **Try to add more words to each group.**

4 **Add suffixes or prefixes to as many of the words as you can, for example changeable, unchangeable.**

5 **Make eight sentences with different words from the box about any changes in your local region.**

A9.7 Writing: A report

1 **You are going to write a report on a situation that needs to be changed.**
Work with a partner and read the background to the situation. List the problems you can see in the picture.

Example: *Students are using the lab to meet their friends for a chat.*

You are a new science teacher in Valley High School. You have become aware that basic safety rules are being broken in the science laboratory on a regular basis. You are very disturbed and have decided to write a report for the Head of the Science Department. Your report will contain information about what is wrong and some recommendations for improving safety.

The picture shows the kind of student behaviour you have witnessed in the science laboratory.



2 **Discuss what needs to be done to improve the situation. You could also make suggestions for how to enforce the rules.**

Example: *A list of safety rules need to be displayed in the lab and publicised.*

3 **Write your report by following these steps.**

- Write your report on your own.
- The report should be at least 500 words in length.
- Use the ideas from your discussion.
- Divide your report into these sections:
  - **a** Background (why you are writing this report)
  - **b** The current situation
  - **c** Conclusion and recommendations
  - **d** Appendix (You could include a suggested list of safety rules for the science lab.)
- Follow the usual seven stages for producing a piece of written work. Refer to A3.3 *Written assignments* and B5.12 *How to write a report*.

4 **Present your report to the rest of the class.**

© MoE Not to be

A9.8 Study skills: Focus on grammar

Someone once said: You can't say anything without vocabulary but you can't say much without grammar.

So what is grammar and why do we have to learn it when we are learning a language? Grammar is about how words are sequenced. Language proceeds sequentially both in speech and writing. Whatever the meaning we wish to convey, the grammar we use is prescribed according to certain facts and patterns but there are also choices involved.

For example, have you ever started to say something quite complex and then stopped because you realised the way you started the sentence was incorrect? This was because the sentence pattern you began with could not convey the meaning you wanted, and so you had to start again in another way.

Grammatical facts and patterns

There are some facts about grammar that we have to accept: there is no choice involved.

1 Plural forms are fixed: if we want to speak about more than one of something we have to use a plural form. Plural nouns are formed in various ways. See these examples:

Rules for plurals:
Regular plurals: *-s*, *-ies*, *-ves*,
Irregular: *children*, *feet*, *teeth*, *men*
book = books, baby = babies, church = churches, tomato = tomatoes, piano = pianos, shelf = shelves, child = children, woman = women, tooth = teeth, sheep = sheep

2 Sentence patterns are fixed: we have no choice, we have to use them.

Grammatical choices

In some cases we have a choice when selecting grammatical forms or patterns. This is when there are two possible forms which both have the same meaning.

1 What are the plural forms of these words?

school bus mango radio foot knife fish species person

2 Many verbs are irregular in the way they form the past tense and past participle. Think of some examples.

3 Think of different sentence patterns that begin in these ways.

1 I want … *I want my lunch. / I want to have lunch. / I want you to have lunch.*
2 Do you …?
3 I slept …
4 I eat …
5 What …?
6 I love …
7 Don't …!

© NOE Not to be

4 **Work with a partner. Study the examples of grammatical choice below and discuss the difference between the sentences in each pair. Think of other examples of each of the grammatical patterns.**

1 **a** I gave the book to Taytu.
b I gave Taytu the book.

2 **a** The picture was painted by a famous artist.
b A famous artist painted the picture.

3 **a** I've lived here since I was a child.
b I've been living here since I was a child.

4 **a** She always loses her keys.
b She's always losing her keys.

5 **a** She stopped talking to me.
b She stopped to talk to me.

6 **a** We've eaten cake.
b We've eaten the cake.

© MoE, FDR Ethiopia
Not to be republished

Part B

Objectives

In this part of Unit 9 you will:

- talk about the pros and cons of living in a rich country
- read two newspaper articles about *Broken Britain*
- extend your knowledge of noun and adjective suffixes
- learn how to highlight information in a sentence
- discuss Ethiopia's strengths and weaknesses
- read a poem entitled *Western Civilisation*
- revise *make* and *let*
- discuss which of Ethiopia's traditions to preserve and abolish
- write an opinion essay
- do a speaking assessment task.

B9.1 Speaking: The pros and cons of living in a rich country

1 **Work in a group and think of ideas about the pros and cons of life in a rich, developed country.**

2 **Make a list of pros and cons in two columns on a piece of paper. One person in the group should act as the secretary and write what others say.**

3 **Each group should present their list to the rest of the class.**

B9.2 Reading: Broken Britain

Great Britain is a developed country and yet it faces many social problems. Hence Broken Britain has become a popular slogan in the newspapers.

1 **Work in a small group. Your teacher will tell you if you are group A, B or C. When you know which group you are, do the relevant task for your group. Do ONLY your task, not the other two.**
Before you start, you will need two whole pages in your exercise book, or two sheets of paper. Write 'Text 1' at the top of one page, and 'Text 2' at the top of the other page.

Group A: Task

Read Text 1 and Text 2 below. Answer the questions below for each article under your headings 'Text 1' and 'Text 2'. Leave enough space on your page to add more information later.

1 What is the main issue in the article?
2 What is the impact on society of this issue?
3 What are the possible reasons behind this issue?
4 Find four new words from the article and describe their meanings.

© FDR Ethiopia Not to be republished

Group B: Task

Read Text 1 and Text 2 below. Answer the questions below for each article under your headings 'Text 1' and 'Text 2'. Leave enough space on your page to add more information later.

1 What are the facts of the story?
2 Give your opinions or comment on the facts.
3 What is the journalist's purpose?
4 What is your response to this story?
5 Find four new words from the article and describe their meanings.

Group C: Task

Read Text 1 and Text 2 below. Answer the questions below for each article under your headings 'Text 1' and 'Text 2'. Leave enough space on your page to add more information later.

1 Which aspects of the story could occur in Ethiopia?
2 Which aspects of the story are unlikely to occur in Ethiopia?
3 What does this story tell us about Western society?
4 Find four new words from the article and describe their meanings.

Text 1

ONLY MARRIAGE CAN MEND BROKEN BRITAIN, SAYS TOP JUDGE IN ATTACK ON 'PASS THE PARTNER' SOCIETY

By Tim Shipman

Marriage should be promoted by the Government to end the 'social anarchy' of family breakdown, a senior judge said last night.

Mr Justice Coleridge accused mothers and fathers who fail to commit to each other of engaging in a game of 'pass the partner' that has left millions of children 'scarred for life'. In a hard-hitting speech he called for a change of attitude that would attach a 'stigma' to those who destroy family life and said a National Commission should be established to devise solutions for the 'epidemic' of broken homes. He said: 'The reaffirmation of marriage as the gold standard would be a start.'

Currently, one in three marriages ends in divorce. One in ten children lives with cohabiting parents and a quarter live with a single parent. Children from single-parent families are far more likely to do badly at school, suffer poor health, fall into crime, drug abuse, binge drinking and teenage pregnancy.

Sir Paul Coleridge, 60, who is married with three adult children, is a leading family judge. In his speech to the Family Holiday Association charity, of which he is a patron, Mr Justice Coleridge said: 'I am drawing attention to the endless game of "musical relationships", or "pass the partner", in which such a significant portion of the population is engaged.' Condemning the 'endless and futile quest for a perfect relationship', he said many parents were in 'a complete and uncontrolled free-for-all where being true to oneself and one's needs is the only yardstick for controlling behaviour'. He added: 'The children are caught up in the conflict of their parents' unresolved relationship issues and it can leave them scarred, sometimes severely scarred, for life.'

The judge also said government should support 'those who chose not to marry but live a committed life with a partner', since they provide stability for children. Calling for 'a fundamental change in individual attitude and behaviour', he said: 'What is a matter of private concern when it is on a small scale becomes a matter of public concern when it reaches epidemic proportions. 'I am not suggesting that all relationship breakdown and termination can be avoided in all cases. Of course it cannot.' But he concluded: 'The time has come for a major examination of all the issues surrounding family life, its support and maintenance, and especially the mechanisms and laws for its termination.'

Source: *Daily Mail*, 17th June 2009 www.dailymail.co.uk

Text 2

Broken Britain: Boy, 14, beaten to the brink of death for his iPod

By Claire Ellicott



Tyler Molloy and his mother Jerry in 2006

Surrounded by tubes and medical technology, a 14-year-old boy clings to life in intensive care. Tyler Molloy was beaten nearly to death by a gang of teenagers after they stole his iPod. He was in a coma for two days and will not be able to return to school until September at the earliest.

Last night his mother called for action on the gang culture. 'One of the worst mistakes this Government has ever made was taking away the rights of parents to chastise their children,' said Jerry Molloy, from Clapham, south-west London. 'Maybe if there was more discipline and better parenting, these children wouldn't end up in gangs, destroying people's lives.'

Tyler, who hopes to study medicine, was chatting with three female friends in a park in nearby Balham after school on Wednesday when they were approached by ten boys aged around 15. They demanded Tyler's belongings, and he handed over his iPod, his mobile phone, his bank card and his jacket straight away, telling them he did not want any trouble.

Then one boy punched him, knocking him unconscious. As he lay on the ground the gang repeatedly kicked him in the stomach and stamped on his head. Two of the girls ran for help while the other screamed at the gang to leave him alone.

He suffered a ruptured spleen and other severe internal injuries and was put on a life support machine. He is now stable.

Police are treating the attack as attempted murder.

2 **Reform into new groups so that you are working with people who have worked on different tasks. Your new group should be made up of people from Groups A, B and C.**

3 **Each member of the group should report to the other group members what they have found out about the texts. As you listen to each group member, make notes under the headings Text 1 or Text 2.**

4 **In your group, discuss the findings from each of the texts and reflect on:**

- what the texts tell us about life in developed countries
- what developing countries, like Ethiopia, can learn from such stories.

© MoE Not to be

B9.3 Increase your word power: Word building – adjectives and nouns

1 **Work with a partner and look at the words below. They are all related to problems of developed societies. Find out what the words mean; use a dictionary if necessary.**

Noun	Adjective	Noun	Adjective
alcoholism		drug dependency	
binge drinking		materialism	
chastisement		parenting	
cohabitation		promiscuity	
deprivation		stability	
disaffection		violence	
discipline			

2 **All of the words are nouns. Make adjective forms of these words and add them to the table.**

3 **Work with a partner and practise the pronunciation of these words and mark the stress, for example, 'alcoholism, alco'holic.**

4 **The nouns listed also have recognisable noun suffixes. Think of some other nouns with these suffixes: *-ism*/*-ity*/*-ment*.**

B9.4 Language focus: Highlighting information in a sentence

Look at these questions and answers:

Question: *What do you do at weekends?*
Answer: *What I do at weekends is relax!*

Question: *How do you prepare for exams?*
Answer: *How I prepare for exams is first of all I make a revision timetable.*

- We can see here that *what* and *how* are being used in two different ways.
  1 In the questions, they are used as question words.
  2 In the answers they are being used as pronouns meaning *the thing that …* or *the things that …*
  All *wh-* words can be used in this way.
- When we use *wh-* words in this way, we are highlighting the information that comes after the *wh-* phrase, for example:
  Answer: *What I do at weekends is relax!*
  Answer: *How I prepare for exams is first of all I make a revision timetable.*

1 **Underline the highlighted information in these sentences.**

1 Who I really like listening to is Whitney Houston.
2 Where I'd like to live is in a big house with a garden.
3 When I'm at my best is early in the morning.

2 **Add suitable *wh-* words to these sentences.**

1 _____ I would never wear is torn jeans.
2 _____ I like to study is in the library.
3 _____ I haven't seen for a long time is your brother.
4 _____ I'd like to practise our song is tomorrow afternoon, after school.
5 _____ I managed to get here on time is by getting a taxi.
6 _____ I spend my Saturdays is at home with my family.

3 **Complete these sentences so they are true for you.**

1 What I like to eat after school is …
2 How I come to school is …
3 When I do my homework is …
4 Who I spend most of my free time with is …
5 Where I would like to visit is …
6 How much I would pay for a pair of shoes is …

4 **Transform these sentences in the way indicated.**

Example: *Everything they said was true* ➔ *What they said was true*

1 Everybody was surprised that Kahsay got the job. *What everyone …*
2 I think Ethiopia should modernise. *What I think …*
3 Anane feels very disappointed. *Who feels …*
4 The book is about the Nigerian Civil War. *What …*
5 I didn't come to school because I had malaria. *Why …*
6 The President is opening the new school. *Who …*

B9.5 Speaking: Ethiopia's strengths and weaknesses

1 **Work in a group of three. Discuss the positive and negative aspects of Ethiopia: its strengths and weaknesses. Try to use the sentence pattern you have just looked at in B9.4.**

Example:

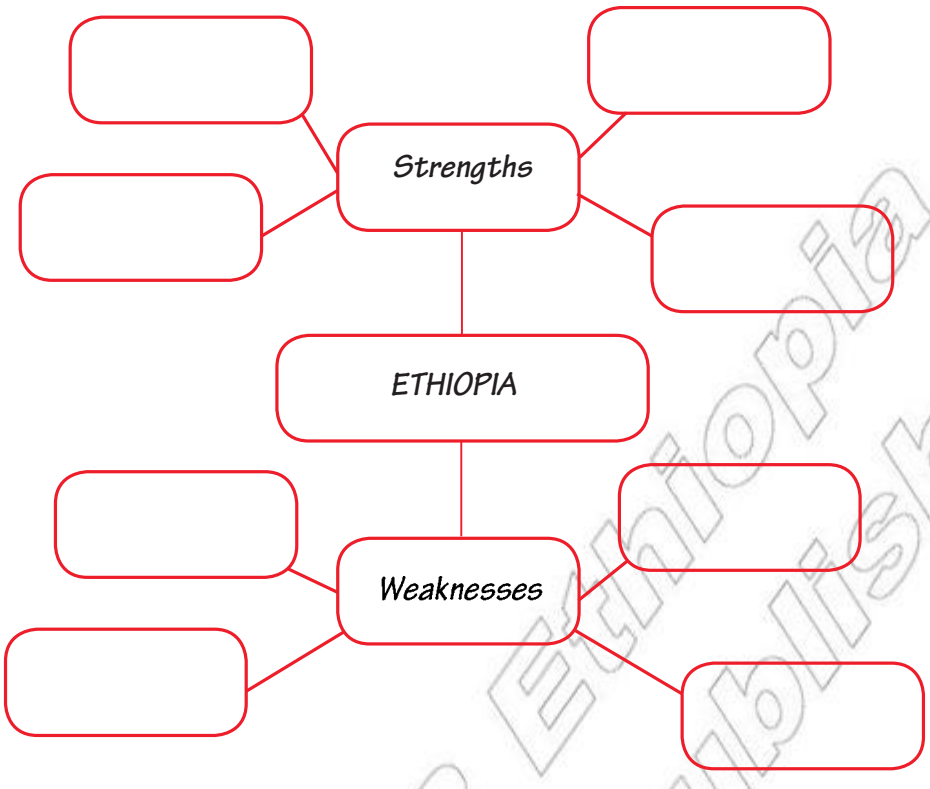
- *What I think is good about Ethiopia is the people.*
- *What's good about the people is they are very warm and friendly.*
- *What concerns me about Ethiopia is that there are too many people.*

2 **Look at the mind map on the next page. In your group you must complete it as follows:**

- **Select four main positive points, for example the landscape, the people, and add them to the four upper ovals.**
- **Select four main negative points and add them to the four lower ovals.**
- **Think of some examples or extensions of the main points and put them around the main points.**

3 **Create a class mind map on the board, using ideas that have majority agreement. Discuss the points on the mind map together.**

© MoE-IDP Ethiopia Not to be republished



B9.6 Reading: A poem

1 **This poem is by an Angolan poet, who was also his country's first president. Read it and answer the questions below.**

Western Civilisation

Sheets of tin nailed to posts
driven in the ground
make up the house.

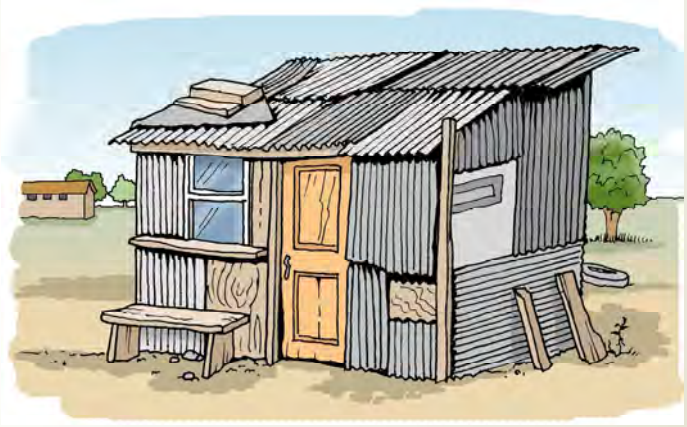
Some rags complete
the intimate landscape.

The sun slanting through cracks
welcomes the owner.

After twelve hours of slave
labour
breaking rock
shifting rock
breaking rock
shifting rock
fair weather
wet weather
breaking rock
shifting rock

Old age comes early.
A mat on dark nights
is enough when he dies
gratefully
of hunger.

Agostinho Neto
Translated by Margaret Dickinson



FDR Ethiopia republished

1. Why do you think the poet calls the poem *Western Civilisation*? Whose life is it describing?
2. Describe in your own words the man's house.
3. What work does the man do?
4. Explain and comment on these lines:
   - *Old age comes early*
   - *He dies gratefully*
5. Practise reciting the poem with a partner. Pay attention to
   - the stress pattern of long words
   - the rhythm of the lines
   - your intonation so that it does not sound flat and uninteresting.

B9.7 Increase your word power: Revision – *make* and *let*

make

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

Examples:

- *My mother makes me eat breakfast even though I'm not hungry in the morning.*
- *The film made me cry it was so sad.*
- *My brother can make almost any broken car work.*
- *Our teacher doesn't make us do our homework; we do it because it's important.*

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 seven 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 with the correct form of *let*, *don't let* or *make*.

1. Mother _____ father smoke in the house.
2. The police officer _____ us show him our documents.
3. My parents _____ me go out at night on my own.
4. Please _____ me help you.
5. His white hair _____ him look older than he is.
6. Please _____ me forget to give you back the money I owe you.
7. Sad films _____ me cry.
8. What you have said _____ me think I should change my mind.

2 Complete these sentences in a logical way with *make*, *let* or *doesn't let*.

1. Hot weather …
2. My mother …
3. My father …
4. Lack of exercise …
5. Our teachers …
6. Will your parents … ?
7. Cutting up onions …
8. A mobile phone …

3 **Compare your sentences with those of other students.**

B9.8 Speaking: Preserve it or abolish it?

The theme of this unit is tradition versus progress. We have looked at the values of our traditions and the need to adapt to the modern world. We have also looked at some of the risks of development. In order to reconcile the old with the new we are now going to look critically at our traditions.

1 **Work in a group and list some of your local traditional practices and customs.**

2 **Discuss which of these traditional practices and customs should be preserved or should be abolished. Before you start, look at the language in the box.**

The passive infinitive	Make and let	Asking for explanations and giving reasons
be + past participle This is used after modals, like *must*, and other structures like *going to*, *have to*, *would like to*. • Some traditions *must be* preserved • Some customs *should be* abolished.	see B9.7 • *We must let girls make* their own decisions about when they want to get married. • *We mustn't make girls stay* at home when they want to go to school.	To revise this go to B6.8 • *Can you tell me why* you think early marriage should be abolished? • *The main reason is because* it's cruel

Use this language in your discussion.

Examples:

- *I think early marriage should be abolished because it's cruel and doesn't let women make their own decisions about their future.*
- *We should definitely keep our tradition of respect for the elderly and let them continue to make a valuable contribution to society.*

3 **In your group make a two-column list of points you agree on.**

4 **Create a class two-column list on the board, using ideas which have majority agreement.**

5 **With a partner, use the class list to make sentences about how each of the proposals would help Ethiopia. Use both of these second conditional structures:**

- *If we abolished early marriage, more girls would be able to stay on at school.*
- *Abolishing early marriage would enable more girls to stay on at school.*

6 **With your partner, role-play this situation:**

You are now living in the future, 25 years from now. Customs have been preserved or abolished according to what your class decided in exercise 4.

Student A: You are 25 years older. You must tell your grandmother/grandfather about the changes that have been made and justify them.

Student B: You are Student A's grandmother/grandfather. You must react to these changes and question Student A about them.

Practise your role-play and be prepared to perform it for other students.

One important change that has taken place is that early marriage has been abolished. Girls now cannot marry before the age of 14.

Do you mean to say that 12-year-old girls cannot be married now? Why is that?

Well, it's because …

© MoE FDRE Not to be retained

B9.9 Writing: An essay

1 **You are going to write an essay in which you argue a point of view. You should plan and write this essay on your own.**
Choose one of these essay titles.

a Ethiopia should do everything it can to preserve its culture and traditions.
b Increased wealth will not mean a happier Ethiopia.
c The rest of the world has much to learn from Ethiopia.
d Ethiopia must find its own way to develop and not use Western countries as a model.

2 **Follow these steps:**

1 **Brainstorm ideas.** Make notes of some ideas in favour or against the title you have chosen, depending on your point of view.
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.
3 **Make a plan.** Make an outline plan that has this basic structure.

Introduction

_____
_____
_____

Main points

I _____
1 _____
2 _____
3 _____

II _____
1 _____
2 _____
3 _____

III _____
1 _____
2 _____
3 _____

Conclusion

_____
_____
_____

- Begin by listing the main points and supporting points that you are going to make.
- 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.
- Now think about how you are going to conclude your essay. You can state your viewpoint and summarise briefly the points you have made.

© MoE FDR Ethiopia Not to be republished

4 **Write your first draft.** Once you have written your plan, you can write your first draft. Don't forget to put your essay title at the top of the page.
5 **Check and edit your essay.** When you have finished, check your first draft thoroughly for ideas, accuracy, and length.
6 **Ask someone else to read your essay critically.** Make any changes they suggest, if you agree with them!
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.

B9.10 Assessment

1 Speaking

Work in a group of four to five people. Choose one of the essay topics in B9.9 about the development of Ethiopia to discuss. Don't choose a topic which more than one person chose for their essay.

- You should discuss the pros and cons of your topic and try to reach a consensus.
- Your discussion should last for a minimum of 10 minutes.
- Each person should contribute to the discussion.
- To review the language of discussion look back at A1.8 before you start.

2 Writing

Your teacher will assess the essay you wrote in B9.9 in which you argued your point of view about the development of Ethiopia.

© MoE, FDR Ethiopia
Not to be republished

Revision 3 (Units 7–9)

Listening

You are going to hear an account by a woman called Semira of her life in London. As you listen, make notes on the following topics:

a Semira's background
b Reasons for going to London
c Her present situation
d Advantages of her life there
e Disadvantages of her life there
f Her future plans

Speaking

1 **Discussion**

Work in a group and discuss these questions

a What do you think of Semira's experience?
b Foreigners often experience prejudice when they live in another country. Has Semira suffered from this?
c What kind of experience do foreigners have when they come to live in Ethiopia?
d Do you want to stay in your area or would you like to move away in the future? Give reasons for your answer.
e If you could live anywhere in the world, where would you choose? Why?

2 **Role-play**

Work in a small group of three or four people. Create a role-play on the theme of 'tradition versus progress' in which there is a conflict of some kind. For example:

- A daughter refuses to leave school and marry
- A son wants to leave the land and work in the city
- A company wants to open a factory in a place of natural beauty

a Brainstorm some ideas until you have chosen something you all want to do
b Plan your role-play. It should last for 3–5 minutes
c Practise your role-play
d Be ready to perform it for another group

© MOE FDR Ethiopia Not to be republished

Reading

The following text is an extract from a novel by a Senegalese writer. Survey the text and then answer the questions below.

The letter-writer translated into Wolof as he read. A beggar with watery eyes came up, led by a child, repeating all the time, "Ngir Yallah, by the grace of God."
The letter-writer handed the letter back and said:

"Fifty francs."

Dieng hunted. He had only ten francs left. His fare, along with Gorgui Massai's, had reduced what money he had by forty francs.

"I'll cash my money-order and come back and pay you."

"What do you think I live on?" asked the letter-writer. He eyed his customer with suspicion.

Dieng held out the advice-note for him to see.

"All right, I'll wait," he said, convinced.

In the post office Dieng had to wait behind a fat woman who was at the window. She eventually left, muttering about wasting her time, even though she had got what she came for.

Dieng went up to the window. The post-office clerk extracted a slip and compared it with the advice-note.

"Ibrahim Dieng, your identity card."

"Man, I haven't got any identity card. I have my tax receipt and my voter's card."

"Is there a photo?"

"No…No."

"Give me something with a photo on it. Driving licence, military service certificate."

"I have nothing like that."

"Well, go and get an identity card, then."

"Where from?"

All that could be seen above the window was an oval black ball, out of all proportion with the *tubercular* shoulders upon which it rested. At the question "Where from?" the clerk looked up at Dieng. It was a closed face. From the neck upwards, it was all severity. Dieng was cowed.

"I've got an identity card," intervened Gorgui Massai, stretching his arm out with his card held between thumb and index finger, and looking at the clerk.

"Is the money-order in your name?"

Gorgui Massai did not reply. He held his arm out for a few seconds, then withdrew it.

"Get away from here," thundered the clerk.

"Ibrahim Dieng, are you going to give me your identity card or not?"

"Man, I have no card," Dieng replied in a quavering voice.

"Go and get one."

"Where from?"

They looked at each other. Dieng thought he saw a look of contempt appear in the civil servant's eyes. He suffered. He came out in a cold sweat of humiliation. *He felt as if a painful bite had been taken out of his flesh*. He said nothing. There came into his mind the saying that circulated among all the ordinary people of Dakar: "*Never upset a civil servant. He has great power.*"

"Go and ask the police in your quarter," advised the clerk at last, returning Dieng's advice-note. "The money-order will remain here for two weeks."

From *The Money-Order* by Sembene Ousmane

Choose the best option

1 What did the letter-writer do for Dieng?
   - **a** He wrote a letter for him in Wolof.
   - **b** He read a letter for him in Wolof.
   - **c** He translated a letter for him into Wolof.
   - **d** He wrote a letter for him, then translated it into Wolof as he read it aloud.

2 Was Dieng expecting the letter-writer to charge him fifty francs?
   - **a** Yes, because he had a money-order that he could cash.
   - **b** No, because he had only ten francs left.
   - **c** Yes, because he planned to come back and pay the letter-writer.
   - **d** No, because his money had been reduced by forty francs.

3 Why was the letter-writer convinced by the advice-note that Dieng showed him?
   - **a** The advice-note was proof of Dieng's money-order.
   - **b** The advice-note was a statement of Dieng's bank balance.
   - **c** The advice-note was a written agreement between Dieng and the letter-writer.
   - **d** The advice-note was proof of Dieng's identity.

4 What was the fat woman complaining about?
   - **a** She hadn't got what she had asked for.
   - **b** The post-office clerk had asked for her identity card.
   - **c** She had spent a lot of time in the post-office.
   - **d** She had got what she had come for.

5 What did the post-office clerk require from Dieng?
   - **a** A tax receipt.
   - **b** An official document with his photograph on it.
   - **c** A voter's card.
   - **d** An identity card.

6 Why would the post-office clerk not accept Gorgui's identity card?
   - **a** The post-office clerk was not serving him.
   - **b** The post-office clerk did not believe it was Gorgui's identity card.
   - **c** The post-office clerk was too angry to look at it.
   - **d** The money-order was not Gorgui's.

7 Why did the post-office clerk look at Dieng with contempt when Dieng asked where he could get an identity card from?
   - **a** He thought that Dieng was foolish for not knowing where to go.
   - **b** He didn't want to waste more time telling Dieng where to go.
   - **c** He didn't think it was his duty to advise Dieng where to go.
   - **d** He was a powerful man who did not advise people on such small matters.

8 The underlined saying in the passage, "Never upset a civil servant. He has great power," suggests that the people of Dakar:
   - **a** Respect a civil servant.
   - **b** Fear a civil servant.
   - **c** Obey a civil servant.
   - **d** All of the above (a, b, and c).

9 In the passage, the underlined word, "tubercular," means:
   - **a** The clerk's shoulders were strong.
   - **b** The clerk's head was small.
   - **c** The clerk's shoulders were thin.
   - **d** The clerk's head was large.

© MoE-TDR Ethiopia Not to be republished

10 The underlined sentence in the passage, "He felt as if a painful bite had been taken out of his flesh," indicates that:

a Dieng felt very hurt.
b Dieng felt very embarrassed.
c Dieng felt very afraid.
d Dieng felt very anxious.

Pronunciation

With a partner, choose an extract from the reading text above. It should be about 15 lines. Practise reading it aloud. Divide it up so that you each read half of your chosen text.

Punctuation

Write this short passage with correct punctuation.

the solution to the problem is simple the government must provide funds for a new hospital immediately however that begs the question where is the government to find this money

Writing

1 **Write a paragraph of no more than 150 words summarising Dieng's encounters with the letter-writer and the post-office clerk in the reading text.**

2 **Write an essay for or against this point of view:**

As a country develops, the traditional culture, skills and way of life die out. There is no point trying to keep them alive.

- Use an appropriate structure for this kind of essay.
- Follow the usual seven stages of writing an essay.

© MoE. Free textbook. Not to be republished

Vocabulary

1 **Identify 12 words in this word search puzzle which are characteristics employers often look for when employing someone, particularly in a position with responsibility. The words are arranged horizontally and vertically.**

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

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. For example:
  Team A: What is 15 across, please?

© Not

The other team must give a definition of the word or an example WITHOUT saying the word. For 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 282.
  Team B your grid is on page 285.
  Do NOT look at each other's grids!

Language use

1 Identify the mistakes in these sentences and then write them correctly

a What am I doing this evening is staying at home and taking it easy.
b Prolonged water shortage could be a threat to stable in the future.
c Western society is too materialism, and not spiritual enough.
d My mother makes me to clean my room on Saturdays.
e She doesn't make me see my friends until my homework is finished.
f You should always be polite for older people.
g I am not keen to eat fish.
h I could go to the match yesterday as I was given a free ticket.

2 Choose the best option to complete the sentences.

a What _____ is calm down.
A do I think you should do **B** I think you should do **C** I think should you do **D** I should think you do
b Why _____ the film is because it's far too long.
A didn't I enjoy **B** I not enjoy **C** did I not enjoy **D** I didn't enjoy
c How _____ the guitar was through my brother's best friend.
A I came to learn **B** did I come to learn **C** did I learn **D** come to learn
d I _____ play the piano since I was about six years old.
A I could **B** I was able to **C** am able to **D** have been able to
e Hominids _____ use some kind of primitive language.
A might be able to **B** can **C** might have been able to **D** are able to
f I'm sorry but I _____ come to your party as we have a family wedding on that day.
A won't **B** won't have been able to **C** wouldn't be able to **D** won't be able to
g The library doesn't have _____ I am looking for.
A the book **B** the book of which **C** the book, which **D** the book, that
h The company is looking for _____ can operate and maintain the photocopier.
A somebody, that **B** somebody **C** somebody that **D** somebody which
i The playwright's _____ is currently being performed, is set in the 1930s.
A latest work, which **B** latest work **C** latest work that **D** latest work
j By the time I got home, everyone _____ to bed.
A has gone **B** had gone **C** goes **D** went
k As soon as the man had given the police his name and address, he _____ to go home.
A had been allowed **B** was allowed **C** has been allowed **D** allowed

© MoE FDRE Ethiopia Not to be republished

l My hands are dirty because _____ my bicycle.
A I've repaired **B** I repaired **C** I've been repairing **D** I was repairing

m A flood warning _____ for the south-western region earlier today.
A was issued **B** issued **C** had been issued **D** has been issued

n Tahir said he was definitely coming to the party, but he didn't come. He _____ ill.
A must be **B** can't be **C** can't have been **D** must have been

o We don't know how the thief broke into our house. He _____ to open a window.
A could have **B** may be able **C** may have been able **D** could be able

p Kemal isn't answering his phone. He _____ it at home.
A may have left **B** may leave **C** could leave **D** may have been left

© MoE, FDR Ethiopia
Not to be republished

Unit
10

Future threats

Part A

Objectives

In this part of Unit 10 you will:

- listen to a news summary and an extended news item
- extend your ability to use quantifiers and narrative tenses
- re-tell the story of the news item
- write the story of a news item from one person's point of view
- learn some phrasal verbs with up
- write a report about some statistical data
- write a formal letter
- learn about some exam strategies.

Ethiopia
be republished

A10.1 Introduction: Here is the news

1 **Work in a small group. Did you listen to the news on the radio this morning, or read the newspaper. If so, discuss what stories were in the news today.**

2 **You are now going to listen to a news broadcast. Before you listen, look at the pictures: each of them is related to one of the stories. Try to predict what each one is about.**

3 **Listen to the broadcasts and match each story (1–5) to one of the pictures.**

- Story 1:
- Story 2:
- Story 3:
- Story 4:
- Story 5:



4 **Discuss how close your predictions were to the news stories.**

5 **Listen again and match each of these numbers to one or more of the stories.**

- 200 000
- 2015
- 1653
- 130
- 83
- 20
- 10
- 7.0
- 6

6 **In the midday news, more information was given about events in Haiti. Your teacher will read out this broadcast. Before you listen, discuss the meanings of these words:**

- magnitude
- aftershock
- rubble
- seismologist
- fault line

7 **Listen to the broadcast and make notes under the following headings.**

- Location
- Time
- Estimated numbers of people affected
- Events during the night
- Effect on the city
- Foreign nationals affected
- Warnings before the event

8 **Check your notes with those of a partner.**

9 **Listen to the broadcast again and this time add more information to your notes.**

© MoE, FDR Ethiopia
Not to be republished

A10.2 Language focus: Quantifiers

some, any, no, none

1 *Some* has a positive meaning. It is used in statements, for example:
I've done some courses in running a business.
Some is used in polite requests and offers, for example:
Would you like some more soup?

2 *Any* is used in questions about quantity and number, such as:
Have you done any courses in running a business?

Any can be used after *if*, for example:
If any problems come up, the director relies on me to sort them out.

Any is also used in negative statements:
I haven't done any courses in running a business.

Any usually follows a negative word or form.
At the beginning you can't expect to make any money for yourself.
He didn't want any help from anyone.
He wanted no help from anyone.

3 *No* like *any* has a negative meaning but it behaves differently, for example:
I have done no courses in running a business.

No is a negative word. It does not depend on anything else.
There are no free rides.

4 *No* is used before nouns but *none* is a pronoun, so it is not followed directly by a noun, for example:
Please lend me some money for a drink. I have none with me today.

In formal grammar *none* is followed by a singular verb:
None of my friends is here today.
In fact, though, nowadays most people use a plural verb after *none*.
None of my friends are here today.

1 **Change these sentences using the words in brackets. Make any other necessary changes in the sentences. One has been done for you.**

1 She's already taken some medicine (any).
She hasn't taken any medicine yet.
2 There were a lot of people queuing for oranges. I managed to buy some. (any)
3 I was unlucky this year. I didn't get anything for my birthday. (some)
4 We haven't met any of our neighbours since we moved here. (none)
5 Have you seen my glasses? I can't find them anywhere. (no)
6 I want some more soup. (any)
7 I haven't told your secret to any of your friends. (none)
8 There is no-one outside. (some)

both, neither, either

The strict grammatical rules for using both, neither, either are:

1 *both* is followed by a plural verb.

Both my sisters are married

2 *neither* and *either* are followed by a singular verb.

Neither of my sisters has a job.
Does either of your sisters have a job?

Nowadays, most people use a plural noun after either and neither.

Neither of my sisters have a job
Do either of your sisters have a job?

2 **Put *both*, *neither*, *either* in each of these sentences.**

1 _____ of my parents were born in this area and so was I.
2 Give me _____ a banana or a mango, I don't mind which.
3 I have two sisters _____ of whom is married yet.
4 The manager liked _____ the candidates for the job and didn't know which to choose.
5 There are two young men that like Maria but she doesn't like _____ of them.
6 _____ my primary nor secondary schools were close to my house.

little, a little, few, a few

- *little* and *few* have negative meanings.
- *a little* and *a few* have positive meanings.

We had little time to do our homework. (not really enough time)
We had a little time to do our homework. (just about enough time)

There are few people here that I know. (not many at all)
There are a few people here that I know. (at least there are some people that I know)

3 **Complete the sentences with *little*, *a little*, *few*, *a few*.**

1 There was _____ flour left so we could not make bread.
2 There was _____ injera left so they could make their evening meal.
3 Although it rained heavily there were … people at the match.
4 _____ people had met either the headmaster or his wife before they came to our town.
5 There was _____ time left for questions after the meeting, so the chairperson brought it to a close.
6 _____ people had done some revision before the test and they got good marks.

4 **Choose the correct alternatives to complete the following.**

1 I hope I've given you _____ idea of the variety of things I do.
a any **b** some **c** no **d** little
2 I don't like _____ coffee or tea
a both **b** neither **c** either **d** any
3 You may have done all your homework, but I have done _____!
a all **b** any **c** neither **d** none
4 The thief didn't seem sorry in _____ way for what he had done.
a any **b** some **c** no **d** none

© MoE Not to be Republished

5 _____ my sisters like sports.
a Both **b** Neither **c** Either **d** None
6 There is _____ soup left, if you're hungry.
a little **b** a little **c** few **d** a few
7 We have had _____ water for some time.
a any **b** few **c** no **d** none
8 I've seen _____ Ali nor Juma today.
a both **b** no **c** neither **d** either
9 Although it was a fine day, there were _____ people at the match.
a a little **b** little **c** few **d** a few
10 If there is _____ heavy work to be done, my brother will help you, he is very strong.
a any **b** no **c** little **d** few

5 **With a partner discuss how to complete these rules for using *much*, *many*, *a lot of* and *plenty of*.**

much, *many*, *a lot of* and *plenty of* express a large quantity or number of something, more than enough.

a _____ is used with uncountable nouns only
b _____ is used with plural countable nouns only
c _____ and _____ are used with both plural countable and uncountable nouns
d _____ and _____ are usually used in questions and negatives, but not in affirmative statements
e _____ and _____ are usually used in affirmative statements
f _____ and _____ are used in affirmative statements after *too*, *as so* and *very*.

6 **Complete these sentences with *much*, *many*, *a lot of* and *plenty of***

1 I haven't got _____ money with me but I think I can afford a cool drink.
2 I'm surprised there aren't _____ people here today.
3 Are there as _____ mango trees in your garden as in ours?
4 I'd like _____ sugar in my tea, please.
5 There's too _____ noise, I can't hear myself think!
6 Have you got _____ things to do this weekend?

A10.3 Language focus: Narrative tenses

When you write a story, a biography or an account of an event, you are writing a narrative. A narrative is a description of events in the past. Therefore, past tense verb forms are used in narratives. Although present tense verb forms may also be used to relate the events to the present.

1 **Look at the listening text A10.1, story 3 at the back of this book. Answer these questions.**

1 Identify two or three verbs in each of the following forms:
a past simple
b past continuous
c past perfect
2 Which of these verb forms is most commonly used?
Which of these events happened first?
- Witnesses described what the armed men looked like.
- The armed men were in the bank wearing masks.

3 Find two activities that were in progress as the men entered the bank.

© FDRE Ethiopia Not to be republished

4 Which of these verb forms is used for each of the following?
   a To describe events in the story one after another.
   b To describe something in progress.
   c 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.

The present perfect is also sometimes used in a narrative:
- for an event or action which is not yet completed.
- for an event or action which continues to have an effect in the present time.
- for an event or action which took place in a time which is related to the present in some way.

3 Find two sentences containing verbs in the present perfect in A10.1 listening script 2 at the back of the book.

4 Refer to the box above where the uses of the present perfect are listed. Which of these uses apply for the sentences you found in the A10.1 listening script?

5 Complete these sentences with the verbs in brackets in either the past simple or present perfect.

1 Wildlife officials _____ (capture) a crocodile in the Lake Chamo area.
2 The crocodile _____ (kill) 83 people in the last 20 years.
3 The operation _____ (take place) on Monday.
4 The crocodile _____ (track down) and _____ (catch) with nets.
5 It _____ (now take) to a crocodile farm.

6 Choose the correct form of the verbs to complete this extract from a news item

During his speech, the Minister for Trade **expressed/has expressed** gratitude for this contribution to the nation's development. The Minister **spoke/was speaking** at the official presentation of a seed processing plant which **was donated/has been donated** to increase the value of seed exports. He **said/was saying** that we **already received/had already received** a total of four seed processing plants. The other three plants **arrived/have arrived** here three years ago and since their arrival, they **made/have made** an important contribution to exports. Ambassador Lee **concluded/was concluding** the speeches by saying that the seed processing plants **were/have been** a further gesture of cordial relations between the two countries.

Not FDRE Ethiopia to be republished

A10.4 Speaking: The Haiti earthquake

1 **Work with a partner and re-tell the story of the Haiti earthquake.**

- Use the notes you made about the story in A10.1 exercise 7.
- Use a variety of narrative verb forms.
- Use a variety of quantifiers.

2 **Practise your story a few times: both you and your partner should be involved in telling it.**

3 **Tell your version of the story to another pair of students and then compare both versions.**

A10.5 Writing: A description



1 **This picture was taken the day after the Haiti earthquake in the capital, Port-au-Prince. Work on your own. Choose one of the people in the picture and imagine you are that person.**

1 Think about the scene from your perspective and make some notes. Include information about:
   - why you are there
   - what the building is
   - what happened here
   - what are you all trying to do
   - your feelings and fears.
2 Write a description of the scene from your notes.
3 Check your work carefully and make any necessary changes.

© Not to be republished

2 **Work in a group. Each person should read out their description of the scene. After each description the other group members should:**

- **identify the person in the photograph who is describing the scene**
- **comment on the description and/or ask questions about it.**

A10.6 Increase your word power: Phrasal verbs with *up*

1 **To review what phrasal verbs are and how they behave see B1.3.**

2 **Look at this short paragraph and underline the phrasal verbs.**

> My brother has taken up cross-country running and so he's had to give up smoking. However, we have strong lungs in our family because we grew up in the mountains, so he can always keep up with the other runners. His training schedule is made up of running, cross training and weights.

3 **Decide which of these phrasal verbs:**

1 consists of three words
2 takes a direct object
3 doesn't take a direct object
4 can be separated
5 can't be separated.

> When *up* is used as a particle of a phrasal verb, it has the meaning of: an upward movement, an increase, completion, approaching.

4 **Complete these sentences with six of the verbs in the box. Put them in the correct form where necessary.**

hang clear look pull own speak stay mess

1 Please _____ up, we can't hear what you are saying.
2 On the night of the party, we _____ up until six o'clock in the morning.
3 I'm afraid I was so angry that I _____ up without saying goodbye.
4 We don't know who _____ up the school hall. The head teacher is waiting for someone to _____ up so they can _____ it up.
5 Look! A car has _____ up in front of the house.
6 Don't keep _____ up words in a dictionary. Try to work out what they mean.

5 **Write the sentences in exercise 4 without the phrasal verbs, substituting a synonym, or paraphrase.**

Example: *Please talk more loudly, we can't hear what you are saying.*

6 **With a partner, write a short paragraph containing six phrasal verbs with *up*. Read out your paragraph to the rest of the class with gaps where the phrasal verbs should be. The other students must guess what the verbs are.**

© Macmillan Education Not to be republished

A10.7 Writing: A report

1 **Work with a partner and study these statistics. They show worldwide deaths due to three different causes. (Note: totals have been rounded up or down).**

Table 1: Earthquakes worldwide 2000–2010 (all magnitudes)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Quakes	22,250	23,530	27,450	31,420	31,190	30,480	29,570	29,690	31,780	14,800
Deaths	230	21,360	1,690	33,820	228,800	88,000	6,600	710	88,010	1,790

Source: *USGS National Earthquake Information Center*

Table 2: Incidents of terrorism worldwide

	2005	2006	2007	2008
Attacks	11,160	14,550	14,510	11,770
People killed	14,560	20,470	22,510	15,770

Source: *US State Department 2009*

Table 3: Road traffic fatalities actual and predicted

1990	2000	2010
540,000	720,000	1,200,000

2 **Discuss the following with your partner:**

- How the number of deaths changed over the period of time shown in each table.
- The differences between the number of deaths by different causes.
- Study the language in the boxes before you start.

Describing changes or trends

Verbs

- *The number of … declined/decreased/fell until …*
- *The number of … increased/rose from … to …*
- *The number of … remained stable over the period.*
- *The number of … fluctuated during this period.*
- *The number of … reached a peak/peaked in …*

Adverbs

sharply/dramatically/significantly/steeply
steadily/gradually/slightly

Nouns

- *There was a decline/decrease/fall in the number of … over the period.*
- *There was an increase/rise in the number of … form … to …*
- *There was little/no change in the number of … until …*

Adjectives

sharp/dramatic/significant
steady/gradual/slight

EDR Edition (Not to be republished)

Comparing and contrasting

Comparatives and superlatives

- *By far the highest number of …*
- *There were slightly more …*

Linking words and expressions

Contrast:

- *Whereas …, ….*
- *On the one hand … on the other hand … conversely …*
- *While …*

Concession:

- *Despite the fact … , …*
- *… however …*
- *Although … , …*

Other words

- Verbs: *resemble, differ from, exceed*
- Nouns: *difference*
- Adverbs: *like, unlike, neither, both*
- Adjectives: different, similar

3 **Write a short report of one or two paragraphs on the information in the tables.**

- Use the points you made in your discussion.
- Make a plan of the information you are going to include. You don't need to mention all the data in the tables, only the most important.
- Use the language in the boxes to describe changes and to compare information.

A10.8 Writing: A formal letter

Work in a small group.

1 **Read this extract from a formal letter and answer the questions below.**

I would like to take a little of your time to put forward an idea which in my opinion would make a big improvement to the quality of life in our town.

I believe that we must do something about large quantities of rubbish in the outskirts of the town. It is a disgrace and it is time there were regular rubbish collections in these areas, rather than simply in the town centre

Piles of rubbish are unhygienic and a serious danger to public health. Children can often be seen playing in it and this in itself must contribute to the high incidence diarrhoea in the town. Also, as well as flies, cockroaches and rats and mosquitoes breed in the rubbish and so again it is not surprising that figures for cases of malaria are also high, particularly during periods of frequent rainfall. In addition many people are injured by cutting themselves on pieces of rusty metal or broken glass when walking by these piles of rubbish in the dark.

Another important point is that the rubbish smells unpleasant and looks very ugly. Morale and civic pride in the town would be considerably enhanced without it.

Finally, I am aware that some might argue that regular rubbish collections for the whole town would be an expense we cannot afford. However, I think the cost-benefit ratio would make it a fairly inexpensive project.

For Ethiopia not to be republished

As our Member of Parliament, I respectfully request you to consider making this a priority for our district. I am sure if you think carefully about the benefits of regular rubbish collection, you too will be convinced that my proposal is worthwhile. I have no doubt that it would be popular with the voters too.

Thank you very much for your attention.

1 This is the body of the letter. What other parts of the letter are missing? See B1.7 to review how to write a formal letter.
2 Imagine that you have written this letter. Can you write the missing parts? Write these in your exercise book.

2 Discuss the content of the letter.

1 Is the proposal a good one?
2 What points are made to support it? Are they convincing?
3 Is the letter written in an appropriate style?

3 Think about your town or district. What do you think needs to be improved? Brainstorm some ideas.

4 Work on your own and choose one of the ideas that your group came up with. Write a similar letter to your local MP or authority. Make a plan before you start writing the letter. See B1.7 to review how to write a formal letter.

A10.9 Study skills: Exam strategies – part 1

It is not long now until your exams, so you should be starting your revision. When you think of all the topics you have covered in all your subjects, trying to remember everything can seem daunting. However, by planning your revision appropriately, you will have the confidence to do your best in exams. Familiarising yourself with some exam strategies will help you in the weeks leading up to the exams and during the exams themselves.

1 A good start to your revision is a revision timetable. Read this information.

Drawing up a revision timetable

Many students find it useful to prepare a revision timetable to guide their work in the weeks before their exams:

Step 1: For each subject make a list of all the topics you have studied for the exam. For English you can make one list of topics that you have covered and another list of language structures. You also need to make a list of the skills needed for different parts of the exam paper, for example: summary; composition (list different kinds of composition); reading comprehension and so on. In English there are things you need to remember, like vocabulary, and skills you have to demonstrate, like writing an essay.

Step 2: Work out how much time you have before the exam and then make a realistic assessment of how much studying you can do everyday. You should bear in mind how much time you need for other things.

© MoE-EPDR Ethiopia 2021 Not to be republished

Step 3: Draw up a timetable for each week leading up to the exams.

Step 4: Fill in all the topics you have included in your lists. You should aim to complete your revision the week before the exams start and leave the exam period itself clear for reviewing your notes and relaxing.

2 Look at Anwar's revision timetable and answer the questions below.

REVISION TIMETABLE

WEEK 1 START DATE: .....

	Morning: 8 am–11 am	Afternoon 4 pm–6 pm	Evening 7.30 pm–9.30 pm
Sunday			English: Unit 1 water
Monday		English: Unit 1 water	Maths: Topic 1
Tuesday		Geography: Topic 1	Geography: Topic 1
Wednesday		History: Topic 1	
Thursday		Amharic: Topic 1	Biology: Topic 1
Friday			Biology: Topic 1
Saturday	Agriculture: Topic 1 and catch up	Meet Haile and go over this week's revision	

1 How many hours does Anwar plan to revise on school days?
2 Which day(s) does he plan to revise the most hours?
3 Which day(s) does he plan to revise the least number of hours?
4 Why do you think he does not plan to revise at these times?
   a Sunday morning
   b Sunday afternoon
   c Friday afternoon
   d Saturday evening
5 What do you think *catch up* means?
6 Do you think this timetable is realistic? Do you plan to revise more or less than this?

3 What should you actually be doing when you are revising? Read these ideas with a partner and then discuss them.

How to revise

1 It is a good idea to have a special note book in which you can make revision notes and do practice exercises.
2 Start your revision of a topic by reading through your work in your note book and, if possible, the relevant sections in your textbook. Make sure you understand everything. If there is something that isn't clear, make a note of it and when you have the opportunity, ask another student or your teacher about it.
3 For English, you can do the following:
   - Revise the vocabulary in each Unit by drawing a mind map of the key words in the topic. You may already have one in your vocabulary book; if so, look at it and then try to redraw it from memory.
   - Redo the Language focus and Increase your word power activities in the Unit.
   - Redo the reading and comprehension activities.
   - Redo each of the writing tasks in the Unit and then look back critically at the composition you wrote in your note book.

© MoE FDRE Not to be republished

4 For other subjects, it may help you to take notes on what you have read. Don't write pages and pages. Try to fit a summary of the topic onto one side of a page in your note book.
5 Choosing a good place to study is vital: you may study better at home or in the library. Don't choose a place where you can be easily distracted from your work.
6 It may help you to revise with a study partner. This can be a friend but be sure that you won't waste valuable time chatting. Alternatively, you can try revising alone and then get together with your friend to test each other on what you have learned.

4 Do you know what the exam papers will look like? Do you know exactly what to expect in each exam? Have you seen any past papers? Look through a previous English exam paper and discuss these questions in a group:

1 How many sections is the paper divided into?
2 What are the tasks in each section?
3 What kinds of questions do you have to answer?
- Multiple choice
- True or false?
- Fill in the gaps
- Open-ended questions
- Other

4 Which section is
- the easiest?
- the most important in terms of the marks it carries?

5 How long is the entire exam?
- How much time do you think you can allow for each section?
- Should you spend the same amount of time on each section?
- Should you allow more time for any specific sections?
- Should you begin at question 1 and work through it, or begin with the section you find easiest, or which is the most important?

6 Share your ideas about these questions with other groups in the class.
a Share your ideas about these questions with other groups in the class.
b In your group again, do some exam practice.
i Do one or two examples of different kinds of questions.
ii Brainstorm typical exam speaking and writing topics. Note down ideas and vocabulary in these topic groups. To do this you can look back at work you have done on these topics in this book and extend your ideas. Also, think of some topics which are not in this book.

5 With the other members of the class, brainstorm what you need to revise for English. On your own draw up your own revision timetable. Follow these steps.

1 Draw up a blank timetable for Week 1 (like the one above, or your own version) and plot times in the coming week when you will be able to revise. Don't fill in yet what you are going to study at different times.
2 Draw up weekly revision timetables for the remaining weeks before the exams for English, and your other subjects too.
- From the ideas you brainstormed, make your own list of topics to revise and skills to practise in the coming weeks.
- Add your topics to the slots in your weekly timetables.
- Don't forget to include catch up slots.
- Compare your revision timetables with those of other students.

© MoE-FDR Ethiopia Not to be republished

Part B

Objectives

In this part of Unit 10 you will:

- discuss some possible future threats
- listen to a description of some future threats
- extend your ability to use the passive
- write some graffiti
- read about an urban problem
- take part in the Earth colony debate
- write ten rules for a new society
- give a short presentation and make a short speech
- do a reading assessment task.

B10.1 Speaking: Threats to our future

Work in a small group.

1 **You are going to discuss some threats to our future. Before you start, look at the language in the box.**

> **1 Use this language to discuss how we can avert future threats.**
> - *What can be done to solve this problem?*
> - *What can be done to prevent this from happening?*
> - *To prevent this from happening we must …*
> - *To stop this from happening we have to …*
> - *We must … in order to …*
>
> **2 Review ways of expressing future events by looking back at B3.4, B4.3 and B5.3.**

1 In what ways could these phenomena threaten our future? What could be done to limit or remove the risk they pose?

Threats to the world

- An asterioid collision with the Earth
- Global pandemic
- Global warming
- The eruption of a super volcano
- The deployment of nuclear weapons.

2 Do you think there are any other threats to our future? Brainstorm your ideas with the group.

2 **Prepare a summary of your ideas on each of the threats to report back to the rest of the class. Make sure every member of your group takes part in this.**

© VSO Ethiopia Not to be published

B10.2 Listening: Future threats

1 **Listen to a talk about the threats you discussed in the previous section. As you listen, make notes in the table.**

	What could happen	How we could avert it
An asteroid collision with the Earth		
Global pandemic		
Global warming		
The eruption of a super volcano		
Nuclear weapons		

2 **Compare these predictions with the ones you made in your group discussion.**

B10.3 Language focus: The passive

Uses of the passive

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

Compare:

1 *Scientists could send a nuclear bomb into space to destroy an approaching asteroid.*

2 *A nuclear bomb could be sent into space to destroy an approaching asteroid.*

The subject of the sentence in 1) is not useful information, and so sentence 2) is simpler and better.

- When the person or thing that does the action (the agent) is obvious and does not need to be stated, for example:

  Coffee is grown in Ethiopia.

  We know that the people who grow coffee are farmers.

- When 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.

Forms of the passive

- The passive can be used in all tenses.
- It can be used with modal verbs:

  The door must be locked.

  Sports clothes cannot be worn in class.

- There is a passive *-ing* form: *being* + past participle:

  I enjoyed eating your birthday cake with you.

- The passive is used to report something said or claimed by an unspecified person. This use of the passive is common in academic English:

  It is believed that climate change is man-made.

  Other verbs that can be used in this way are: *think*, *understand*, *claim*, *allege*, *report*.

1 **Write these sentences in the passive.**

1 They have given Shitaye a prize for merit.
2 We have given our house a fresh coat of paint.
3 Weizero Medhin teaches science to Grades 9 and 10.
4 They will tell us our results in about a month.
5 A hotel has already offered Birikti a job.
6 We have elected Zewdu form captain.
7 Many people say that eating pineapple is not good when you are ill.
8 People say the fort was built in the 15th century.
9 The police think the same thief has broken into ten houses in our area.
10 They claim there are ghosts in the old house on the corner.

2 **Make a sentence about each of the future threats you heard about and discussed in the previous section. Use: *It is said/claimed that …***

Example: *It is believed that the Yellowstone super volcano may erupt at any moment.*

B10.4 Writing: Graffiti posters

Work in a small group.

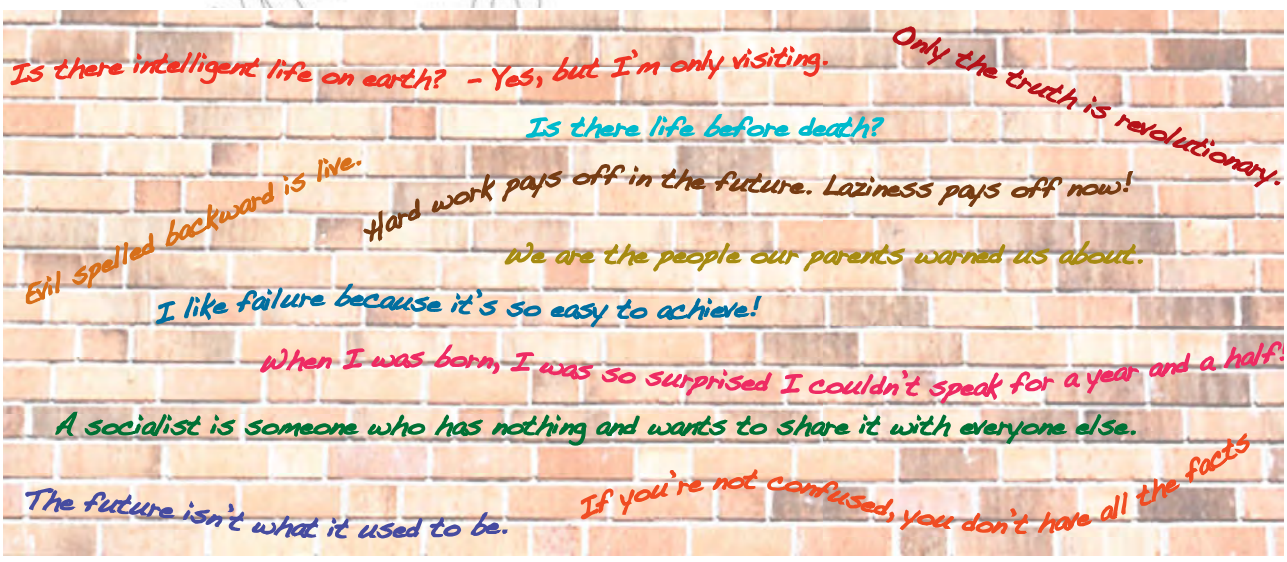
1 **Discuss what graffiti is and try to come up with a definition.**

2 **Complete this short text about graffiti by putting one word in each space.**

Graffiti can take the form of images or (1) _____ on public property, particularly the outsides of (2) _____. It is done informally and in many countries is a (3) _____ for which you can be punished. Some people (4) _____ it is disrespectful and (5) _____ the appearance of public places. Others, (6) _____, love it and say it is creative and gives a (7) _____ to those who have no other way of expressing themselves to a (8) _____ audience. Graffiti has existed since (9) _____ times, with examples that go back to Ancient Greece and the Roman (10) _____. Nowadays, some city councils provide graffiti spaces: blank (11) _____ people can (12) _____ or write whatever they want.

3 **Listen to your teacher reading the text and check your work.**

4 **Read and discuss these graffiti.**



© FDRE Ethiopia Not to be republished

5 **Your teacher will give each group a large piece of paper. Use it as a graffiti space and write some graffiti about the future. They can be funny or serious.**

- Discuss them before you write them.
- Write them all over the piece of paper, at different angles and in different styles and colours.

6 **When your graffiti poster is ready, display it for other students in the class to look at.**

7 **As you read posters prepared by other groups, add some graffiti to them, such as a reply or an extra comment to something already there.**

B10.5 Reading: Markos' world

1 **Work in a small group and discuss these questions.**

1 What is a shanty town?
2 Are there shanty towns in your area? What are they like?
3 Do you think Addis Ababa and other cities in Ethiopia are growing? What about the shanty towns?

2 **Survey the text below. Try to do it in three minutes and then discuss what you have found out.**

Welcome to Markos' world

Meet Markos, he's 15-years old. He lives in a big city. Not in one of the large, luxurious houses with a beautiful garden and swimming pool on one side of the city. You'll find his house a few kilometres away, in a place where rich people rarely go. It isn't very luxurious and it doesn't have a garden. It is made of a few pieces of tin sheeting which were nailed together a long time ago. Parts of it have fallen down or rusted through and in places they have been replaced with bits of wood or plastic. From the outside it looks as if it could collapse at any moment. Open the door and there is one small room with a few bits of old furniture and boxes, some water containers and a little stove. The house is packed into as small a space as possible, among thousands of others. Mostly they look like Markos' house but some are made from mud or concrete blocks and have a couple of rooms inside. Most of the houses have no bathroom, though; Markos' nearest toilet is a pit latrine which serves about ten houses. It is very unhygienic. It smells bad in hot weather and during rains it often floods, spreading sewage round the neighbourhood.



Markos lives with his mother and his younger brother and sister. They are lucky in some ways. There is a tap not far from their house so Markos and the children can fill up the water containers for their mother. This is a big improvement. Until it was put there a year ago, they had to walk for 20 minutes to the nearest well and then queue up for water. There is a school there too. His

© Ethiopia Publishers

younger brother and sister go there. Markos went for a year but when his father died four years ago, he had to stop. He does what he can to help his mother. He sometimes gets work from a market trader: running errands for him and helping him to load and unload his produce from his cart. His mother works too: she buys tomatoes from farmers who come to the market very early in the morning. She sells them for a small profit by the roadside in the city. She often comes home late, but it's always before dark, otherwise the risk of losing the little money she has made is too great. That is when the thieves are out in force. Their shanty town is a dangerous place where desperate people are robbed by even more desperate people.

Markos' mother and father are from another part of the country. There was drought in their region and they had nothing to eat. They sold all their possessions to buy food until they had nothing left to sell and no money. So they came to the city. At the time Markos' mother was expecting Markos. Their life was hard but they at least had something to eat. His father left home at six o'clock in the morning and got back at about ten o'clock at night. He spent his day standing outside the station yard waiting for work. Sometimes he would be hired in the yard itself and other times he would be picked by someone looking for a strong man to do some lifting or other hard job. They made the best of their life, but when Markos was six his father's illness started. He lost a lot of weight and eventually he had to stay at home lying on the bed until he died. The neighbours whispered that it was Aids, but Markos' family never talk of it. Since his death there has been even less money coming in, but they have each other and the young ones are able to go to school, at least for a few years.

Some say that shanty towns like Markos' should be bulldozed and the people forced back where they came from since the government simply doesn't have the means to provide better homes and conditions. What it is doing though, is trying to improve the environment, for example, by providing a water supply and better sanitation and by opening schools to give children a better start in life. Many NGOs, too, are working in various ways, such as by giving loans to women to start up small businesses, by running training courses in things like carpentry and plumbing for young people, in book-keeping to help those running small businesses; also, by organising community groups to look at needs, draw up action plans and meet with local government departments.

The biggest cities in Africa are growing fast. Experts have tried to predict how many people will be living in them in the future, but this isn't easy. HIV/Aids has already slowed down their growth and other factors too may have an impact. Nonetheless, for the foreseeable future many more children like Markos will be growing up with little chance of escaping the shanty town.

3 **Describe the typical shanty town in the text in no more than 100 words.**

4 **Describe the work done by Markos, his father, and his mother.**

5 **In no more than 50 words describe the improvements to life in shanty towns mentioned in the text.**

6 **The text about Markos appeared as an article in a Sunday newspaper:**

1 What do you think is the journalist's opinion?
   - a Shanty towns are terrible places to live and should be improved.
   - b Shanty towns are terrible places to live and the government should get rid of them.
   - c Shanty towns are terrible places to live but nothing that can be done to improve them because the problem is too big.

2 What is the purpose of the article?
   - a To inform readers about life in shanty towns.
   - b To persuade readers to help people in shanty towns.
   - c To warn readers that shanty towns are not good places to visit.

© MoE Not to be sold

7 **What are your own views about this article? Has the writer convinced you and achieved his/her purpose?**

8 **Discuss these questions with a partner:**

1 Why do you think Markos' family stay in the shanty town and don't return to the countryside?
2 Think of some reasons why Markos' family should return to the countryside they originally came from.
3 Can anything be done to slow down the movement of people to the cities?
4 What more should be done to improve life in shanty towns?

B10.6 Speaking: The Earth colony debate

This is the scenario. The year is 2079. Planet Earth is on the brink of destruction. The United World Government or UWG (nation states were abolished 30 years ago) has established a colony on Mars, but the technology is not very advanced yet so it is only possible for a few refugees from planet Earth to escape there.
The big question is who will be allowed to escape to Mars? The UWG is holding a debate about which eight professions will be needed in the new Earth colony to establish a new civilisation that will be able to flourish in the Martian environment.



1 **Work in a group of six to ten people and discuss which professionals should be allowed to escape. You must agree a final list of eight. Before you start, study the language in the box. Go back to B2.3 to revise language for correcting yourself / explaining what you mean**

What I mean is …
What I meant was …
Let me put it another way.
etc.

1 Revise language for asking for clarification and explaining what you mean by looking back at B2.3.
2 Review these conditional structures:
First conditional structures express something probable or likely:
If we don't have a doctor, who will look after our health in the new colony?
Second conditional structures express something unlikely
How would a musician contribute to the colony?

2 **Each person in the group must now choose one of these professions. There can only be one representative of each profession in each group.**

It is almost time to abandon Planet Earth. Unfortunately the UWG has been informed that it is only possible for seven professionals to fit in the space craft taking you to Mars, so one person must be left behind.

3 **You should now be in a group made up different professions: you must not have more than one person representing any one profession. You must now decide who can escape to Mars and who is the one person who must stay on Earth.**

- Each person must defend their profession: convince the others that they are vital to the success of the new Earth colony on Mars.
- You can also mention why some of the other professions are less important than yours.

4 **At the end of the discussion, you must vote to decide which professional must stay behind, based on the strength of the speaker's reasoning.**

B10.7 Writing: 10 rules for a new society

The group of seven professionals, plus one or two VIPs who were able to find a place for themselves, have now arrived at the Earth colony on Mars. There are equal numbers of men and women.

Before you left Earth, it was decided that the colony should be run on co-operative principles: there is no leader and decisions are made collectively, by two-thirds majority vote.

You have now been here for a few weeks and it is obvious that a set of rules is needed to govern how your small society runs. You are all agreed that to keep things as simple as possible, there should be only ten rules.

1. Work in a group. Brainstorm some possible rules.
2. Reduce your possible rules to a list of ten. You must agree these rules by a two-thirds majority.
3. When you have agreed them, write them as formally as possible on a piece of paper.
4. Display them to the rest of the class, and then read the lists produced by all the other groups.
5. Nominate the best rules from each group list and come to a two-thirds majority agreement on a class list of rules for the new colony.

B10.8 Speaking: A presentation and a speech

1 **With a partner, discuss the difference between a presentation and a speech. Look at the points and put them in two lists under the headings *A presentation/A speech*. You can put some of the points in both columns, if you wish.**

- On a specific topic which has been researched by the speaker
- Usually quite formal
- May be part of an academic programme
- Given on specific occasions, such as a wedding or Speech Day or by a politician
- Audience may interrupt with questions or ask questions at the end
- Not read, but speaker has notes to refer to
- Can be read, particularly longer speeches
- Often accompanied by pictures, diagrams or slides.

Media Exempla Not to be reproduced

2 **With your partner, you are now going to plan and prepare a short presentation (3–5 minutes in length) about an environmental threat of some kind. For example *water shortage*, *deforestation*, *reduction in the number of animal and plant species*, *pollution*, *the greenhouse effect*.**
Follow these steps.

1 Brainstorm some ideas to include in your presentation.
2 Research your topic (in the library or on the Internet).
3 Make an outline plan (in the same way as you make an outline when taking notes or planning an essay.)
4 Prepare some cue cards for your speech. (see below)
5 Each of you should be responsible for delivering different parts of your presentation.
6 Practise your presentation several times.
7 Time it to make sure that it is the right length.
8 Think of ways you can improve it after each practice.
9 Study the tips below before you start.

Tips for giving a presentation
- Try to look at your audience as much as possible.
- Look at your cue cards as little as possible.
- Don't speak too fast or too quietly.
- Vary the tone of your voice – sound interested and enthusiastic about what you are saying.
- Use pictures if you can: hold them up so that your audience can see them.
- Introduce each main point clearly.
- Ask the audience some questions to involve them in your talk.
- Invite the audience to ask you some questions at the end of your talk.

Cue cards
- These are small cards that can fit in your hand.
- You can put your notes for a presentation or speech on cue cards.
- Each card should contain one point: a main point and the supporting points
- Each card should have a number
- Put your cards in order at the beginning of your presentation
- Hold your cards in your hand. Hold your hand in front of you so that you can see the top card as you stand in front of your audience.
- As you complete each main point, move the card from the top of your pile to the bottom, so that the notes for the next main point are on the next card at the top of the pile. Here is an example.

Presentation: The greenhouse effect Card 2:
1 What causes the greenhouse effect ?
- Heat from Sun ➔ Earth. Some reflected back.
- Gases in atmosphere stops heat escaping – this is good.
- But nowadays big build-up of gases like CO_2, methane, ozone ➔ temperature rise.

Q. to audience: *Why is it called the greenhouse effect?*

3 Each pair of students must also give a speech of thanks to another pair who have given their presentation. This speech should last for 1 minute. Follow these steps.

1 Read this speech and answer the questions below.

> Mr Gebremedhin on behalf of my fellow students and our teacher, Mr Alemseged, I would like to thank you for giving us an interesting tour of your farm. We have all very much enjoyed our visit.
>
> We know that you are very busy and so we are grateful to you for taking so much time to explain to us what you do and to show us the different aspects of the work of your farm.
>
> We now have a much better understanding of the process of producing a commercial crop and an appreciation of the challenges you face.
>
> Once again, thank you very much and we wish you a good harvest later on this year.

a Was this speech given before or after an event?
b Who gave the speech?
c What was the event?

2 Now study this useful language for giving formal speeches and decide which phrases would be appropriate for your speech.

Opening greeting
- Honourable and distinguished guests
- Your excellency
- Mr President
- Madam Guest of Honour
- Sir, Guest of Honour
- Dear parents and students
- Distinguished teachers
- Madam Minister
- Mr Gebremedhin
- My fellow students

Beginning your speech
- On behalf of …
- It gives me much pleasure to …
- May I take this opportunity to …
- I have great pleasure in …
- It is a great honour for me to …
- May I begin by …

Closing your speech
- I would like to close by …
- Finally may I say …
- It has been a great honour for me to be here today.
- Thank you for your attention.

3 Your teacher will tell you the names of the students you will have to thank and their topic. Now write your thank you speech. Note:
- You can make a last-minute change to your speech directly after the presentation has been given.
- Although the speech is short, you and your partner should divide it between you.
- When you have written it, practise reading it a few times: Go slowly, pausing between each sentence.

4 Now you should be ready to give your speech and your presentation. Make sure you and your partner have:
- a copy of your speech
- your cue cards and any pictures etc that you are going to use for your presentation.

5 After each presentation, be ready to ask questions.

© MoE Ethiopia Not to be sold

6 When everyone has finished, have a class discussion about the presentations and the speeches. Discuss the following in general terms, rather than referring to specific presentations.

- a the content: was it interesting, appropriate and well-structured?
- b the delivery: was it too fast or the right speed? Could you hear it clearly? Did the speakers vary their intonation?
- c the use of language: was it reasonably accurate? Was it appropriate?

7 After this general discussion, talk to your partner about how well you think your two talks went, and how you could do better next time.

B10.9 Assessment

1 Speaking

Your teacher will assess the presentation you gave on an environmental threat in B10.8.

2 Reading

Your teacher will give you a text about population issues. Read it and do these tasks.

1 Match these sub-headings to the appropriate sections of the text.

- a Issues with family planning
- b How can we control population growth?
- c Large families
- d Why should we control population growth?
- e The future
- f How long are people living and how many babies are dying?

2 Decide if these statements are true or false according to the text (not according to your own opinion or ideas you may have heard elsewhere).

1. The population is growing because fewer babies are dying and people in general are dying at an older age.
2. Big families are common in many cultures because children are needed to look after their parents when they are sick.
3. People who move to the city always have a better life there.
4. Developed countries also face population problems.
5. Overpopulation exists when a country cannot support its people.
6. There is a strong link between women's education and lower rates of population growth.
7. All over the world women have low status and are prohibited from attending secondary school.
8. The number of people in the world is decreasing.

© MoE FDR Ethiopia Not to be republished

Unit 11

The film industry

Part A

Objectives

In this part of Unit 11 you will:

- extend your knowledge of words about the film industry
- listen to a talk about the Ethiopian film industry
- write a summary of the talk
- listen to an interview with a film-maker
- learn about how to express past intentions
- read an interview with a film star
- extend your ability to report what someone has said
- write a dialogue
- learn some more exam strategies.

© MoE, FDRE Ethiopia
Not to be republished

A11.1 Introduction: The film industry

Work in a small group. You probably watch films sometimes.
What do you know about the film industry?

- Brainstorm what you know. Think about: the film production process, jobs in the film industry. One person in the group should act as your secretary and write down your ideas.
- Look at your ideas and discuss ways you can divide them into groups.
- Create a mind map using this oval as your starting point.



A11.2 Listening: The Ethiopian film industry

1 **Do you watch Ethiopian films? Which ones have you particularly enjoyed?**
What do you know about the film industry in this country?

2 **You are going to listen to a talk about the Ethiopian Film Industry. As you listen, make outline notes. To review how to make outline notes, see A3.3.**

3 **After the first listening, check your notes with a partner. Listen to the text again and add more information to your outline.**

A11.3 Writing: A summary

Use your notes from the previous section to write a summary of the talk.

- Write in full sentences, without abbreviations.
- When you have finished writing, check your summary carefully. Swap it with a partner's summary and give each other tips on how to improve it.
- Make any necessary changes.

To review how to write a summary, see B6.6.

A11.4 Listening: An interview with a film-maker

1 You are going to listen to an interview with Haile Gerima, who talks about his life and his film *Teza*.

1 Work in small group and discuss what you know about this film-maker.

2 Listen to your teacher reading the first question and discuss what you think the answer will be and make notes in the table. Then, listen to the actual answer and make notes on it. Continue in this way with the remaining questions.



A moment with … Haile Gerima

	Your predicted answer	Mr Gerima's answer
Question 1		
Question 2		
Question 3		
Question 4		
Question 5		

3 When your notes are complete, discuss your impression of Haile Gerima from this interview and your opinion of his ideas.

A11.5 Language focus: Past intentions

We can talk about our past intentions – things we planned for the future to do at a past time – using *was/were going to*.
This structure usually indicates that the planned event or activity did not happen, for example:

I was going to go out last night, but it started raining, so I stayed at home.

1 Write what you think was planned in each of these sentences.

1 We _____, but we changed our minds and took a taxi instead.
2 I _____ at university but now I've decided to do economics.
3 My brother hates his job. He _____, but decided it was better to stay until he can find another one.
4 It's my birthday tomorrow. I _____, but we decided it would be too expensive.
5 My friends and I _____ at the stadium, but there were so many people, we decided to watch it on television instead.
6 I _____, but I didn't have enough money.

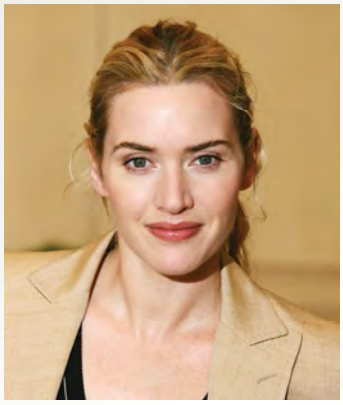
2 **Write sentences about these situations using *was/were going to*.**

1 Something you were going to wear today but couldn't.
2 An arrangement you have made recently that you had to change.
3 A profession you once thought would be the one for you, which you have changed your mind about.
4 Haile Gerima studied drama in order to become an actor, but what happened?

A11.6 Reading: An interview with a film star

1 **Work in a group and discuss what you know about Kate Winslet. Then read the text below.**

Kate Winslet looks like a typical mum out shopping in New York. She's wearing jeans and her hair is tied back and she is carrying shopping bags in both hands. She is due to pick up her children from school in an hour. She begins by telling me she was born in England where all her family are involved in the theatre, and she misses them a lot. She says that most people think *Titanic* was her first film, but she explains she had played many roles in TV drama and in the theatre and **starred** in two films, before *Titanic*. But she concedes that *Titanic* was her first really big role. "It was a totally different experience for me and nothing could have prepared me for it. We were really scared about the whole adventure. Jim Cameron is a **perfectionist**, a real genius at making movies." Against all expectations the film went on to become the **highest-grossing film** of the century, grossing more than $2.6 billion in **box-office receipts** worldwide, and it transformed Winslet into a commercial movie star. For the first time she could pick her roles and choose when she wanted to work. "It gave me this incredible freedom of choice. Now that I'm a mother, I'm in a position where I can choose to work or not to work."



Winslet is a **multiple award winner**. She is the youngest person to have received six **Academy Award nominations**, including one for her performance in Titanic. She finally won an Academy Award in 2008 for The Reader. She is acclaimed for the range of her work: from serious drama, romantic lead to comedy, in multi-million dollar Hollywood productions to **low budget small independent films**.

Winslet doesn't act like your average celebrity, although she says she enjoys walking **the red carpet** and going to fashion shows, "but I don't want to do it every week of my life. I mean, it's just not real." And there is a downside: paparazzi. When she's alone she doesn't mind their endless snapping, but not when she's with her kids. She says it just isn't healthy for them. A further burden are the questions she is always asked about her weight. When she starred in *Titanic*, she was accused by many of being too curvy. She herself is relaxed about her **body image** and complains that there are too many **size zero** Hollywood actresses. In fact she thinks she's become a role model because of her size. "I came out and said, 'Hey, I've got a normal shape.' ...It's important for me to stand by the fact that I eat real food and am not on a diet every day."

For all her success, she has known unhappiness in her life, such as the death of her first love from bone cancer, and two divorces, but her positive attitude keeps her going. "I think **heartbreak** is something that you learn to live with as opposed to learn to forget. And I would never want to forget anything that I've experienced. It's a part of life, and it's a part of who I am. But I don't believe in regretting anything either. I'm not a person who harbours regret or has one foot in the past. I'm very much a forward thinker."

2 **Read the text and look at the highlighted words and phrases. Match them to these definitions.**

1 The short-list of actors and film-makers for different prizes at the Oscars in Hollywood.
2 This leads from the road to the entrance to a building where an important occasion is taking place, attended by important people or celebrities; they are photographed as they walk along it.
3 Great sadness
4 Was one of the main characters in film.
5 Money taken from ticket sales at cinemas.
6 Someone who has won many prizes for their performances.
7 The film which made the most money.
8 Photographers who follow celebrities and wait outside their houses.
9 Someone who is not satisfied with anything unless it is perfect.
10 Films made by small studios, which don't cost much to make, not by big Hollywood companies.
11 How a person feels about their looks.
12 The smallest size in women's clothes, indicating that someone is very slim.

3 **Discuss what these words and phrases tell us about Kate Winslet's life.**

A11.7 Language focus: Reported speech

Tense changes in reported speech

In reported speech, the tenses used can vary according to when something is reported, for example:

- *Hirut said, "I like ice-cream".*
  This is always true so we can report it: *Hirut said she likes ice-cream.*
- *Sefanit said yesterday "I am going to town later."*
  The event has now past so we report it: *Sefanit said yesterday that she was going to town later.*

1 **Put these sentences into reported speech.**

1 Yesterday, our teacher said, "I am pleased with your progress."
2 He also said, "You have all worked hard this year."
3 He asked us, "Will you promise to keep cool heads during the exams?"
4 He then finished by saying, "Don't disappoint me!"

2 **Discuss the rules for reporting the following:**

1 A statement made in the present tense. For example, *I live hear the school.*
2 A statement made in the past tense. For example, *I went out last night.*
3 Pronouns. For example, *I, you, he.*
4 Words like *this*, *here*, *now*, *today*.
5 A question beginning *What*.
6 A question beginning *Do*.
7 An instruction or order. For example, *Open the door.*

3 **Imagine the following statements were said by members of your class yesterday. Put them into reported speech as if it was the next day. The first one has been done for you.**

1 Almedi said, "I think we are all making good progress."
Almedi said he thinks we are all making good progress.
2 Mekibib said, "Our examinations start next month."
3 Meaza said, "I've been revising geography all week."

© MoE Ethiopia Not to be published

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 Aret said, "Although I can run fast, I couldn't be an athlete as the training is too hard."
7 Asgede said, "We watched the race last night on Galore's TV."
8 Ebise said, "I think everyone has done well to reach the end of Form 4."
9 Anane said, "You will be sorry if you leave all your revision to the night before your exams."
10 Our teacher said, "I will have marked your compositions by lunchtime."

Reporting verbs

When we report what someone has said, we have to use a reporting verb. The most common reporting verb is *say*, which is used when we report exactly what someone has said:

- *The teacher said, "Ongaye is the youngest of you all, and he has done a beautiful piece of work."*
- *The teacher said that Ongaye was the youngest of them all and he had done a beautiful piece of work.*

There are many other reporting verbs, for example *request*, *order*, *invite*, *suggest* and so on. These are used in the following ways:

- *The teacher said, "Ongaye, come here."*
  The teacher ordered Ongaye to go to the front of the classroom.

In this pattern a direct object (Ongaye) must go after the reporting verb.

- *The teacher said, "Ongaye please could you come to the front of the class."*
- *The teacher requested that Ongaye should go to the front of the class.*

In this pattern no direct object can go after the reporting verb.

There is another pattern which is used with certain verbs:

- *Ongaye said, "Let's play football."*
- *Ongaye suggested playing football.*

- *Mother said, "You must not go out!"*
- *Mother prevented us from going out.*

4 **Look at the sentences about Ongaye in the box above. Decide which of the following verbs can replace *ordered* and which of them can replace *requested*.**

invite, *tell*, *demand*, *encourage*, *answer*, *suggest*, *argue*, *force*

5 **Choose the best alternative:**

1 Our teacher told … our books.
   a to open
   b us open
   c us to open
   d opening
2 The examiner invited … writing.
   a to start
   b that we start
   c us that we start
   d us to start
3 The ticket inspector requested … our tickets
   a us that we should produce
   b to produce
   c us produce
   d that we produce

© MoE Not to be sold

4 The student denied … in the exam.
- **a** to cheat
- **b** us that he cheat
- **c** us to cheat
- **d** cheating

5 My brother encouraged … more confident about my chances.
- **a** to be
- **b** me to be
- **c** me that I am
- **d** that I am

6 Our teacher suggested … some vocabulary for homework.
- **a** that we should revise
- **b** us to revise
- **c** to revise
- **d** us revising

7 John asked … on the geography he had just revised.
- **a** me to test him
- **b** to test him
- **c** me test
- **d** that I test him

8 The police prohibited … the building.
- **a** the public from entering
- **b** the public not to enter
- **c** that the public enter
- **d** entering

9 Jemila suggested … basketball the night before the exams started.
- **a** to play
- **b** us playing
- **c** playing
- **d** us to play

10 The thief forced … the keys.
- **a** the car driver to give him
- **b** the car driver giving him
- **c** that the car driver to give him
- **d** giving the car driver

A11.8 Writing: A dialogue

Go back to the interview with Kate Winslet. Write the dialogue between her and the journalist.

- Only include what was said in the interview – not the background information the journalist gives about Kate Winslet.
- Some of her words are in reported speech in the text and some are in direct speech. You must write her all her words in direct speech in the dialogue.
- The journalists questions are all reported, so you must change them to direct speech.
- You may have to make up some missing questions.

Begin like this:

J: Could you begin by telling me where you originally come from?

KW: Yes, I was born in England and I grew up there.

© Note: FDR Ethiopia Not to be republished

J: What do your parents do?

KW: All my family are involved in the theatre in England.

J: Do you miss them now that you live in New York?

KW: Very much.

A11.9 Study skills: Exam strategies – part 2

1 **In A10.9 you looked at how to draw up a revision timetable and were given the task of drawing up your own revision timetable for English.**
Work in a small group and

- **compare your revision timetables and discuss how practical they are**
- **describe how you have been getting on with your revision so far.**

2 **We are now going to look at reading comprehension. The reading comprehension section of the exam consists of one or more reading texts with comprehension questions. Here is some advice about this part of the exam.**

Reading comprehension

1. Look at the title and any illustrations and spend a few moments thinking about the topic and predicting what the text is about.
2. Survey the text in 2–3 minutes and reflect briefly on what aspects of the topic it covers.
3. Having had a look at the text, your next priority is to answer the comprehension questions, so you should now read the questions: they will probably be multiple choice.
4. Generally the questions follow the order of the text, which means that the first question is usually answered in the first part of the text and so on. What you can do now is to look through the text, noting where the answers to the questions can probably be found. Don't attempt to answer them at this stage.
5. Now it is time to answer the questions. Go back to the first question and try to answer it, then, go to the place in the text where it can be answered and check or find the answer.
6. Note: in the examination time is your enemy! Begin by answering all the questions you can answer. Don't spend too long puzzling out a question you find difficult, leave it and move on to the next.
7. When you have tried to answer all the questions, go back to the ones you couldn't do and have another try. Again, don't spend too long on them.
8. Go on to the other sections of the exam and complete them. Leave yourself enough time at the end to go back to have another look at the questions you couldn't answer. If you still can't answer them, make a guess rather than leaving a blank.

1 Put these strategies in the order in which you should use them in the examination, according to the advice given above.

a Survey text

b Find answers in the text

c Go back again and guess answers you still can't do

d Go back to questions you couldn't do and try again

e Predict answers

f Predict topic

g Read questions

2 Work in a small group. Discuss which of these strategies you are already using when doing a reading comprehension task.

3 **We are now going to look at multiple choice questions. Even though they look easy, they can be tricky! Here are some strategies that may help you.**

How to answer multiple choice questions

1 As we have said above, when doing reading comprehension, you should read the questions after surveying the text. It is important to read the instruction. It may say:

a *Choose the correct option to answer the question.*

Or

b *Choose the best option to answer the questions.*

What's the difference? In the case of **a** only one option will be correct. In the case of **b** more than one option will contain information that seems to be correct but only one will have all the information to give the best answer. In other words some of the options may be correct but incomplete.

2 A multiple choice question consists of a question or statement. This is called the stem. Then there are usually four options, though there may be more or less than that. The options consist of one correct answer and some detractors.

3 It is important to read all the options carefully. Sometimes the correct answer may be obvious; usually though it is hidden amongst the detractors. There are some techniques that can help you spot the correct answer.

a The correct answer may be *hidden* because it is worded differently from the way it is written in the text. Detractors are more likely to contain words that have been lifted straight from that part of the text where the right answer is to be found. They are there to tempt you!

b Grammar can often help: for example look carefully at the tense. A detractor may look like the right answer but is in the wrong tense.

c Also, a detractor may look correct because it is the right answer, but written in the negative or vice versa. Be careful with negatives.

d Look carefully for modifying works like *always*, *never*, *very*, *quite* and also words like *all* or *none*. These can make a big difference to whether the answer is right or wrong.

e Even if you think you know the correct answer, it is always a good idea to identify why the other options are wrong. Also, if you can't find the correct answer, eliminating the wrong options may be a way of helping you to arrive at the right one.

4 Some questions – usually just one or two – may be inference questions. This means that from evidence in the text, you have to make a logical assumption about the author's meaning. While sometimes an inference question may simply apply to a part of the text, often they require understanding of the whole text.

5 Don't spend too long in the exam puzzling over a single question. If, after a few minutes you can't answer it, leave it and go on to the next. Go back to it when you've answered all the other questions and then again at the end of the exam. Note: it is always important at the end of the exam to allow yourself time to go back through and check your paper. If there is a question you still can't answer, make a guess. A guess has a 1 in 4 chance of being correct!

Discuss the extent to which you can use the strategies you looked at above when answering listening comprehension questions.

4 **We are now going look at ways of working within the exam time-limit.**

Exam time-limits
In A10.10 you worked out how much time you have in the exam for each section in the paper. It is very important that when you do your revision, you include timed practice. You must get used to working within the time allowed in the exam.

1 With a partner discuss how much time you should allow for the following:
- planning an essay
- reading a text and answering comprehension questions
- answering ten grammar multiple choice questions.

2 Write an outline plan for these essays. Your teacher will time you for each one.
- **a** Violence is never justified. Do you agree or disagree with this opinion?
- **b** Statistics show that countries develop more rapidly and their population grows at a slower rate when women are educated. How can we increase the education of women in Ethiopia?
- **c** Write a letter to a large company in Ethiopia asking them to interview you. You must state what kind of work you think you would be suited to and sell yourself to the company.

3 Now write one of the essays above to time. Your teacher will tell you which essay to do and how much time you have to write it.

4 Read this text and answer the questions below. Use the strategies discussed above. Your teacher will tell you how much time you have.

How the continents have changed

Geology is the study of rocks, soil, minerals and how they have changed over time. Geological history goes back millions of years to the very beginnings of our planet. Geologists believe the way the Earth looks today is very different from how it was millions of years ago. To appreciate how it has changed, it is necessary to understand the structure of the inside of the Earth. It is made up of layers of magma, a kind of rock. The centre is a solid core, but nearer the surface it is molten or liquid. Because it is very hot, this molten magma moves and this has caused the surface of the earth, which is a thin layer or crust, to crack. The areas between the cracks are called plates which float. This movement of the plates is constant. Geologists believe that they move between 1.3 and 10 centimetres per year. Earthquakes and volcanic eruptions result from this movement. Geologists also think it has caused the continents to move about and break up over geological history. This is called the theory of continental drift.

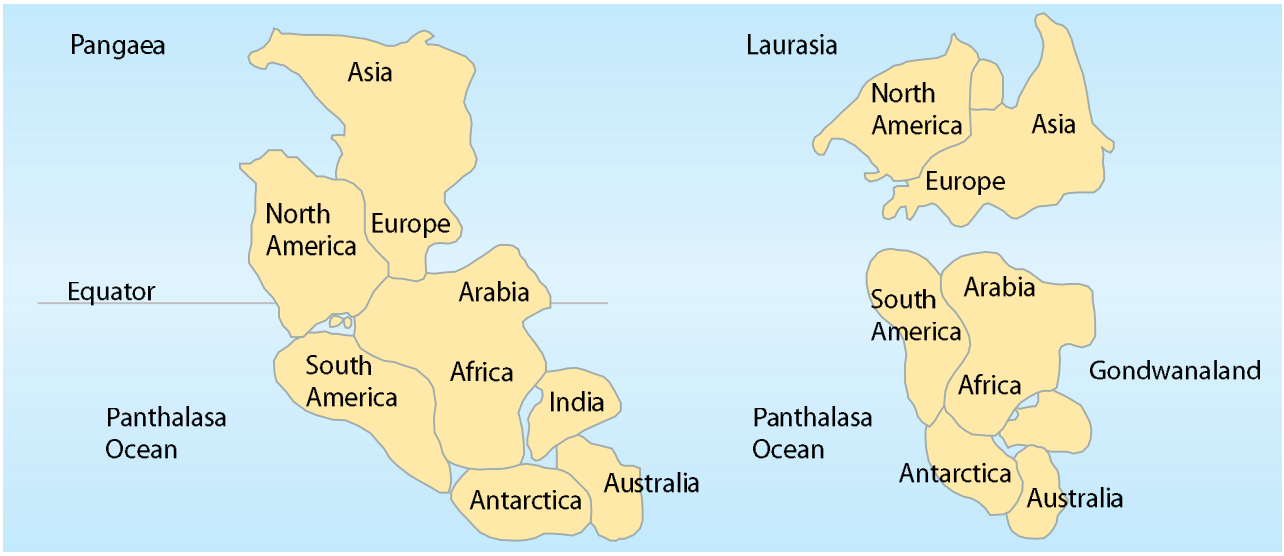
250 million years ago there was only one huge continent, called Pangaea. This super continent was set in a huge ocean called Panthlassa. Within Pangaea, many of our present day continents were in very different places from where they are today. For example North America was much further south and the sub-continent of India was separated from the rest of Asia. Evidence for this comes from fossils (or rocks showing the shapes of long-dead plants and animals). In what is now Greenland and the northern parts of North America, fossils of tropical plants and animals have been found, indicating that at one time these areas were situated nearer the Equator.

Moving forward to 200 million years ago, the super continent Pangaea, split in two, due to the movement of the plates. This produced two new continents: Laurasia and Gondwanaland. Laurasia was made up of present-day North America, Europe and Asia. Gondwanaland consisted of present day Antarctica, Australia, Africa, South America and the subcontinent of India. At this time, Arabia, began to separate from East Africa, forming the Red Sea. Also starting to appear were the Atlantic, Indian, Arctic and Pacific Oceans. We know about these momentous changes because rocks on the eastern shores of South America and the western part of West Africa are of the same age and mineral composition, proving that they were formed at the same place and at the same time.

In the millions of years since that time, the continents that we know today have moved into place and the oceans and seas have been established. The Indian sub-continent has moved thousands of kilometres north to join the continent of Asia. In fact the impact of the collision that resulted from this movement caused the formation of the Himalayan mountains, the highest mountain range in the world.

In more recent years, geologists say the Atlantic Ocean has been getting bigger, while the Pacific Ocean has been decreasing in size as North and South America move further west. They predict that in the next few million years the west coast of the United States will separate and move north. They believe that East Africa will split down the Rift valley and drift away from the rest of Africa and West Africa will move north to join up with Europe. On the other side of the world, Australia will move north into the tropical zone and New Zealand will move south. These predictions are by no means certain. We cannot be sure that movements will continue at the same speed as they are currently happening and also, we cannot know for sure in what direction they will take place, or whether they will take place at all.

a According to the text in what order in geological history should the two maps be put?
Map 1 = and Map 2 =



b Choose the best option to complete these statements according to the text:

i) Geological history shows us that over millions of years …
- **a** the inside of the Earth has changed.
- **b** the Earth's surface has changed a lot.
- **c** the structure of the inside of the Earth has changed.
- **d** the Earth's surface is not very different from how it was.

ii) Plates are …
- **a** made up of molten magma.
- **b** situated below the Earth's crust.
- **c** the cracks that cover the Earth's crust.
- **d** the cracked pieces making up the Earth's surface.

iii) Panthlassa was …
- **a** the first ocean.
- **b** made up of fossils.
- **c** one large super continent.
- **d** an ocean that existed after Pangaea split in half.

iv) Evidence that North America has moved comes from …
- **a** India.
- **b** fossils.
- **c** the Equator.
- **d** plants and animals.

v) 200 million years ago …
- **a** Arabia had separated from Africa.
- **b** Laurasia and Gondwanaland appeared.
- **c** the Oceans we know today had already appeared.
- **d** South America and West Africa separated from each other.

vi) In more recent times …
- **a** India has moved a long way.
- **b** East Africa has drifted away from Africa.
- **c** the West coast of America has moved north.
- **d** the Himalayas have changed their position.

vii) Geologists say …
- **a** Europe will move north.
- **b** Australia will move south.
- **c** there may be more movements in the position of the continents.
- **d** more changes in the position of the continents will definitely take place.

© MoE, FDR Ethiopia Not to be republished

Part B

Objectives

In this part of Unit 11 you will:

- practise indirect or embedded questions
- role-play a TV talk show
- write a review of a TV show
- read about the making of a blockbuster
- learn about short responses
- read a review of *Titanic*
- learn about phrasal verbs with *away*
- revise ways of changing the subject and returning to the subject
- find out how to write different kinds of formal letters
- do listening and writing assessment tasks.

B11.1 Language focus: Indirect or embedded questions

When asking for information, particularly when it is of a personal nature, we often use indirect or embedded questions.

Compare these pairs of questions:

- *How old are you?* (*wh*- question)
  Could you tell me how old you are?
- *Are your parents still living?* (Yes/No question)
  Would you mind telling me if your parents are still living?

Other polite requests we can use in indirect questions are:

- *Do you mind telling me …?*
- *Would you tell me …?*
- *May I ask you …?*

Note:

- the actual question doesn't look like a question as the word order is the same as that of a statement,
- the whole sentence is introduced by a polite request which is in the form of a question.

1 **Make these questions indirect by writing them in the way indicated:**

1 How old are you?
(Begin *May* …)

2 Do you earn a lot of money?
(Begin Would …)

3 Are you planning to get married?
(Begin *Could* …)

4 What marks did you get in the test?
(Begin *Do you mind* …)

2 **Work with a partner.**

Student A: Think of a well-known person you admire and take the role of that person. Or, it could be an imaginary person who is famous for some reason.

- You must answer the questions Student B asks while in your role.
- If you think some of the questions are too personal, you can say:
  I'd rather not answer that, if you don't mind.

Student B: You are a journalist. Interview Student A in their role as a famous person.
- Ask a range of very personal questions, some of which Student A may not want to answer.
- Use a range of indirect question forms.

3 **Practise your role-play interview a few times and then perform it for another pair of students.**

B11.2 Speaking: Talk show

1 **Work in a group of four or five people and have a discussion about talk shows: Do you ever watch talk shows on television? If so, which ones? What is the format? Do you like them?**

2 **You are going to create a talk show for the rest of the class to watch.**

Follow these steps:

1 Choose two or three celebrity guests, and two hosts to introduce the show and interview the guests.

2 Each person should then prepare their role.

Celebrity guests: Make up these details about your life story:
- name
- job
- age
- where you come from and details about your family
- why you are famous
- how you started your career
- your present activities
- your future plans.

Hosts: Plan your roles together and think about:
- which of you is going to interview each guest and introduce and close the show
- the introduction to the show
- your introduction to each guest
- four or five questions to ask each of the guests (they should be different for each person)
- the ending of the show.

3 Practise your show once or twice. It should last about 10 minutes.

4 As each group perform their talk show, the rest of the class should act as the audience.

B11.3 Writing: A review of a television show

Write a review of your talk show. Imagine it is for a newspaper or magazine and use this structure:
- Mention what kind of programme it is.
- Give a brief description of the format and the names of the hosts and the guests.
- Comment on the performances (of the hosts and the guests).
- Make a general comment on the show and say who it will appeal to.
- Plan your review and write it following the seven stage approach to writing tasks (see A3.3)

© Mott, FDR Ethiopia Not to be republished

B11.4 Reading: The making of a blockbuster

blockbuster /blɒk'bʌstə / noun [countable] informal
a film or book that is very exciting and successful: *the latest Hollywood blockbuster*

Blockbusters are usually visual spectacles with amazing special effects that cost millions of dollars to make. The production company usually makes much more money than this, though, from box office receipts around the world.

1 **Work in a group. Talk about any blockbusters you have seen.**

2 **The text below is about the making of one Hollywood blockbuster. Skim read it for one minute and then guess the name of the film.**

In 1997 James Cameron was given the green light to make a blockbuster disaster movie based on the true story of a great ocean liner. He wanted to make an exact **replica** of the "unsinkable" ship in order to best recreate the terrifying final hours to make filmgoers believe they were actually there at the time of the tragedy.

As there was no film studio big enough to accommodate the model, one had to be specially built. Twentieth Century Fox film studios bought forty acres of oceanfront property in Baha, Mexico, thirty minutes drive from California and built a US$ 25 million facility called "the 100 day studio" because it was to take a hundred days to shoot the film.

Construction crews built two huge water tanks. One was 30m deep and over 300m wide in which the model could slowly sink into sixty-eight million litres of water fed directly from the Pacific Ocean. The second tank was 10m deep. It contained twenty million litres of water and housed the elegant first class dining saloon and the **three-storey** Grand Staircase.

Working from the original **blueprints** of the company that built the ship, Harland & Wolff, the replica was 90% the size of the actual ship and constructed in such detail as to include her four 20m funnels. Since she was built near the coast, there was a constant ocean horizon which added to the effect of being onboard a ship at sea.

The furnishing details of the model were not based on the real ship, but her sister ship, the Olympic. This was because having sunk on her **maiden voyage** not many photographs existed. Internal views and contents photographs were used by the craftsmen to reproduce the **lavish** interiors once enjoyed aboard both ships. The set creators reproduced the First Class Reception Rooms, Smoking Room, Promenade, Palm Court Café and the Deluxe State Rooms. The third-class berths were also reproduced with great accuracy.

Computer-generated special effects were used throughout to sharpen the film's appeal. The scene at the dock where onlookers wave goodbye to the departing ship was shot using computers. The ship and the passengers were all digitised.

To recreate the final few moments of the disaster, the model of the ship was separated into two pieces with the front half sunk in 13m of water in the large tank using a powerful hydraulic jack. The **aft** section at the back of the ship was moved onto a special tilting platform like a giant **seesaw** built next to the tank. It is understood that in the making of the last few scenes, when the ship finally disappears below the water, a few **extras** were injured.

3 **Choose the best option.**

1 James Cameron's plan was to make a model of the ship that was:
   - **a** identical to the original in every detail.
   - **b** almost identical to the original ship in most details.
   - **c** good enough to make people believe it was the original.

2 The production company spent US$25 million:
   - **a** building a suitable place to shoot the film.
   - **b** buying land which was close to the ocean.
   - **c** to rent a well-positioned facility for 100 days.

3 Two tanks were constructed:
   - **a** for the replica of the ship at different stages of the story.
   - **b** one for the entire ship one for part of it.
   - **c** one for the exterior of the ship and one for the interior scenes.

4 The replica ship was furnished:
   - **a** in an identical way to the original ship.
   - **b** according to photographs of the original ship.
   - **c** in the same way as a similar ship of the same period.

5 In the scene where the ship is leaving port, computer images:
   - **a** of the people waving goodbye are used.
   - **b** of the people on the ship are used.
   - **c** were used for the only time in the film.

6 The shooting of the scene in which the last part of the ship sinks:
   - **a** required a special platform for the forward section of the ship.
   - **b** involved tilting the ship like a giant seesaw.
   - **c** was extremely dangerous.

4 **Match the meanings of the words on the left, which are taken from the text, with the definitions on the right.**

1 replica	**a** Plans showing how to build something.
2 storey	**b** Expensive or impressive.
3 blueprints	**c** At the back of something, for example a ship.
4 maiden voyage	**d** People employed to play minor non-speaking roles in films.
5 lavish	**e** An exact copy of something.
6 aft	**f** A piece of equipment children play on outdoors; made of a board balanced in the middle so that when one end goes up, the other end goes down.
7 seesaw	**g** A level of a building.
8 extras	**h** The first trip made by a ship.

5 **Discuss these questions in a group:**

1 Do you think the hard work and large amounts of money that went into make the sinking of the ship convincing were worthwhile?

2 Often high budget films with amazing special effects have weak plots. Is this important to you? Would you prefer to see one with a convincing and worthwhile plot but no special effects?

© FDR Ethiopia Not republished

B11.5 Language focus: Short responses

Short answers

We can answer *Yes/No* questions with short answers, which use this structure: Subject + auxiliary verb.

For example:

- *Do you speak Arabic?*
  No, I don't
- *Have you seen Burayu today?*
  No I haven't.

When the question uses the verb *to be* as the main verb, we can use it in a short answer.

For example:

- *Are you thirsty?*
  No, I'm not

When we give a short answer, the stress pattern is:

'Yes I 'do, 'No I 'don't, 'Yes I 'am, 'No, I'm 'not

1 **Work with a partner and follow the instructions for the activity.**

- **Student A: Ask Student B the questions below.**
- **Student B: Close your book. You should answer Student A's questions with short answers, using the correct auxiliary verbs and stress patterns.**

Student A: Ask these questions to Student B

1. Did you go to school yesterday?
2. Do you like drinking cola?
3. Can you swim?
4. By the time you went to bed last night, had you finished all your homework?
5. If you won a lot of money, would you give some of it away?
6. Will you be at school tomorrow?
7. Are you over 18?
8. Are you planning to go to university?

- **Now swap roles: Student B should ask Student A these questions. Student A close your book and answer the questions with short answers, using the correct auxiliary verbs and stress patterns.**

Student B: Ask Student A these questions

1. Are you enjoying this exercise?
2. Have you ever met a famous person?
3. Are you going to study this evening?
4. Would you like to be a teacher?
5. At this time tomorrow, will you be sitting in this same classroom?
6. Would you have preferred to have left school before doing Grade 12?
7. If you borrow something, do you always give it back?
8. Did you have something to eat before you came to school today?

So do I/Neither do I

We use these forms to agree with someone else's statement about themselves or another person. We use auxiliary verbs in the same way as in short answers.

- *I like drinking lots of water.*
  So do I. (= I like drinking lots of water)
- *I don't like food with too much salt; it's not healthy.*
  Neither do I. (= I don't like food with too much salt)
- *I like tea with lots of sugar.*
  Oh, I don't. (=I don't like tea with lots of sugar)
- *I don't like coffee at all.*
  Oh, I do. (=I like coffee)

Note: In informal speech, you can say *Me too* or *Me neither* instead. These are simpler structures as no auxiliary verb is used.

The stress patterns for these structures are:
'So do 'I, 'Neither do 'I, 'I 'do, 'I 'don't

2 **Work with a partner. Respond to each of the statements together.**

1. I think Ethiopia is the most beautiful country in the world.
2. I don't like hip hop.
3. I didn't finish all my homework yesterday.
4. I hope I pass all my exams.
5. I would like to run my own business.
6. Haile Gerima was born in Gondar.
7. I'm hungry.
8. I have never been stung by a scorpion.
9. I went to bed very late last night.
10. I've got a bad memory for people's names.

3 **Work in a group and sit or stand in a circle. Follow these instructions:**

- Student 1: Make a statement about yourself.
- Student 2: Respond with *So do I/Neither do I.* Then make a statement about yourself.
- Student 3: Respond and then make a statement about yourself.
- Continue in this way going round the circle for a few minutes.

B11.6 Reading: A review of *Titanic*

1 **Have you seen the film *Titanic*? What did you think of it? If not, would you like to see it? Share your thoughts on this film with a partner.**



2 **Read the review of the film and answer the questions that follow.**

© MoE-EDRE Ethiopia 2020 Not to be republished

Titanic is an epic film on a grand scale. The most expensive film of the 20th century and without major stars, it seemed doomed to sink like the great ocean liner whose story it tells.

Faced with the fact that everyone knows what happened to the Titanic, the so-called unsinkable ship, which sank on its maiden voyage, director James Cameron wisely chose to start the film in the present day with divers investigating the wreck. However, the story is focused on one couple who meet on the ship and fall in love. Drama is added to their relationship as they are separated by their social class: she is in the first class section of the ship, the daughter of a rich family about to be married to someone she doesn't love, while he is a third class passenger, hoping to find work in America. As they fall in love, members of her family and her fiancé do what they can to keep them apart, but everything is changed when the ship hits an iceberg. The whole of the second half of the film, is devoted to what happens as the ship sinks and passengers and crew struggle to save themselves. That the story is true makes the selfishness of some and the kindness of others even more affecting. In the midst of it all the love affair is played out.

The Titanic was a great ship, except for its rivets, which failed, and caused it to sink. The film too has a major weakness and that is the story of the two lovers. It is too contrived and while Leonardo Di Caprio and Kate Winslet are convincing, as a young couple in love, the romance is overplayed and Di Caprio's character has little depth. However, the film does not sink. The scale of the disaster comes across and the faithful recreation of the ship and of the events of that fateful day are breathtaking. It is impossible not to be swept away by the film or touched by the final tragedy.

1 What does the writer think of *Titanic*? Support your answer with quotations from the review.
2 Identify words and phrases that convey the writer's opinion; and words and phrases that convey facts.
3 In your own words, paraphrase what the writer likes and dislikes about the film.

3 What do you think of this review?

a Do you agree with the writer?
b Do you think the points made are fair?

B11.7 Increase your word power: Phrasal verbs with *away*

To review what phrasal verbs are and how they behave see B1.3.

1 Look at these sentences and underline the phrasal verbs.

1 It is impossible not to be swept away by the film.
2 When we saw a scorpion crawling into the house, we backed away from it in horror.
3 We were shocked when my aunt told us that my uncle had passed away in hospital.
4 Don't chew gum in school. Throw it away immediately.
5 Thieves broke into a bank last night and got away with millions of birr.

2 Which of these phrasal verbs:

- consists of three words?
- takes a direct object?
- doesn't take a direct object?
- can be separated?
- can't be separated?

When *away* is used as a particle of a phrasal verb, it has the meaning of movement from something or someone.

3 **Complete these sentences with six of the verbs in the box in the correct form.**

break look blow give go put take make

1 The heavy rain caused rocks to _____ away from the mountainside and fall down to the ground.
2 My mother is always telling me to _____ my things away instead of leaving them around the house.
3 When I took some notes out of my purse, the wind _____ them away.
4 The school is asking us to bring in clothes so they can be _____ away to some poor families.
5 Waiter! Please can you _____ these dirty plates away?
6 My mother suffered from a strange illness which the doctor couldn't identify, but after a few weeks it _____ away.

4 **Write the sentences in exercise 3 without the phrasal verbs, substituting a synonym, or paraphrase.**

5 **Work with a partner and write a short paragraph containing six phrasal verbs with *away*.**

6 **Read out your paragraph to the rest of the class with gaps where the phrasal verbs should be. The other students must guess which verb it is.**

B11.8 Language focus: Revision – changing the subject

1 **In A4.2 you looked at language we can use for changing the subject and coming back to the subject. Complete the expressions in the box, without looking back at that Unit.**

Changing the subject	Coming back to the subject
1 Talking _____ films, have you seen …?	1 _____ to what we were saying, do you think …?
2 That _____ me of a film I've seen recently	2 Anyway, as I was _____, so you think …?
3 By the _____ have you seen …?	3 Can I just _____ back to …?
4 Before I _____, have you seen …?	
5 To change the _____ for a moment, have you seen …?	

2 **Work with a partner and play the following speaking game. You are going to take it in turns to raise a number of discussion questions. Look at your role cards.**
Student A go to page 285.
Student B go to page 288.

© FDR Ethiopia Not to be republished

B11.9 Writing: Formal letters

1 **The bodies of some letters are given below. Match each one to its function in this list.**

a A response to an enquiry.
b An enquiry about a product.
c A complaint.
d A rejection.
e A request for information.

1

Thank you very much for your order. **We look forward to being able to** supply you with office furniture. However, I am afraid that your order form was incomplete.

Please could you let us know the model number and colour of the shelving units you require. As soon as we have this information we will be able to dispatch your order immediately.

We are very grateful for your interest in our products.

2

With reference to the above mentioned order, on Monday, April 7th I telephoned your company on 0840 4440 to ask for the small shelf bolts. These were missing from the consignment of shelving units which had arrived that same morning. I was assured by your operator they would be sent immediately.

Unfortunately, since my phone call five days ago they have not arrived. As it is impossible for us to assemble the shelving units without them, and as the shelving units are required now, unless I receive them by Tuesday, April 22nd, **I will have to** return the consignment to you.

3

Thank you very much for attending for interview yesterday. I regret to inform you that we are unable to offer you a post at this time.

The interviewing panel felt that the skills you have to offer are not what we are looking for at the moment.

We would like to thank you for your interest in our company.

4

I am writing to ask if you would be able to furnish a new office due to open in Addis Ababa in January, with a staff of approximately 50 people.

If you feel you would be able to supply an order of this size within this deadline, **please could you** send me a catalogue and price list for your Ergo range of office furniture.

I look forward to hearing from you.

5

With reference to our phone conversation yesterday, I am **writing to confirm that** we can provide lunch for 50 people in our banqueting suite at midday on Thursday, June 1. I enclose two alternative menus with prices, and **I would be very grateful if you could let me know** which you would prefer at your earliest convenience.

If you have any further queries, please do not hesitate to contact me.

I look forward to hearing from you.

2 **Complete this table with highlighted phrases from the letters.**

a Starting a correspondence	
b Referring back to a previous contact	
c Making a request	
d Introducing bad news	
e Making a complaint	
f Making a threat	
g Enclosing documents	
h Expressing thanks	
i Offering future help	
j Referring to future contact	

3 **You are going to write a formal letter. Read the information in the box and then follow the instructions below.**

> You have seen an advertisement in the *Daily Nation*, a Kenyan newspaper, for a business training institute in Nairobi, Kenya which runs courses in marketing. You are interested in a six-month introductory course suitable for school leavers, but you don't know if the institute runs such a course.

- Write to the Institute asking for relevant information.
- Decide what information you want to know about the course.
- Write to: Admissions officer, Karen Business Institute, PO Box 156678, Nairobi, Kenya.
- Include addresses, opening salutation and so on, not just the body of the letter.
- Lay out your letter using the usual conventions. To review the lay out of formal letters see B1.5
- Use language from the table above.

B11.10 Assessment

1 **Listening**

Your teacher will read you an interview with a film critic about the effect of films on society. As you listen, decide if each of these statements is true or false according to what the film critic says. Write T or F next to each statement.

1 Plato argued that poetry is harmful to society.
2 Aristotle argued that the arts have a positive impact on society.
3 Seeing a film in a cinema has a corrupting impact on the viewer.
4 The problem with the violence in many films is that it is shown as something ordinary.
5 Western films are not popular in other parts of the world.
6 In Africa, Asia and the Middle East people do not like children to talk back to their parents.
7 All films show us how human beings can overcome difficulties.
8 Great films have many beneficial effects.

2 **Writing**

Write a short report on the harmful and beneficial effects of film on society using the ideas in the listening text.

Unit
12

Class magazine

Part A

Objectives

In this part of Unit 12 you will:

- talk about a magazine cover
- read extracts from magazine articles
- read a magazine article
- listen to descriptions of magazine jobs
- revise *wh*- questions
- listen to a description of the magazine production process
- find out about more exam strategies.

A12.1 Introduction: A magazine cover



1 **Work in a small group and look at the magazine cover. Identify the following:**

- the title
- issue number
- date
- cover lines.

Ethiopia Unpublished

2 **With your group discuss what kind of magazine this is. Who would be likely to read it? How are you able to tell this from the cover?**

3 **Would you like to read this magazine? Which of the articles would you be interested in?**

A12.2 Reading: Extracts from magazine articles

1 **Skim read the extracts from magazine articles below and complete the table.**

	A	B	C	D	E
Kind of article					
Topic					
Type of reader					
Purpose					
Effect on reader					

Article A

At school I was frequently bullied by the other children and they wouldn't make friends with me. They thought I was some kind of evil spirit. I think we have a lot to teach kids about tolerance but it's done by example: if they see their parents laughing at or being scared of someone just because they look different from everyone else that's a bad example. I often wonder if those bullies watch me on TV today and what they think.

Article B

You can enjoy this delicious dessert for a few days by keeping it in the refrigerator, but do not reheat it.

Article C

What makes him great is that unlike many strikers he is more concerned about winning than scoring goals. So he is always ready to pass the ball for someone else to finish it off. In fact last season he didn't score a lot but seemed content to be part of the team of which he is no doubt the star player. How long he'll stay is another matter.

Article D

To give your look an elegant African touch, add a few beads. Choose colours that co-ordinate with your outfit and attach each one to a few strands of hair. Ask a friend to help you.

Article E

I want to thank you for your article 'Getting real in a relationship' in last week's issue. It really helped me to think about the problems I face with my fiancé who doesn't seem to think about my future at all, only his own. I have broached the subject with him and I think he will be more open to discussion on this topic. Thank you so much and keep up the good work.

2 **Which of these articles would you like to read in full? Why?**

A12.3 Reading: Magazine article

1 **Read this article and identify the same features as in the table above.**

This week *Teen World* looks at how you can be healthy and feel good!

STAY HEALTHY!

by Miriam Gessesse

Why stay healthy?

Will I pass my exams? Will my parents let me stay on at school? Why have I got to look after my little brother and sister? Does my girl/boyfriend think I'm attractive or does he/she really prefer my more attractive friend? Have I got the right clothes for the party on Saturday? Why did I play so badly in the football match yesterday? Have I got enough money to buy beer when I go out with my friends this evening?

How many of these questions do you ask yourself? What else do you worry about? Nobody ever said being a teenager was easy! Eventually all the questions find their answers one way or another, for good or ill. Along the way you have to cope as best you can. Staying healthy helps you cope with all this pressure. It can also help you make the right decisions. As the saying goes, healthy body, healthy mind.

Most teenagers don't think much about health. You can usually rely on your bodies to function reasonably well – as long as you have enough to eat and you haven't got HIV. But even with HIV you can live a healthy life. In fact there are even more good reasons to do so if you are living with the virus as healthy living can slow down the appearance of Aids. So let's examine what being healthy means.

Eat right!

First let's look at what you eat. You have probably studied nutrition at school so you know the different food groups. Teenagers are still growing so you need foods that help you grow. You need proteins, which you can find in things like meat, fish, beans, groundnuts, and milk. Teenagers use lots of energy, so carbohydrates, which give you energy are important, that means cereals like injera, maize, rice and roots like cassava and potatoes. Oil also gives you energy. Then, too, you need food which protects you against disease and helps you make blood and bones. In other words, vitamins and minerals which are mainly found in fruits and vegetables but also in other things like meat, fish and beans. It is complicated keeping track of all the things in your diet so the rule you should follow is: eat enough of lots of different kinds of food. Avoid filling yourself up with sugary, fatty food so that you don't want to eat other more nutritious food. Drink plenty of clean water too. For girls it is especially important to eat well to make sure you have strong bones to bear children and to stop you feeling weak during your monthly periods.

Get moving!

What about exercise? Many teenagers love playing football, basketball, athletics and other sports and that is good. It strengthens your muscles, your heart and lungs. Also, exercise releases chemicals in the brain which give you a natural 'high', without the use of drugs or alcohol. If you do very little sport and very little walking your muscles become weak and you don't feel good. At the other extreme, of course, there is too much physical activity.

Don't overdo it!

Getting enough rest is important too. You probably already know how bad you feel when you stay out late and have to get up early the next morning, so rest is also important. Teenagers need a lot of sleep not just because you won't be at your best if you feel sleepy but also because you are growing and that makes you tired. Of course, many teenagers have to work and this can be harmful if it cuts into your rest and relaxation time. Some kinds of work like carrying heavy loads can damage your muscles and make you very tired.

'I feel good!'

As you go out into the world you will meet dangers and risks that may seem tempting. Things like smoking, taking drugs, getting drunk, having sex with several partners and without protection. Most teenagers confront these at some point. Your religion, your family, your school or your youth group can give you support in overcoming these dangers. But in the end it is you who has to make the decisions, and feeling good will help you to make the right ones. A healthy lifestyle will give you confidence and make you a stronger person inside and out.

2 **Decide whether these statements are true or false:**

1. It is hard being a teenager.
2. Teenagers worry about their health.
3. You can't have a healthy lifestyle if you are HIV positive.
4. Sugary foods are very nutritious.
5. Walking is good for you.
6. Carrying heavy loads is good exercise.
7. Teenagers need to rest.
8. If your body feels good it can help you to live a better life.

3 **Match the words from the text given on the left, with the definitions on the right. Use a dictionary if necessary.**

1 eventually	**a** the kind of food we eat and how it benefits us
2 cope	**b** being able to solve a problem
3 nutrition	**c** at some point in the future
4 confront	**d** to face a problem that you have to deal with
5 overcoming	**e** to be able to do things even when the situation is difficult

4 **Explain the meanings of these expressions as they are used in the text.**

1. one way or another, for good or ill
2. along the way
3. healthy body, healthy mind
4. a natural 'high'

© NEDR Ethiopia
Not to be republished

A12.4 Listening: Magazine jobs

1 **Look at this list of job titles of people who work in the magazine industry. What do you think are the responsibilities of each of these people?**

- The editor
- The production manager
- Section editor
- Art director
- Advertising/sales director

2 **What is paraphrasing? Read this definition.**

par·a·phrase 'pærəfreɪz/ v [T] to express in a shorter, clearer, or different way what someone has said or written: *To paraphrase Finkelstein, mathematics is a language, like English.*

3 **Now listen to people with each of these jobs describing their responsibilities.**

- Work with a partner and paraphrase what those responsibilities are.
- Write a sentence or two next to the relevant job titles above.

4 **Discuss each of these jobs with a partner. Which one do you think you would enjoy most?**

A12.5 Language focus: Revision – *Wh-* questions

- There are a number of *wh-* words and phrases that are used in questions. Not all of them begin with *wh-*.
- Other *wh-* words and phrases consist of two or more words and are used to inquire about more specific information.

1 **Make a list of the six basic *wh-* words that do the following:**

1 ask for information about something
2 ask for information about someone
3 ask for information about place
4 ask for information about time
5 ask for information about reason
6 ask for information about method or process.

2 **Match the *wh-* words and expressions on the left with their uses on the right. Write them out in your exercise book, for example:** *How much? = Price*

Which?	Person (objective formal)
Whose?	Quantity (countable)
Whom?	Duration
How much?	Age
How many?	Frequency
How long?	Distance
How often?	Price, amount (uncountable)
How old?	Choice of alternatives
How far?	Description
What kind of …?	Possession

Some *wh-* words can be used in subject questions, which means the interrogative or question form of the auxiliary and verb is not used.
For example: *Amina saw Fatima.*

a *Who did Amina see?*
Here, *who* is the object of the sentence and the question behaves like a normal question with *did*.

b *Who saw Fatima?*
Here *who* is the subject of the sentence and the question does not contain *did*.

3 **Make subject questions from this table:**

What	saw the accident?
Which bus	stung you?
What kind of insect	happened last night?
How many people	goes to the market?

4 **Make questions to find out the underlined information in these sentences.**

Example:

I started work at the age of nine when I began working in my father's shop.

How old were you when you started work?

1 I've lived in Addis Ababa for five years.
2 I was born in Axum.
3 I go back to Axum twice a year or so.
4 My most famous poem was written ten years ago.
5 My favourite goal is the one I scored in the championship final, two minutes from the final whistle.
6 In my free time I like playing my guitar.
7 The most important influence on my life is my mother.
8 What happened after I was sacked from my job, was I vowed I would never work for anyone else again.

5 **Work with a partner. Imagine you are going to interview a famous Ethiopian sports star. Decide which sports star it is and prepare a list of eight to ten questions to ask him/her.**

6 **With your partner, think of a story that has been in the local, national or international news recently.**

a Think of about six *wh-* questions to ask about it.
b When you have your list of questions, team up with another pair of students. Now you become reporters and must ask your questions about this event, which the other pair must try to answer.

A12.6 Listening: The magazine production process

1 **Work in a small group and discuss how you think a magazine is produced. Discuss what you think are the stages involved in getting it to the news-stands where you buy it.**

2 **Listen to a description of the magazine production process and make outline notes as follows.**

- **Listen the first time and note down the names of each stage.**
- **Listen again and write a few notes and key words about what happens at each stage.**

© MoE-FDR Ethiopia
Not to be republished

3 **Check your notes with the rest of your group.**

4 **Listen a third time and add more information to your notes.**

A12.7 Study skills: Exam strategies – part 3

1 **Work in a group and discuss these questions:**

- What is your revision strategy for the period leading up to your exams? How well-prepared will you be when they begin?
- How calm and organised will you be during each exam? What will be your strategy when you hear the words *You may start writing now*?

2 **Read this text:**

HOW TO TAKE EXAMS SUCCESSFULLY

1 The week before the exam

In A10.9 we talked about the importance of starting your exam revision well in advance of the exam itself. A week or so before the exams begin, you should have completed your revision. Now is the time to do the following:

- Exam practice: this is useful so that you are prepared for the kinds of questions you will have to answer and also to get used to answering the questions within the time limit allowed in the exam. Your teachers will give you this kind of practice, but you can also do extra timed practice at home without looking in your books for help with the answers.
- Review your revision notes: you can do this on your own or with another student. You can test each other on different topics. If necessary refer back to your exercise book or a text book, but you shouldn't need to do this too much.

2 The night before the exam

On the day before an exam, don't do too much. You can look through your revision notes for the last time and you should make sure everything is ready: your pen or pencil (make sure you know what you have to write with), a rubber, a ruler, a pencil sharpener. Also, remember to take a watch. This is important so that you can keep an eye on the time as you write.

3 In the examination room

Try to stay calm. Take deep breaths as the papers are being given out. Make sure you know exactly what to do: how much time you have, exactly what time the exam will finish. If you have a watch, check that it shows the same time as the clock in the examination room.

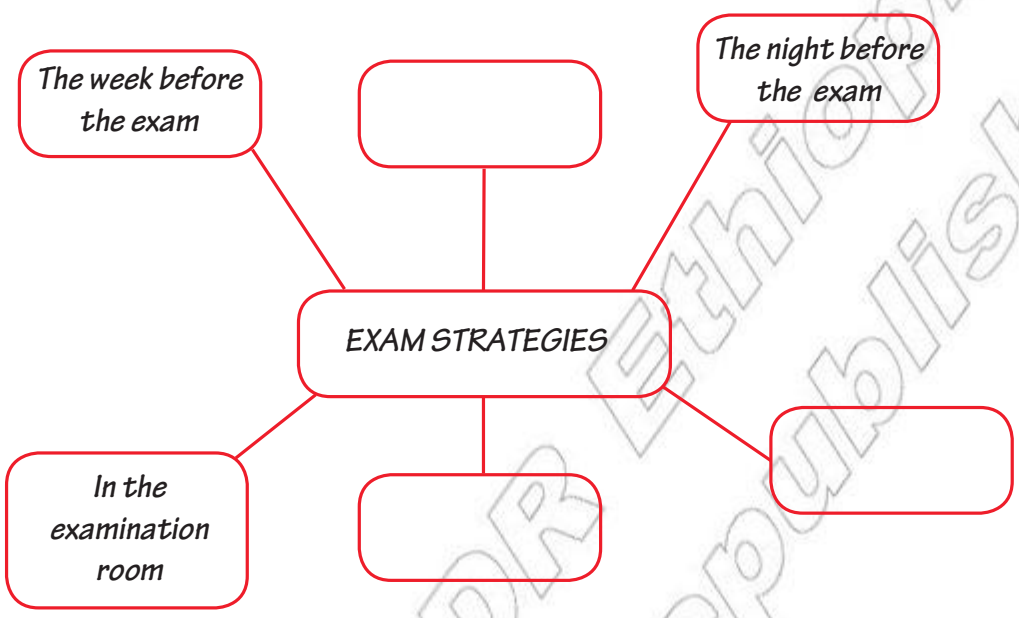
The first thing to do when you are told to start, is to read through the whole paper. If you can choose some of the questions, make your choice. Decide how much time you have for each section.

Do the easy questions first; if you have to think too much about the answer, leave it and move on. If you have time at the end of the section, you can go back to the questions you were unsure about. Be strict with time. Don't spend a long time on one section and then a very short time on others. Questions generally have equal marks and you won't get more than the maximum for one very good answer and you could easily fail the others due to lack of time; this could mean that you fail the whole exam.

3 **In your group, discuss these questions:**

- Which of the ideas in the text are similar to strategies you already use?
- Which of the ideas in the text do you think are particularly useful?

4 **Create a mind map of exam strategies, such as the one below. Add the strategies that you should use leading up to and during your exams. Include some or all of the ideas from the text above and your own ideas.**



© MoE, FDR Ethiopia
Not to be republished

Part B

Objectives

In this part of Unit 12 you will plan, prepare and produce a class magazine, and then review it.

B12.1 Speaking and writing: Planning, preparing and producing a class magazine

VOICES – The magazine of Grade 12



The whole class is going to create a class magazine.

1 **Planning the content: You have already seen that there are different kinds of magazines. Your class magazine is for the students in your school – and possibly from other schools too. Follow the instructions below to help you plan your magazine:**

- All the class should brainstorm ideas for the content of the magazine, for example: what kinds of articles you would like to include and some specific ideas, for example:

Why don't we have an interview with a local celebrity?

Good idea. What about our local MP?

- Somebody in the class should write all the ideas that come up on the board.
- Think of as many ideas as you can.

- When you have run out of ideas, choose a final list of articles and features, bearing in mind your audience.
- Make a flat plan on the board of each page in the magazine. A flat plan usually includes:
  - the front cover
  - the first inside page
  - the other inside pages
  - the back cover

  While doing this you must decide how long each article or feature will be: one page or more?
- You also need to think of a title for your class magazine.

2 **Distribution of roles: Now it is time to decide what everybody is going to do. You must decide on a small team of people for each of these roles:**

Writers: There should be a number of writers or writing teams. Each one should take responsibility for one article or feature. Plan your article, do your research and then write it. You need to discuss with the editors how long your article should be.

Illustrators: There should be a few people allocated to provide the illustrations. These will accompany some or all of the articles and features. They can be drawn by hand, or you can use photographs.

Designers: You are responsible for the layout and overall look of the magazine. You must provide titles for all the articles and arrange them on each page with the illustrations. You must also design the cover and the contents page.

Editors: You are responsible for the written content of the magazine. You must check each article as it is written and make any necessary changes. In addition, one editor must write a short introduction to the magazine and one editor should also take responsibility for the overall schedule and for printing and collating the magazine.

Advertising managers: To cover the cost of printing the magazine, you could try to get some advertising or sponsorship from local shops or companies. If you would like to do this, choose a couple of advertising managers who will take responsibility for finding advertisers or a sponsor.

3 **Schedule:** Discuss with your teacher a suitable schedule for producing your magazine. Take into account how long it will take to write the articles, design them, edit them, get advertisers and so on.

4 **Producing the magazine:** As each team gets on with their work, it is a good idea to refer to some published magazines to give you an idea of the kind of language and look you should be trying to achieve.

B12.2 Speaking: Reviewing your work

1 **Think about the contribution of your team to the magazine. Discuss your progress, your end result and complete the table below:**

	Yes ✔	To some extent?	No ✗
1 Our contribution was as good as we could have made it.			
2 We completed our work on time.			
3 We each contributed equally.			
4 We are all satisfied with what we have achieved.			

© MoE FDR Ethiopia Not to be republished

2 **Work in your team and make a short list of the things you had to do. Discuss each item on your list and decide if you are satisfied with the way you did it, or if next time you would do it differently.**

For Example:

I am pleased *with the interview I did with our MP.*
The artwork I did for the cover ***works very well****.*
I should have *spent more time planning my article about music.*
I could have *included some illustrations in the article about our favourite food.*
I wish I had *chosen a different topic to write about.*

3 **Report the results of your feedback to the rest of the class.**

4 **Now review the magazine as a whole. Everyone in the class should discuss how to complete this checklist.**

	Yes ✔	To some extent?	No ✗
1 The front cover is attractive and makes people want to read the magazine.			
2 There is a clear table of contents.			
3 There is a suitable editorial.			
4 Each article is clearly and attractively laid out.			
5 The art work is suitable and of a fair quality.			
6 The articles are interesting.			
7 The level of language is good throughout.			
8 The production process went smoothly.			
9 The magazine is as good as we can make it.			

5 **Discuss how you could improve the magazine if you did it again.**

B12.3 Assessment

Your teacher will assess each person's contribution to the class magazine.

© Mo... Ethiopia ...ished Not to be ...

Revision 4 (Units 10–12)

Listening

Listen to a talk about volcanoes. As you listen, make notes on each of the topics in the table. Write down only the key words, not sentences.

Topic	Notes
1 Who volcanoes are named after	
2 What a volcano is	
3 The material that is brought to the surface by a volcano	
4 Different kinds of volcanoes.	a) b) c)
5 Where they are found	
6 The largest volcano in the world	
7 The effects of volcanic eruptions	
a) An example of what a volcanic explosion can do	
b) The effects of an undersea eruption	
c) The effects of a lava flow	
d) The effects of an ash cloud	
e) The landscape after an eruption	
f) Positive effects of an eruption	a) b) c) d) e) f)
8 Signs that help us to predict when a volcano is going to erupt	
a) Volcanic activity	
b) Changes in the shape of the mountain	
c) Animal behaviour	a) b) c)

Reading

Survey the text and then answer the questions below.

My name is Ayisha. I am 28 years old and I work as a legal assistant in a firm of advocates. A typical day in my life starts at about 6:00am, when I have my morning devotions. After that I get myself ready for work. I try to look chic and presentable yet comfortable and corporately dressed. As lawyers, we can wear any colour for work, as long as it does not scream at anybody. Personally red is my colour, but for work I wear grey, black, dark green or brown. Around 7:15am I head for work.

I have breakfast at around 9:00am at my place of work. The kind of breakfast I have depends on my mood. I prefer taking water or yogurt and anything ranging from a hot samosa, chapatti to katogo. Rarely do I take tea.

My day depends on what is to be done; I am supposed to be at work by 8:00am. The first thing I do is update myself; I read the papers and then dive straight into my work. It involves drafting court papers, writing letters, meeting clients etc. There is an assortment of things to do in the legal profession. I deal with court cases, but I am not allowed to argue in court because I am not yet enrolled.

I work through lunchtime especially when I am very busy. I like eating fruits at my desk for lunch and only eat food when I'm very hungry. My day usually ends at 5:30pm, but when I have a deadline to meet, I stay at work till late. I am a perfectionist. I keep cross-checking. It is just the satisfaction that I have done something to the best of my ability. Sometimes I cannot avoid taking work home if it is needed the following day.

My work is challenging and I love it. I am comfortable when a task is difficult because the sense of accomplishment is so much greater. But if it is too easy, I feel cheated, as though I am just sitting on all my potential. There is something new to learn everyday about the law. The fact that I am gaining experience keeps me going. It is nice to be a lawyer – it is a decent and cool profession. It involves helping people and I love it.

Out of work, I love reading novels, religious literature and anything that can give me a good laugh, watching movies and surfing the Internet.

1 Choose the correct options.

1 What colours are the clothes she wears to work?
- **a** her favourite colour
- **b** any colour she likes
- **c** colours that are not bright
- **d** red

2 What does she have for breakfast?
   a always the same thing
   b tea
   c something hot
   d different things
3 What does her work involve?
   a a lot of court work
   b going to court with clients
   c doing an assortment of things in court
   d arguing cases in court
4 at lunchtimes …
   a she doesn't eat anything
   b she usually eats fruit
   c she sometimes eats something
   d she is always hungry
5 She likes her work to be …
   a not easy
   b not difficult
   c cross-checked
   d decent and cool

2 Answer these questions in complete sentences.

1 From the passage can we assume that Ayisha has much free time? Why? Why not?
2 Do you think Ayisha is ambitious? Why/why not?
3 Find a quotation which tells us that Ayisha likes to know the latest news.
4 Explain the meanings of these words and quotations as they are used in the passage:
   a I am not yet enrolled (line 15)
   b perfectionist (line 20)
   c potential (line 25)
   d cool (line 27).

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

1 Discussion

Work in a small group. Discuss this quotation from the text and the extent to which you want a job that is challenging.

> My work is challenging and I love it. I am comfortable when a task is difficult because the sense of accomplishment is so much greater. But if it is too easy, I feel cheated, as though I am just sitting on all my potential.

© MoE FDR Ethiopia Not to be republished

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.

- A famous person I admire
- A magazine or newspaper I read regularly
- An experience I have had of very bad weather
- A film I have seen
- My future plans

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.

Punctuation

Write this short passage with the correct lay-out and punctuation.

the room was a mess such a mess that it was difficult to know where to start the bed had been pulled out and the mattress was lying half on and half off it the book shelves had been pushed over and books files papers old newspapers and magazines were scattered everywhere a sickly sweet smell pervaded the room and amina soon saw what it was a bottle of perfume lay smashed on the floor, where its contents lay in a small pool

Writing

1 Using the notes you made during the listening activity, write a summary of the information you have obtained about volcanoes.

2 You are going to write a formal letter. Read the information in the box and then follow the instructions below.

You have booked and paid for a place on a six-month marketing course to be run at a business training institute. You have just received a letter cancelling your place because you have not paid for it.

- Write a letter of complaint to the Institute, explaining that you have already paid, and asking them to either guarantee your place or reimburse you. Explain that you have proof that payment was made as you have a receipt from your bank.
- Write to: Admissions officer, Acme Business Institute, PO Box 156678, Addis Ababa.
- Include addresses, opening salutation etc, not just the body of the letter.
- Lay out your letter using the usual conventions.

© MoE Ethiopia Not to be published

Vocabulary

1 **Complete these words to make jobs in the film industry.**

a e _ _ _ _
b p_ _ _ _ _ _ r
c sc_ _ _ _ _ _ _ _ _ r
d st_ _ _ _ _n
e di_ _ _ _ _r
f a_ _ _ _ _
g c_ _ _ _ _ op_ _ _ _ _ _

2 **Complete these words to make jobs in magazines.**

a fr_ _ _ _ _ _ _ r
b pr_ _ _ r_ _ _ _ r
c s_ _ e _ _ _ _ r
d a _ _ d_ _ _ _ _ _ r
e e _ _ _ _ r
f ad _ _ _ _ _ _ _ _ _ d_ _ _ _ _ _ r
g pr _ _ _ _ _ _ _ n m _ _ _ _ _ r

3 **Complete the crossword on the next page with words from units 10–12.**

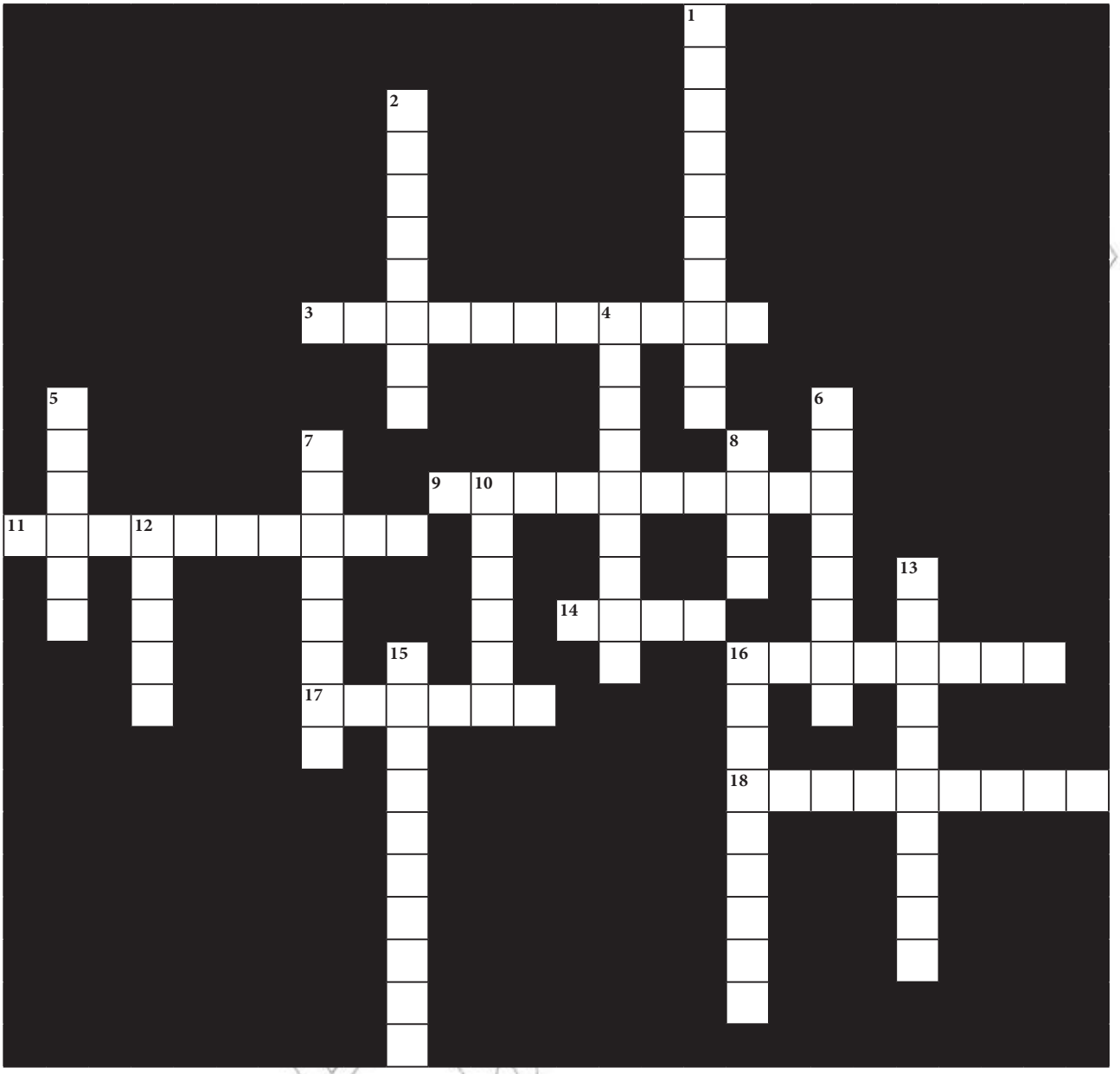
Across

3 A book or film that is very good or successful
9 An area of small, roughly built huts made from thin sheets of wood, tin plastic etc that very poor people live in:
11 To express in a shorter, clearer, or different way what someone has said or written
14 All the actors in a film or play
16 A disease that affects people over a very large area or the whole world
17 A group of singers, actors, dancers etc who work together
18 Make a bad situation, an illness, or an injury worse

Down

1 Great sadness
2 One of the many very small planets or pieces of rock that move around the Sun
4 Made so excited that you do not think clearly or you forget about other things
5 The level of confidence and positive feelings that people have, especially people who work together, who belong to the same team
6 Deal with something very difficult or unpleasant in a brave and determined way
7 Rude, humorous, or political writing and pictures on the walls of buildings, trains etc.
8 Succeed in dealing with a difficult problem or situation
10 Finish a telephone conversation
12 Avoid or prevent
13 Someone who works independently for different companies rather than being employed by one particular company
15 Synonym of 'on the other hand'
16 Photographers who follow famous people in order to take photographs they can sell to newspapers

© MoE FDR Ethiopia Not to be republished



Language use

1 **Write sentences beginning in the way indicated but keeping the same meaning as the given sentence.**

a People say my youngest brother is a brilliant footballer with a great future.
It is _____.

b The fire destroyed a large section of the town.
A large section of the town _____

c My father had a place at secondary school but he didn't attend because his family couldn't afford it.
My father was _____ .

d "Don't look at your friends during the exam," said our teacher.
Our teacher told _____ .

e "Why don't we go to the park?" said Almedi.
Almedi suggested that _____ .

f Please tell me your name.
Would you mind _____?

g Where were you born, please?
Could _____?

h When something goes wrong, my father relies on me to sort it out.
If _____.

2 Choose the best option to complete the sentences.

1 _____ of the rooms in our house has been painted for a long time
a None **b** No **c** Any **d** Some

2 Have you seen _____ Berhe or Fikirte today?
a neither **b** both **c** either **d** nor

3 _____ the new road will be built next year.
a It says that **b** It thinks that **c** It is said that **d** It believes that

4 By the time the staff arrived, the thief _____ the building.
a had entered **b** enters **c** entered **d** had been entering

5 We _____ a class picnic today, but we can't because it's raining too hard.
a were having **b** are going to have **c** are having **d** were going to have

6 We _____ the film on TV last night, but our set broke down.
a are going to watch **b** were going to watch **c** are watching **d** were watching

7 My sister begged me _____ mother what she had done.
a not tell **b** not to tell **c** not told **d** didn't tell

8 Would _____ telling me the way to the bus station?
a you mind **b** you **c** you please **d** mind

9 "I don't think I'll go to the party tonight."
" _____ ".
a So will I **b** Neither I will **c** So I won't **d** Neither will I

10 "I thought our first exam was on Tuesday."
" _____ "
a So do I **b** So did I **c** So was I **d** So me too

11 _____ biology, did you know that our biology teacher's brother is married to my cousin?
a To talk of **b** Talking **c** Talk of **d** Talking of

12 Anyway, _____ , I have been revising biology for the past two days.
a like I said **b** as I was saying **c** like I was saying **d** as I say

13 _____ insect stung your arm?
a What kind of **b** Which kind of **c** How was the **d** What was the

14 Please put your money _____ . I am paying for our tea today.
a in **b** away **c** out **d** up

15 No-one has owned _____ to taking the money.
a out **b** in **c** after **d** up

16 Please clean _____ after making a mess.
a off **b** on **c** up **d** down

©FDRE Ethiopia Not to be republished

B2.3 Game – Sorry, what do you mean?

Student A

Conversation 1

Talk about something you enjoy doing for one minute. You must not smile at all while you are talking.

Conversation 2

Listen to B but don't look at him/her or ask any questions.

A4.2 Changing the subject

Role card

Student A

Talk about the following topics:

- A film you have seen.
- Your last holiday.
- What you did last weekend.

a Begin by introducing your first topic.

b You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.

c Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.

d Repeat step C with your last topic.

Remember: you must allow other people to speak.

© MoE, FDR Ethiopia
Not to be republished

A5.3

Student A

- You must ask questions to complete the gaps. For example, for gap number (1) you should ask: *When was the UN established?*
- Sections of the text in **bold** are information you must give in answer to Student B's questions.

The UN was established on (1)_____ with **51** founding members. Now the number of member states is (3)_____. The list of rules and regulations of the UN is called **the UN Charter, which came into effect on 26 June 1945**, signed by representatives of the founding member states. Its opening words are 'We the peoples of the United Nations'. The aims of the UN are (5)_____.

There are three central bodies of the UN: Firstly, the Secretariat which is responsible for **the administration and co-ordination of the work of the UN**. Secondly, the General Assembly, which is made up of (7)_____. Thirdly, the Security Council which is made up of **15 members: 5 permanent members and 10 non-permanent members**. All members can vote, but the permanent members have the power of veto. The difference between the work of the General Assembly and the work of the Security Council is that the General Assembly (9) _____ while the Security Council **discusses issues of peace and security**.

The official languages of the UN are (11)_____. The title of the chief officer of the UN is **the Secretary General**. There have been seven holders of this office in total. The name and nationality of the current holder of this position is (13)_____. The previous holder of the office was **Kofi Annan from Ghana**. Currently around the world the UN employs (15)_____. The headquarters of the UN is in **New York City, USA**.

B6.12 What's the word?

Team A

1. 2. 3. 4. exhausted 5. impossible





© Macmillan Education Not to be republished

B11.8 Changing the subject

Student A

Stage 1

Ask student B his/her views on these discussion topics.

- Try to discuss each one for a couple of minutes.
- If B changes the subject, you should bring the subject back to your discussion topic.

1. Do you think the government should provide money for film makers in Ethiopia or should it be a low priority?
2. Does violence in films have a bad effect on children?
3. Should films which contain nudity be shown in Ethiopia?
4. Do films generally do more good than harm?

Stage 2

Student B is going to ask you your views on some discussion topics. You must discuss them with Student B but also try to change the subject to your three secret topics, as often as you can.

Your three secret topics are:

- the film *Titanic*
- another film you have seen and liked
- your family.

Use relevant language for changing the subject and coming back to the subject.

B2.3 Game – Sorry, what do you mean?

Student B

Conversation 1

Listen with interest: look at A and ask some questions as you go along.

Conversation 2

Talk naturally about something that interests you. Look at A and smile while you are talking.

© MoE, FDR Ethiopia
Not to be republished

A4.2 Changing the subject

Role card

Student C

Talk about the following topics:

- A radio or television programme you like.
- What you are planning to do next weekend.
- Your favourite film.

a Begin by introducing your first topic.
b You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.
c Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.
d Repeat step C with your last topic.

Remember: you must allow other people to speak.

B6.12 What's the word?

Team B

1. 2. 3. 4. orchestra 5. disgusted





© MoE, FDR Ethiopia
Not to be republished

A5.3

Student B

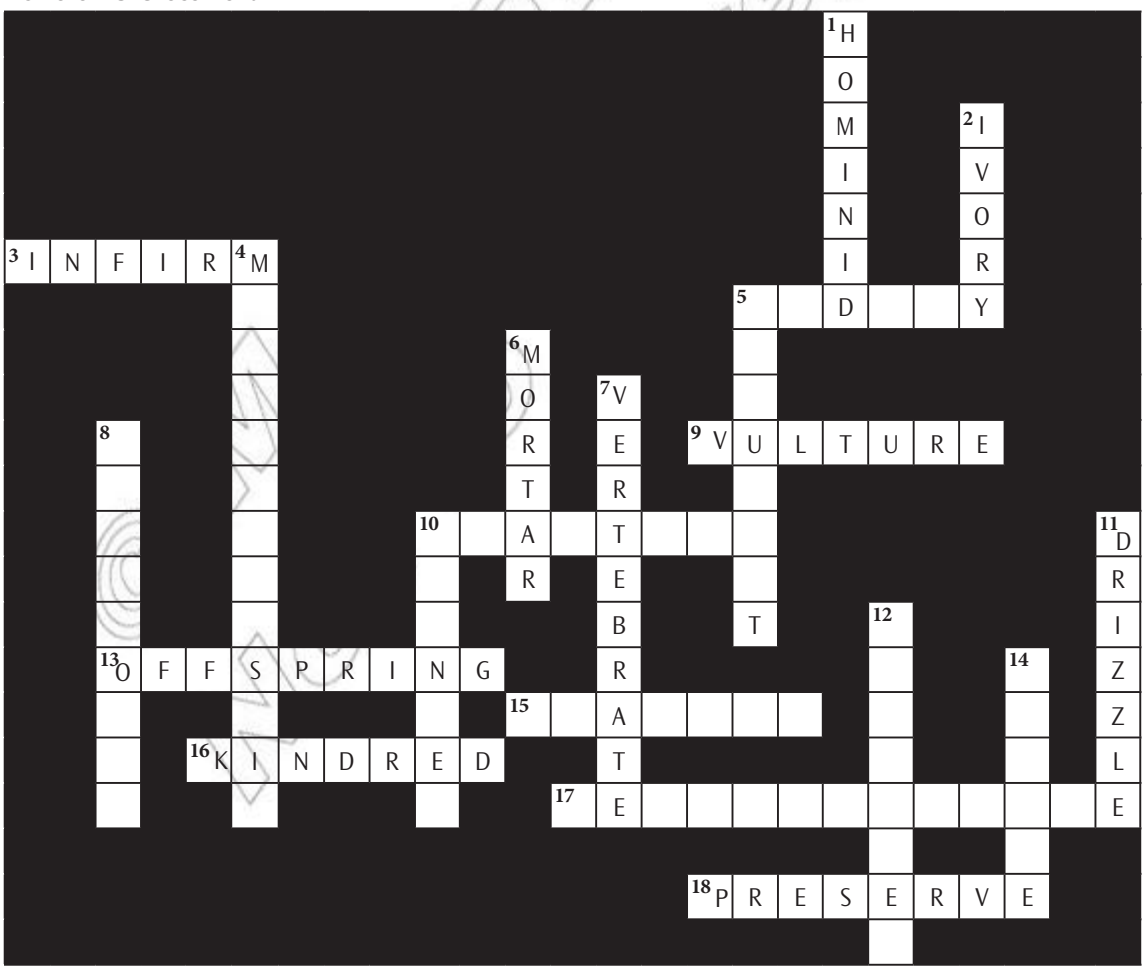
- You must ask questions to complete the gaps. For example, for gap number (2), ask: *How many founding members were there?*
- Sections of the text in **bold** are information you must give in answer to Student A's questions.

The UN was established on **24 October 1945, after the Second World War** with (2) _____ founding members. Now the **number of member states is 192**. The list of rules and regulations of the UN is called (4)_____ signed by representatives of the founding member states. Its opening words are 'We the peoples of the United Nations'. The aims of the UN are **to maintain international peace and security and to promote social progress, better living standards and human rights**.

There are three central bodies of the UN: Firstly, the Secretariat which is responsible for (6)_____. Secondly, the General Assembly, which is made up of **all the UN member states**. Thirdly, the Security Council which is made up of (8)_____. All members can vote, but the permanent members have the power of veto. The difference between the work of the General Assembly and the work of the Security Council is that the General Assembly: **discusses and makes recommendations on any matter** while the Security Council (10)_____.

The official languages of the UN are **Arabic, Chinese, English, French, Russian and Spanish**. The title of the chief officer of the UN is (12) _____. There have been seven holders of this office in total. The name and nationality of the current holder of this position is **Ban Ki-Moon from South Korea**. The previous holder of the office was (14) _____. Currently around the world the UN employs **40 000 people**. The headquarters of the UN is in (16) _____.

Revision 3 Crossword A



B11.8 Changing the subject

Student B

Stage 1

Student A is going to ask you your views on some discussion topics. You must discuss them with Student A but also try to change the subject to your three secret topics, as often as you can.

Your three secret topics are:

- a film star you admire
- an Ethiopian film you have seen
- a television programme you like.

Stage 2

Ask Student A his/her views on these discussion topics.

- Try to discuss each one for a couple of minutes.
- If Student A changes the subject, you should bring the subject back to your discussion topic.

1. Do you think watching violent films makes people violent?
2. Do you think watching Western films corrupts young people in Ethiopia and other parts of Africa?
3. Do you think traditional values can survive in the modern world?
4. Does the internet do more good than harm?

Use the relevant language for changing the subject and coming back to the subject.

A4.2 Changing the subject

Role card

Student B

Talk about the following topics:

- A book you have read.
- Your favourite food.
- What you did yesterday after school.

a. Begin by introducing your first topic.
b. You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.
c. Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.
d. Repeat step C with your last topic.

Remember: you must allow other people to speak.

© MoE, FDR Ethiopia
Not to be republished

A1.7 Self-analysis

Score yourself:

	Yes	Maybe	No
Question 1	1	2	3
Question 2	3	2	1
Question 3	1	2	3
Question 4	3	2	1
Question 5	1	2	3
Question 6	3	2	1
Question 7	1	2	3
Question 8	3	2	1
Question 9	1	2	3
Question 10	3	2	1
Question 11	1	2	3
Question 12	3	2	1

Interpret your score:

25–36 You like taking risks, so you probably speak quite fluently. However, you probably make mistakes and to overcome these takes a lot of hard work. You need to build up your knowledge of the language and this means using your dictionary, learning rules and lists of words.

19–24 You are a combination of a risk-taker and an orderly learner. You like to study the language: you have an organised and determined approach, but at the same time you take risks and try out new things. You have a good approach to improving your English.

12–18 You approach learning a language in a careful way; you don't like taking risks. You only like to do things that you feel you know how to do. You are prepared to put in the study time and build up your knowledge of the language, which is good, but you should also think about taking more chances and trying out new things to see if they work. Try talking more without worrying about making mistakes.

© MoE FDR Ethiopia Not to be republished

A4.2 Changing the subject

Role card

Student D

Talk about the following topics:

- The clothes you like.
- Your family.
- What you are going to do after school today.

a Begin by introducing your first topic.

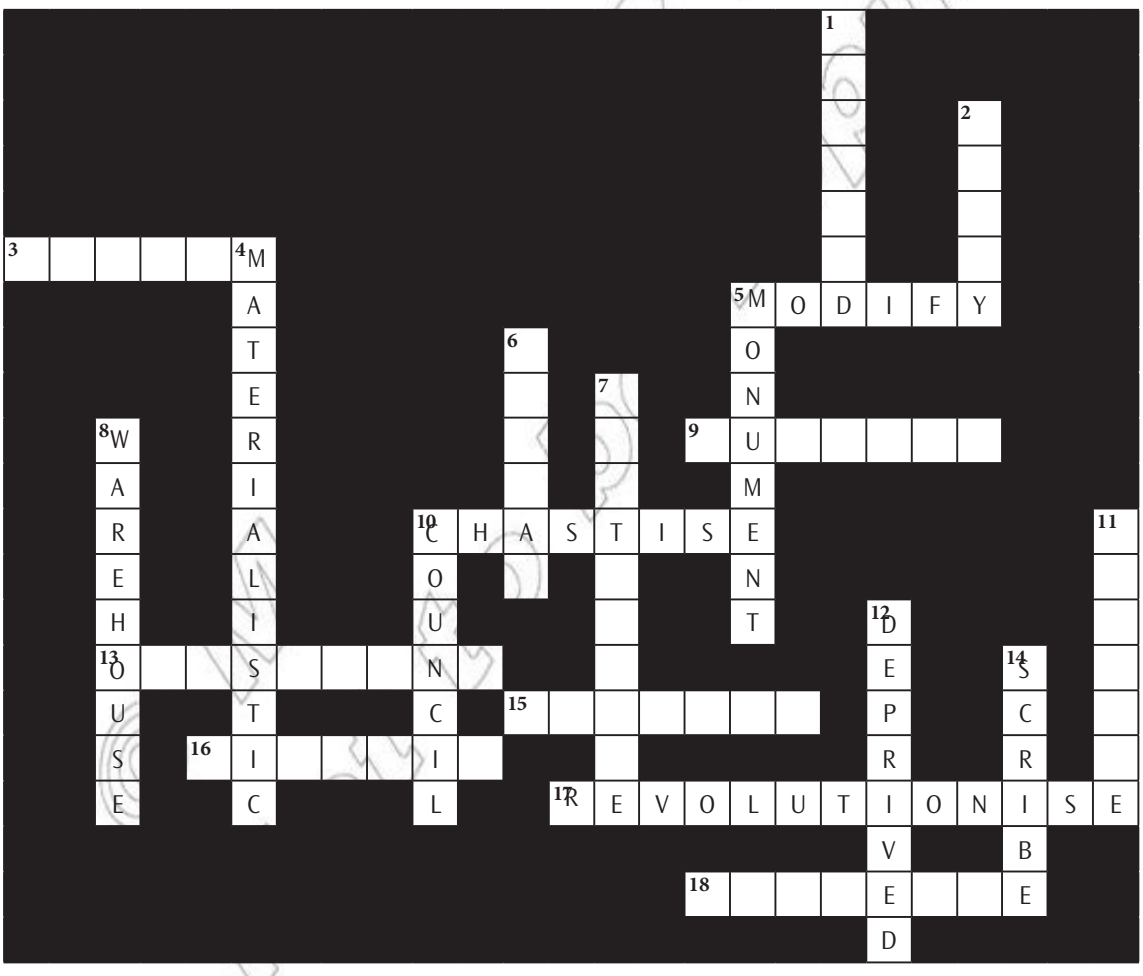
b You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.

c Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.

d Repeat step C with your last topic.

Remember: you must allow other people to speak.

Revision 3 Crossword B



© Ethiopia Publishing Agency Not to be published

Appendix 1

Verb forms

Regular verbs

Regular verbs have several forms, as illustrated in this table with the verb *play*.

	Example	Form name
Form 1	**A** *I want to play football.* **B** *I play football every afternoon.*	**A** The stem of infinitive as listed in the dictionary. **B** The first person singular in the present simple.
Form 2	*Zebida plays football on Saturdays.*	The third person singular in the present simple.
Form 3	*We played football yesterday.*	The past simple.
Form 4	*They are playing football now.*	The present continuous.
Form 5	*They have just played football.*	The past perfect.

Note:

- Forms 3 and the past participle in 5 are the same in regular verbs.
- Forms 3 and the past participle in 5 are the same in some irregular verbs.
  For example:
  Form 3 *I felt ill yesterday.* (past simple)
  Form 5 *I have felt ill today as well.* (past participle)
- However, Forms 3 and the past participle in 5 are different in some irregular verbs.
  For example:
  I went to the market yesterday. (past simple)
  They have just gone to the market. (past participle)
- The verb *to be* has more than five forms:
  be am are is were been

A large number of commonly used verbs are irregular. Some of them are listed below.

Irregular verbs

Form 1 *Infinitive* (As listed in the dictionary)	**Form 3** *Past simple* (Yesterday …)	**Form 5** *Past participle* (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

© MoE-EPRI Ethiopia
Not to be republished

Form 1 *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

© MoE/FDR Ethiopia
Not to be republished

Form 1 *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

© MoE/EDR Ethiopia
Not to be republished

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):
Tesfahun'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:
Hanna 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:
Hadas 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:
Zeleke and Hiresso have fallen out because they both like Nejaha.
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:
Kahsay 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:
Taytu gets on really well with her stepmother.
3 to succeed or make progress:
How did Tahir 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.

© FDRE MoE Ethiopia
Not to be republished

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:
Kemal 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 Anwar; 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:
Zewdu 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:
Semira 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:

© MoE, FDRE
Not to be republished

This bike is very fast. Would you like to try it out?

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:
Shitaye 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.

© MoE, FDR Ethiopia
Not to be republished

Appendix 3

Vocabulary list

Unit 1

as regards, in addition, such as, whereas, abortion, bargain, better off, blare, bow, cast my gaze, concerning, consequently, dawn, distract, even though, expand, filthy, fine (n), frowned upon, furthermore, jabber, likewise, materially, mere, murmur, nevertheless, nonetheless, offended, on the other hand, pessimist, plentiful, portion, potential, prerogative, presided, rate, rebuked, regarding, reprimanded, risk, roots, salutation, sarcastically, slender, strict, thus, tractor, trader, transgression, values, warrior

Unit 2

amazed, analog, angry, binary, bored, clarification, communications satellite, contentment, depressed, digital, disagree, disbelieve, disconnect, engagement, enthusiastic, flag, frustrated, illegal, immature, immobile, impossible, indifferent, inspired, intercultural, irrelevant, irritated, jealous, landline, mass media, mishandled, misheard, misinformed, misjudged, mismanaged, misplaced, misread, mistreated, mistrusted, misunderstood, misused, nervous, nod, non-verbal, optimistic, outline, passionate, pessimistic, postage stamp, proud, regretful, remorseful, self-confident, shrug, signal, stereotype, subscriber, surprised, terrified, tone, unable, undress, unfair, unhappiness, unheard, uninformed, unmanaged, unmarried, unplaced, unread, untreated, unused, unzip

Unit 3

campus, compulsory, drop out, editing, filler, generalisation, graduate, mind map, pre-school, pressure, register, strategy

Unit 4

action-packed, animated, appeal, arrogant, author, belated, biographer, collate, columnist, comedy, copywriter, courageous, critic, denigrate, downbeat, drama, editor, energetic, even-tempered, extravagant, faculties, faded, fantasy, fitting, flashing, flowing, foolish, forging, gangster, get on with, get over, go through, grace, hard-hitting, historical, horror, hot-tempered, humble, journalist, look on, manicured, masterly, medium-height, musical, novelist, playwright, poet, polished, ready-made, reporter, reviewer, wrinkled

Unit 5

abuse, accountable, affiliated, agencies, aggressive, boyhood, censor, charismatic, charter, chip, citizenship, combat, consultative, contravene, convention, co-ordination, counter-terrorism, decisive, dictator, diplomatic, disarmament, dispute, diversity, eliminate, elimination, empower, empowerment, eradicate, eradication, governance, halt, humanity, inclusive, issue, landlocked, living standard, media-friendly, millennium, monitor, monitoring, obelisk, objective, opinionated, ownership, palindrome, participatory, partnership, peacekeeping, popular, priesthood, relief, replicate, replication, resilient, rights, road map, scheme, strategy, sustain, sustainability, target, terrorism, transparent, trusting, trustworthy, underscore, well-liked

Unit 6

advertising, assembly line, behind the scenes, break even, competition, cost price, creditworthy, distribution, duty, energise, exchange rate, export, finance, free market, freight, globalisation, grants, headquartered, import, infant mortality, labour force, licence, loss, low income, macroeconomic, manufacture, marketing, mark-up, memorise, metric tonne, middle income, multilateral, multinational, overheads, packaging, personnel, processing, profit, promotion, raw materials, sales, shipping, source, sovereignty, speciality, stabilise, subsidy, trademarking, transport, treaty, unaccountable

Unit 7

© MoE-EDR Ethiopia Not to be republished

awesome, blunt, budget, cheerful, cheerless, cooperative, counterparts, customer relations, determined, determination, discreet, discretion, docile, donor, draw up, dynamic, dynamism, eye for detail, fruitless, homeless, joyless, know-how, level headed, level-headedness, liaise, malodorous, multi-level, multi-tasker, numeracy, numerate, on stream, passion, passionate, peaceful, problem-solver, proprietor, referee, resourceful, resourcefulness, ruthless, sanitation, schedule, self-motivated, self-motivator, simmer, solutions-, focused, starting point, team-player, trustworthiness, trustworthy, understate, unicycle, wit, witty, wobbly

Unit 8

bowel, charnel house, chopper, citadel, coral reefs, cowrie, drizzle, flake, glow-worm, harbinger, harness, hominid, hostilities, installations, ivory, kindred, land mine, mangrove, monument, mortar, multicellular, mummified, offspring, ogre, organism, perpetuity, pharaoh, primate, providence, roost, ruins, scraper, scribes, stele, surplus, unicellular, vertebrates, vulture, warehouses

Unit 9

acquaintance, adjust, alcoholic, alcoholism, alert, alter, amend, binge drinking, bring about, chastised, chastisement, chastising, cohabitation, cohabiting, conserve, counsel, deprivation, deprived, disaffected, disaffection, discipline, disciplined, drug dependency, drug dependent, handicap, implement, infirm, innovate, materialism, materialistic, modify, move away from, move on, parenting, preserve, promiscuity, promiscuous, radical, rearrange, revolutionise, so-called, stability, vary

Unit 10

asteroid, avert, civic, collision, concession, contraceptive, confront, conversely, cue, distinguished, exceed, family planning, fatalities, graffiti, greenhouse effect, hang up, keep up with, latrine, made up of, magnitude, mess up, morale, nuclear weapons, pandemic, pull factor, pull up, push factor, shanty town, speak up, stay up, super volcano

Unit 11

above mentioned, affecting, aggravate, back away, blockbuster, blueprint, cast, consignment, demonise, director, dislocation, doomed, extras, get away with, gross, heartbreak, lavish, location, mainstream, nomination, overplay, paparazzi, pass away, perfectionist, pitching, premier, producer, racist, release, screenplay, screenwriter, seesaw, set, shooting, sound track, special effects, star, storey, stuntmen, swept away, throw away, troupe

Unit 12

commission, confront, cope, eventually, flat plan, freelancer, graffiti, groundnuts, illustrator, lay-out, nutrition, overcome, overdo, paraphrase, proofread, striker, sub edit

© MoE-EIDR Ethiopia
Not to be republished

Appendix 4

Listening texts

UNIT 1

A1.2

My daughter is intelligent, like her mother, and she has great potential. All through school I have encouraged her to get a good education then she will get a good job, marry well and have a good life in the future.

It was different when I was young. My father would not allow my sisters to go to school and they were all married by the age of 15. My girl is different and she will have a different life. But she has her own mind. She goes to school in the town and she's picking up ideas there that I don't like. She talks of going to university in Addis Ababa. She has no elder brothers there to look after her. I don't mind her going to college in our town, but not all the way to Addis. She must stay at home until she gets married. When she gets a job, we will find her a good husband.

Well, that is my idea, but I have heard that she is seeing a boy, another student at her school. Our neighbour saw them in a café together. When I asked her about it she said she had done nothing wrong. She kept silent when I asked her if he was her boyfriend. What will she do next? If she has boyfriends it will distract her from her studies, she may get pregnant, and then we won't be able to arrange a good marriage for her.

Then there is my son. He is younger than his sister, but also intelligent. He says he will be a businessman. He has no time for school. He wants to leave after Grade 10. He works at weekends with his uncle, my wife's brother. He is a trader. My son says he will help his uncle expand the business. If he works hard, he will make a good life for himself. But he wants money now: he wants a motorcycle, he wants smart shoes, he wants so many things. Things he sees on TV. He is also picking up ideas I don't like. It worries me because he doesn't seem to have any real values. Our traditions don't mean anything to him. He doesn't want to live as he was brought up. He says he will live in the city. The countryside is not enough for him. Our family have lived here for generations. He must have his roots here. Without roots you are no-one.

There are so many bad influences today: the music the young people listen to, especially the imported music is shocking and the films and TV programmes are worse. How can our children stay on the right road with all these things around them? Our ways seem old-fashioned to them. There is a right road but it is narrow and easy to take the wrong turning. Will my children understand before it's too late?

A1.5

My husband worries about our two eldest children. He is a pessimist and thinks the worst will happen. But I trust them to do the right thing. I support my daughter absolutely. When I was 15 my father made me leave school and I was married two years after that. I want her to do the best she can.

She talks of becoming a lawyer. That would be an incredible thing. No-one in our family has been to the university in Addis Ababa. She is a bright girl and I know she wants to make a good life for herself. I tell her 'don't rely on anyone else for your future. Even when you're married, make sure you'll be able to look after yourself, because you never know what the future holds.' I know she has a boyfriend but she tells me she is not going to do anything that will get in the way of her plans. I trust her.

As for my son, yes, he wants money and he'll do his best to get it. I'm glad he wants to work with my brother. He'll make sure my son keeps his feet on the ground. My boy is not afraid of hard work and I know he has a good heart. He'll never forget his family, even if he does go to the city. Sooner or later he'll want a wife and a family and he'll want them to have a good life. His life will be different from ours, but I think that in his heart he has the same values as his father. His father forgets that he was once a young man with big plans. The older you get, the wiser you become.

© MoE-ERP Ethiopia Not to be republished

UNIT 2

A2.3

1. I have to make sure I understand exactly what our customers want and sometimes they don't make that very clear, then I have to try to carry it out. If it doesn't work, if the line is bad or someone is not available, I have to try to keep them happy. They love to complain but they never say 'well done'! I have discovered that people can be cruel and unkind for no reason.
2. I'm not trying to communicate anything precise, but I make a composition with colour and shapes and I hope people will get different things from it. Sometimes I don't know myself what it is I am saying through my work and I am surprised when people tell me what it has communicated to them. Most people though don't even try. They look at it and say why can't you do something we can recognise! It makes me laugh really.
3. It's a funny thing but I communicate with people who don't speak my language. The whole sound that I make gets through to people somehow and they respond. People in other countries love me! I once asked an English woman what she thought one of my songs was about and she said: 'I don't know, but for me, it's about my home, the people and the things I love'. I was surprised, because it is about first love: the joy and the pain.
4. We're introducing a new device which people will love, because it will mean they can do more or less everything they want on the move. They'll be able to read and send email and SMS texts, they'll be able to surf the Internet. If they want, they can read a book, they can watch a movie, or listen to the radio or they can work on a document. It's the future and it's happening now.
5. When I tell people what to do, they have to obey! And it's all done by gestures. We are taught how to do it and I can tell you it's not as easy as it looks. Sometimes your mind wanders and then you're in trouble and chaos ensues. Some people ignore me and that makes me angry I can tell you, but I take their number and often follow it up. It's important work, lives depend on it and sometimes I enjoy it, but it can be boring and with all the pollution, it's not good for our health.
6. I use words, of course, but more like a painter would. Of course they have meanings, but they also have sounds and shapes. I use all of those aspects in my work. I hope it communicates what I want it to. I am very grateful that people find something gets through to them in my work. It's not just about intellectual meaning, it's also about emotional meaning, and even if they can't explain it makes something happen inside them.

A2.8

Much has been written about how to be an effective communicator. In this quiz we are looking at just a few aspects of communication.

Strong emotions, particularly anger and hurt can often cause problems between people. Generally speaking it is better to express the reason for your anger calmly, rather than the anger itself. If you have made this mistake, however, and said something angry or unkind to someone, don't rush to say sorry. Take some time to think about why you were angry and wait until you are able to do this calmly. Then, you can go and apologise for your anger and explain the reason for it. If the other person has upset you in some way, you should let them know what it is.

On the other hand if someone is unkind or angry with you, and they don't react in this way, it is a mistake to ignore it as you will be left with hurt feelings. You should go and talk to them calmly and ask them to explain the reason for their anger. This also applies to dealing with children: they should be told if they are doing something wrong or annoying, but if you get angry with them, you will lose their respect and gain their fear instead.

Good communication involves being a good listener. We all know how good we feel if someone seems interested in what we are saying. If they remain silent it may be a sign that they are bored, or not listening. So a good listener asks questions and repeats or paraphrases what you are saying and a lot of the time is quietly listening to you while looking at you and smiling.

A mistake many people make is thinking that others will be impressed by how much they know. If you want my advice about something, you want to hear ideas that are relevant. It may be a matter that you don't want to talk about, so what you don't want is a lot of questions.

© MoE, HDR Ethiopia
Not to be republished

A real test of communication skills is explaining something complicated. After your explanation, asking the question "Do you understand?" is not very effective as people often say yes, they do because they don't want to appear stupid. It is also unrealistic to expect someone to repeat what you have said. It is much more effective to ask some specific questions about your explanation to see what parts of it have been understood and what parts haven't, so that you can explain them again.

We have covered only a few topics but the principles underlying them apply to many different situations. You can keep them in your mind and you may find they help in a variety of day to day situations.

B2.6

One of the most obvious barriers newcomers may face is a language barrier, if they don't speak the same language as their hosts, or even if they speak a different dialect of the same language. This can lead to misunderstandings and a feeling that the newcomer is somehow not very intelligent because he or she can't communicate as easily with the hosts as they can amongst themselves. The newcomer on the other hand can feel excluded and frustrated at not being able to interact fully with the host community.

Newcomers also face being judged according to stereotypes that the host community has about people from their background. Stereotypes are beliefs that members of a particular race, nationality or cultural group have certain qualities or abilities. Stereotypes may be partly based on fact but may stem from personal beliefs and fears. If you hold a stereotypical view of a person from a certain background, you are going to judge them according to that, regardless of what they do or say.

There are certain types of behaviour that stem from a newcomer's cultural background, which may mean that he or she stands out. Different ways of dressing can seem strange as can different ways of eating. Eye contact too is an interesting phenomenon. "He didn't look me in the eye" is a strong criticism in some cultures where failure to have eye contact with someone you are talking to gives the impression that you are lying or being disrespectful. In other cultures "He looked me in the eye" is a strong criticism, implying that the person was impolite and disrespectful to an elder or a member of the opposite sex.

These and other factors can mean that newcomers are not being judged fairly and as a result they feel excluded and unwelcome. In the modern world we can all face this treatment as so many of us are likely to find ourselves among people who are different from us. It is therefore important that we try to understand and accommodate difference and communicate directly to the people underneath the difference.

UNIT 3

A3.1

I have come to talk to you today as future students of higher education. It takes hard work and sacrifice to get to university and yet a high percentage of those who make it leave without graduating. This is bad for the individual students, bad for the universities and bad for the country. By sharing with you the reasons why students drop out I hope you will be able to avoid doing so yourselves when you enter university.

Some students drop out because they develop a medical condition which incapacitates them so they are unable to continue. That is unavoidable. Emotional problems can also be a factor. Students studying away from home may suffer homesickness so badly it develops into depression. Or they may find it difficult to make friends in another part of the country. Students can help themselves in these situations by joining religious, social or sports societies on campus which will help them to enjoy student life.

Of course some students drop out because they cannot cope with the work. At university you have to manage your own studies: your relationship with your teachers is more distant and if you are living away from home you don't have your mother chasing after you to make sure you do your homework. So students may do badly simply because they don't know how to manage their study time, or because the course is too tough. In the latter case, this can be helped by going to see one of your teachers and asking what you need to do to catch up. It may be that you are not suited to your course, in which case you should change to another one. Being on the wrong course is in fact another reason why students drop out. It is very important that you choose a subject that you are suited to and interested in, rather than one that you think is a good idea or has high status.

By far the most common reason for dropping out is finance. It is expensive to study and the money may simply run out. I do urge you to make sure your finances are in place before you start. Some students work

© Macmillan Education Not to be republished

and study at the same time. This is a difficult balance and it is extremely difficult to do a demanding full-time job and a full-time university course at the same time.

Let me end on a more positive note: some students drop out because they are offered good jobs before graduating. If this is the case then it is understandable. A famous example is Bill Gates, the founder of Microsoft who dropped out of Harvard University to work for IBM. His case was exceptional, and if you do this you should be sure that the job you are being offered is secure and will lead to as good a career as you could have with your degree.

B3.1

Hi! My name's Mekibib and I'm a doctor. It hasn't been an easy journey and I have learned a lot of lessons. Maybe you can learn from my experience.

In my first year, I was so nervous about failing that I studied all the time. This was not good. I was exhausted and I knew it wasn't getting anywhere. The reason? I wasn't studying smart and the key to this is organisation, planning and prioritising. A friend of mine who was doing business management showed me how to make a study timetable every week and stick to it. I also realised that the bright students asked questions in class and I did the same to fill in the gaps in my knowledge. When our teachers told us to read something, I read it on my own after class. These things really helped me to keep on top of every topic we studied.

There are lots of other study tips I picked up too: about the importance of planning, researching and drafting your assignments, about taking notes of the important points in lectures, of preparing for exams and tests well in advance and again, of asking for help when you need it.

You have to be organised about the university regulations too. I was often late for classes or even missed classes in my first year because I didn't know where they were. I made the mistake of waiting to be told what to do, but in fact it is up to you to find out where you have to be and when you have to be there, when your deadlines are, when your exams are etc etc.

Organising my study time meant I could allow myself some time off. After quite a lonely first year, I made some friends and without my family around me, they were essential. I went to them when I was feeling down and they came to me when they needed support. Meeting people is part of university life and in fact it is a great time to network: the people you meet may be useful to you in your future career.

Somehow I also found time to be in the university netball team. One year, in fact, I was captain and that took up quite a lot of time. I had to give it up in my 4th year when the work was piling up: I knew what had to come first. You have to keep your goal in your mind and not let other things get in the way of that.

UNIT 4

B4.2

Newly recruited to the British Secret Service MI6, James Bond goes on his first ever mission as an 007 or secret agent. This takes him to Uganda where he is to spy on a known terrorist. Things don't go according to plan, and Bond decides to track down the rest of the terrorist cell. This leads him to the beautiful Bahamas in the Caribbean, where he learns that Le Chiffre, banker to the world's terrorists is participating in a poker game at the Casino Royale in Montenegro. Le Chiffre must win back his money, in order to stay safe among the terrorist market. The boss of MI6, known simply as M sends Bond, along with beautiful fellow MI6 agent Vesper Lynd to attend this game and prevent Le Chiffre from winning. At first doubtful of what value Vesper can provide, Bond's interest in her deepens as they brave danger together and even torture at the hands of Le Chiffre. The marathon game proceeds with dirty tricks and violence but Bond outwits Le Chiffre to win the game and in doing so destroying Le Chiffre's organisation. Bond knows that his life is now in danger but he wants to start a new life with Vesper. His cover is blown in a mountain hideaway and in the action-packed finale …

(Note: film = British English, movie = American English)

© MoE FDRE Ethiopia
Not to be republished

B4.6

Casino Royale is the latest offering in James Bond series and the first to star Daniel Craig, as British secret agent 007. Many had doubts that Craig would pull it off, but what we get is a hard-hitting thriller unlike any other Bond movie.

Based on the first of Ian Fleming's original Bond books, thoroughly updated to the present day, Bond is newly recruited to the British Secret Service MI6. His boss M played by Judi Dench in another masterly performance in the role, sends Bond to find and kill the evil Le Chiffre who supplies money to terrorists. Bond eventually finds his man in a casino where they play an exclusive game of poker. By this time, Vesper, a beautiful accountant, played with intelligence and grace by Eva Green, is on the scene as his love interest. As the hunt goes on in locations in various corners of the globe, Bond himself is in danger and after some tense, sweaty action there is an action-packed and unusually downbeat conclusion in Venice.

The film shows us there is more to the life of a secret agent than thrills and romance. It is dirty and involves killing people, which is bad for your soul. Glamorous, yes, action-packed, yes but this is a thoughtful Bond who is not entirely convinced by what he is doing. Bond fans may want more of the usual dry humour and the ingenious gadgets that have long been Bond stand-bys, but the film will appeal to those who want something more than an action hero.

UNIT 5

A5.2

I would like to talk to you today about the United Nations. I'm sure you are all familiar with the blue flag of the UN and with the names of some of its agencies which operate here in Ethiopia. Today I'm going to tell you a little bit about why it was set up, its structure and the nature of its work.

Let's start with why it was established. The United Nations was founded in 1945 after the Second World War by 51 countries with 4 aims: to maintain international peace and security, to develop friendly relations among nations in order to avoid any future global conflagrations, to promote social progress, better living standards and human rights and to be a centre for harmonising the actions of nations. Today, nearly every nation in the world belongs to the UN: membership totals 192 countries.

So how is the United Nations structured? Well, the United Nations is not a world government so it doesn't have a president or a parliament which makes laws. Nevertheless, due to its unique international character, and the powers vested in its founding Charter, the Organization can take action on a wide range of issues, and provide a forum or meeting place for its member States – large and small, rich and poor, with differing political views and social systems. The UN System is made up of 30 affiliated organisations including the General Assembly, the Security Council, The Secretariat, the Economic and Social Council and other bodies and committees as well as the specialised agencies, funds and programmes such as UNDP, Unicef, WHO etc.

The work of the UN is central to global efforts to solve problems that challenge humanity and it reaches every corner of the globe. Although best known for peacekeeping and humanitarian assistance, there are many other ways the United Nations and its system affect our lives and make the world a better place. Examples of its areas of activity are: sustainable development, refugee protection, disaster relief, disarmament, promoting health, expanding food production and human rights. The aim of this work is to coordinate efforts for a safer world for this and future generations.

So to sum up, the UN exists as a free association of member states to help make our world a safe and decent place for everyone to live in. Its effectiveness depends on the co-operation of its member states and ultimately, that of the individuals within those states.

B5.2

Project 1

In Amhara; Oromia; Southern Nations, Nationalities and Peoples Region; and Tigray, IFAD working with the Ministry of Agriculture and Rural Development has a programme to improve food security, family nutrition and incomes of poor rural households by developing irrigation schemes for small-scale farmers in areas that are prone to drought and food insecurity. Many of the farmers cultivate plots of less than 1 hectare.

The programme represents an important opportunity to reform small-scale irrigation development

© FDRE Ethiopia
Not to be republished

approaches and practices in Ethiopia. The irrigation schemes developed under the programme will provide a model to be scaled up and replicated across the country. To ensure sustainability and the full participation of local community members, farmers will own and manage the irrigation systems through their own water users' associations. The programme will also train participants to take charge of the development process and it will encourage women to join the decision-making bodies of water users' associations.

Project 2

An IFAD supported Community Initiatives and Resource Management Project in the village of Mabahin in the Philippines is a marine paradise. Its coral reefs teem with brightly coloured fish, and plentiful shrimp and crab shelter in its mangrove forests.

Just five years ago, Mabahin looked quite different. Harmful practices such as overfishing and blast fishing, which uses explosives to kill a large number of fish, had virtually destroyed the coral reefs, seagrass meadows and mangroves, and had drastically reduced the catch. For local people, who rely mainly on fish and sea food for their sustenance and livelihoods, this was disastrous.

Now, Mabahin fishers catch as much as 10 kilos of fish after just one hour at sea, compared to an average catch of only 2 kilos in 2005. Live coral growth has increased by more than 21 per cent, and the number of butterfly fish has doubled. The project has helped local people work together to create a sustainable coastal management programme and a community-based monitoring system.

Project 3

The Global Initial Teacher Education scheme is a three-year education project which aims to enable trainee teachers in three teacher-education institutes in India, Kenya and England to link local and global social issues to each other, and relate them to the school curriculum. The aim is to promote a global perspective on citizenship education. Integral to the vision of global citizenship is gender equality, together with a respect for ethnic, cultural and religious diversity. The project leaders in each country are women academics, as is the project adviser, and there is a preponderance of women students involved in the project. This gives women a voice in a vitally important area of international curriculum development. The project is supported by Oxfam.

Project 4

Low immunisation coverage in Nigeria has meant an increase in death of susceptible children before age 5 from diseases like measles. Despite radical reforms at the national level, funding for routine immunisation in Kebbi state remained far from adequate. Since June 2004 a European Union funded project has supported the government in improving management of vaccination in the state by, for example, providing equipment for immunisation and funding for distribution of vaccines as well as the training of staff such as cold chain officers, responsible for this work. This has resulted in a phenomenal increase in routine immunisation from 1.7% to above 80% in Kebbi state.

B5.4

In 2010 an assessment of the progress of the MDGs warned that despite many successes, most of the targets will not be met by 2015. The targets most at risk are those of reducing hunger and improving maternal health. There has, though, been some progress in education, gender equality, child mortality and HIV.

UNIT 6

A6.5

Asgede is very pleased with his expensive new jeans. They are a famous brand that is designed in the USA, but they aren't made there. They are made in Tunisia, Italy, Germany, France, Northern Ireland, Pakistan, Turkey, Japan, Namibia, Benin, Australia and Hungary. The blue denim is made in Italy using cotton from Benin and a special synthetic indigo blue dye from Germany. This is taken to a factory in Tunisia where the jeans are cut and then sewn with different kinds of threads from Northern Ireland, Turkey, Hungary and Spain. The zip is manufactured in Japan. The brass buttons are made in Germany using zinc from Australia and copper from Namibia. The soft cotton for the pockets comes from Pakistan. After being sewn, the jeans are stonewashed, using pumice from a volcano in Turkey, then they are dried and pressed. In the factory the workers work an eight and a half hour day, with a break for lunch. They earn about 2200 birr per month, or more if they meet

© MoE FDRE Ethiopia
Not to be republished

their targets. The cost of producing the jeans is 100 birr per pair, and then it costs only 1 birr to transport them to a warehouse in France by truck and ship. However, in shops in France they sell for anything between 600 and 1000 birr. Large numbers are exported from France to other parts of Europe and beyond. John's pair was sent in a large container by ship to Dubai and from there by air to Nairobi, where an Addis Ababa trader bought several pairs to sell in his shops, including the one where Asgede bought his, for 950 birr.

B6.5

There are few places in the world where the logos of global multinationals like Coca cola or Toyota are not recognised. However, globalisation isn't just about business. It is also manifest in mass air travel, the huge increase in both tourism and migration as well as the spread of culture, language and political ideas.

Globalisation may be part of our lives, but have we thought enough about the consequences? Let's look first of all at the multinationals. They are so powerful they can pressurise governments, particularly of less developed countries to do what they want. For example a government may be forced to allow a multinational to open factories where it wants them. The factories may then produce polluting chemicals. Although they provide jobs for local people, they are often very poorly paid and offer no hope of promotion in the company. Furthermore, the opening of the factory may lead to the closure of a locally-owned factory which can't compete. The profits from the company all go back to its headquarters in USA, Europe, Japan or China. Then, when it not longer suits the company to be in that country, it simply closes down its operation and moves on to another place.

Another point involves the emerging global culture. Young people in particular all wear the same global fashion of baseball caps, t-shirts and jeans. There is also global music, global films and so on. Along with these come ideas and values often at odds with those of traditional societies, and this can lead to conflict between generations within families. It also means that local traditions are disappearing, and as world languages, particularly English take a dominant role and are seen as more progressive, local languages are at risk of dying out.

There is, though, another side to globalisation. Statistics show that in the less developed countries in the last twenty years poverty has decreased, as have illiteracy, infant mortality and child labour. There has been a similar increase in access to clean water and electricity. These positive developments are said to be due to the increase in world trade and the movement of money around the world. This has meant that less money is concentrated in the rich world and more people in less developed countries have benefitted from it.

This is demonstrated when a multinational opens a factory. It employs people to build it and then work in it. While the top manager may be a foreigner, local managers are also needed because of their local knowledge. These people earn money that is spent in local markets and shops, thus benefits the whole community.

Even the spread of global culture has not been entirely negative. With global communications, people are more aware of what is going on in other parts of the world and are now more critical of conditions in their own countries. They know their rights and are less tolerant of injustices and corruption.

Of course, from the earliest times people have travelled from one part of the globe to another. What is different nowadays is the amount of contact people have with other countries through air travel, satellite TV and internet communications. Globalisation, whether we like it or not, is probably here to stay. We must therefore learn to live with it. In Africa especially it is up to all of us to try to make it a force for good and to limit its negative impacts as much as possible.

Unit 7

A7.3

A

When I left school, I got a job in my uncle's hotel in Lalibela where I worked as receptionist and then front office manager for about six years. This was useful experience as I learnt the basic skills of hotel management. Then I enrolled in a 3-year course in hotel management at the Catering and Tourism Training Institute. I was lucky enough to do the practical part of the course in a chain of luxury hotels where I worked as a front office assistant manager. It was on completion of this course that I got the job as manager here in one of our national parks. We cater mainly for foreign tourists. It is quite small, we only have 40 rooms, and I have to do

© FDRE Federal Ministry of Education Not to be reproduced

everything! Marketing, bookings, guest relations, arranging tours and excursions for the guests, food ordering, accounts, personnel management and anything else that comes up! I live in the hotel, in a small house in the gardens with my wife and we have one child. My work is always interesting and everyday there is a new challenge. Living here in this beautiful place, far from the city I'm very lucky, but it's a hard, twenty-four hour job. I always have my mobile phone switched on, wherever I am so that staff can call me if there's a problem. The main qualities you need are the ability to be calm in a crisis! Also, you mustn't get angry with guests, even when they are being difficult, and you have to find solutions to problems that seem impossible.

B

I left school after Grade 10 but found it difficult to get a job. I knew I wanted to do something practical and in the end I got a job at a garage. I was employed to serve petrol and then I started helping the mechanics and eventually I was made a full-time mechanic. I was determined to improve my situation and studied in my spare time. I joined evening classes at the Drivers and Mechanics Training Center, and after completing a basic course for auto mechanics, I went on to do a specialist course in motor engines. This meant I could apply for jobs requiring qualifications. I'm now chief mechanic in a regional branch of a large plant hire company. I am responsible for all the construction equipment. As well as supervising the servicing and repair of the equipment, my job involves keeping records of jobs done, parts that have been used and so on. The firm is very strict about record keeping. I don't have a supervisor on site, but the company trusts me to do my job thoroughly and honestly and I can see that this is the way to get on. Once you start trying to trick the company, and I've seen others do it, that's a fast track to nowhere. I'm thinking about doing a degree in mechanical engineering which would mean I could apply for the job of national plant manager and be in charge of all the equipment country-wide. That would be a very responsible job and the salary would be much better than the one I have now, which actually isn't too bad. I've worked hard to get where I am and I still have a way to go to get where I want, and there are no free rides; I have to put in the time and effort. I'm married and I've got a son and a daughter, who are both at primary school. My wife also works in the company, but in a different department.

C

I work for a company which publishes educational books. What do I do? Well, it's difficult to say exactly. I usually tell people that I'm the one who keeps the company going! Most of the work that is done here lands on my desk at some time or other. For example invoicing, either sending out invoices or paying them, they come to me first. I am also responsible for receiving and passing on book orders to our warehouse and then checking that they have been sent and also for sending out samples. If any problems come up, the director relies on me to sort them out. I have to supervise all the administrative staff: the receptionists and the secretaries. If we need to recruit staff I have to deal with job adverts and the application process. There are other things as well, but I hope I've given you some idea of the variety of things I do.

The job is never done! When I leave the office everyday, there is always a pile of things waiting for the next day. Obviously the job requires good organisational skills and you have got to be able to deal with the employees kindly but firmly. It is very stressful at times but I have learnt to be calm in a crisis and polite to our customers even when they are being unreasonable. On the other hand, the salary is fair for the type of work I do and I have very little time to feel bored!

I left school with the certificate of secondary education and then did a degree in Business Administration for three years. After graduating, I got a job in a small office where I had to do more or less all the administrative work and that was good preparation for this job, I've been doing for three years. I am not married but I'm engaged and hope to get married soon. I will definitely continue my job when I am married. In my free time I like emailing my friends and surfing the Internet.

A7.5

We are a market leader in copying, scanning and printing machines. So with top-quality products we are looking for top-quality staff. We know exactly what we are looking for in a candidate. Actually their background doesn't matter. Obviously a degree is a starting point because of what it demonstrates and some ability with numbers is important.

We also generally like people with some work experience as that gives them an insight into the work environment here. Other than that it is the kind of people they are that matters most. We look for solutions-

© MOET-FDRE Federal Not to be republished

focused people. With a brand like ours, it's not just about selling a machine, it's looking at the clients' problems and how best we can solve them, with our portfolio of products.

Excellent communication skills are vital. Our sales and marketing people work with large companies and organisations that operate in many different areas and have a variety of needs. So one day they'll have multi-level engagements within some of the large accounts, dealing with IT people, finance directors, office managers, administrators, HR managers but the next day they may be going to see a school administrator or someone who is running their own company more or less on their own. So they need to be adaptable to their audience.

Of course one of the big challenges in the electronic consumer industry is how fast new products come on stream to keep pace with technological developments. The life cycle for some of our products is quite short. But we are passionate about our products. As brand leaders we have pride, enthusiasm, product knowledge and a commitment to getting it right by selling the right product to every client. As new products come on-stream twice a year we have to constantly update ourselves and come up with new ideas for marketing them and at the same time still deliver the old ones with conviction.

Working for a large, well-established international company gives opportunities for career development and employees effectively become members of a global extended family. There is a lot of support, training and development for staff. It's a well-run company and the culture encourages people to work together. People are loyal to the business because the business is loyal to them. It's the Japanese way and we find it works well all over the world.

Unit 8

A8.6

In the early 1970s a team of international palaeontologists and anthropologists known as the Afar Research Institute began to survey Hadar for fossils and other artefacts related to the origin of humans. In 1974 two members of this group, Donald Johanson and Tom Gray, both Americans, made a discovery in a small gully near the Awash River.

After three weeks' careful excavation they had 300 fragments from a single skeleton, which represents 40 per cent of the total skeleton. The pelvic bone indicated that the skeleton was female. She was 1.1 metre tall and would have weighed 29 kilograms. In appearance she would have been like a chimpanzee from the waist up but her pelvis and leg bones were almost identical to those of modern humans. This means that she undoubtedly walked upright, unlike chimpanzees. The team working on the site, called her Lucy, after a popular song of the time, and that is the name by which she is referred to around the world, except in Ethiopia, where she is known as Dinkinesh.

Although Dinkinesh belonged to the species *Australopithecus afarensis* and was not human, she was an ancestor of human beings. She is extremely important as she shows that bipedalism – walking on two legs – preceded an increase in human brain size, the next key step in human evolution. Dinkinesh's skeleton has been dated to just under 3.18 million years old.

Nowadays, Dinkinesh is stored in the Paleoanthropology Laboratories of the National Museum of Ethiopia in Addis Ababa. On display in the museum is one of the casts of the original skeleton.

Twenty-six years on from the discovery of Dinkinesh, Ethiopian Zeresenay Alemseged, of the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany led a team excavating in the Dikika region, not far from the Awash River where Dinkinesh was found. In a block of sandstone he discovered the almost complete fossilised skeleton of an infant girl, like Dinkinesh, *Australopithecus afarensis*. The remains consisted of a skull, shoulders, part of the vertebral column, knees, leg bones, right arm and some ribs. She was given the name Selam and is also in the National Museum of Ethiopia in Addis Ababa.

Along with Selam were found the lower jaw and teeth of an adult and the remains of several animals: an early elephant, an otter and a hippo. Unerrupted teeth still in the jaw were revealed by CT scans, which indicate that she may have been about three years old when she died. The skeleton is so well preserved that it is thought that the body was quickly buried by sediment in a flood.

Although Selam is often referred to as Dinkinesh's daughter, the sediment in which she was found dates the remains as 200,000 years older than Dinkinesh. Thus Selam now occupies the position of oldest human-like remains known to science.

© MoE FDR Ethiopia Not to be republished

Optional activity: If you think your class will respond well to this idea, ask students to work in pairs and role-play interviews between a modern day journalist and Dinkinesh. Brainstorm with the class possible topics for questions, such as: *Where do you live? Who do you live with? What do you eat?*

B8.7

Dictation script 1

Malaria has been known to man from ancient times. Records exist from the fifth century BC of fevers resembling malaria. Although it was not until 1898 that three Italian scientists discovered that the disease was spread by mosquitoes, a treatment using quinine, derived from the cinchona tree, had already been in use since 1700.

Today more drugs are available for the prevention of the disease and for its treatment, but none is completely effective. In recent years, scientists have been trying to find a vaccine against the disease, and some are already being tested on animals. (96 words)

Dictation script 2

A mine is a kind of bomb which can be exploded electrically from far away or when touched or passed over. Some mines are placed in the sea to destroy passing ships and others, land mines, are placed just below the surface of the ground. In war, mines have many uses: they protect installations from enemy attack; delay enemy movements; interrupt the enemy's communications and supply routes; and also demoralise the enemy and civilian populations. The major disadvantage of mines is that when hostilities have ended, the danger from them remains until they have been removed. (96 words)

UNIT 9

A9.2

Ethiopia has much to be proud of. A land of great beauty; the cradle of humankind; one of the oldest countries in the world; an independent nation since ancient times with a magnificent archaeological and historical heritage. A land of so many cultures we almost can't count them. And yet to most people in the world nowadays Ethiopia is a land of hunger, poverty and war. I am not going to focus today on why that is, but rather on what we can do to move forward to a place in the world that would make our ancestors proud.

In fact the first point I want to make is that we must move away from our great historical heritage which, in truth, has become a burden. We must leave it behind. What do I mean by this? Firstly we have to throw away the vestiges of the past. Many Ethiopians are proud of the fact that we have our own calendar and our own clock. But in the era of globalisation this cannot continue. Yes, the church can carry on with them, but in schools, offices and in business they must go. By the same token, Amharic and other local languages have to be taken out of schools and workplaces and replaced with English. In order to take our place in the modern world we must not only be able to speak but also use a world language. I know these changes will be painful at first, but it is only be recognising that we have to adapt to life in the 21st century that we can truly progress.

My next point concerns an institution which has been the foundation of society in Ethiopia, in Africa and in many other parts of the world: the extended family. It is a wonderful thing in many ways: it gives us roots and supports us throughout our lives, but it is also a burden. I am not saying get rid of families, but we have to say our responsibilities start and end with our immediate family. Any young person with promise has so many expectations placed upon them by distant relatives that it is often intolerable. Once they get a good job, everyone has a stake in their good fortune: uncles, aunts, cousins, brothers and sisters with their own families. It is too much: it stifles careers, and is one of the major causes of corruption, which in turn is one of the root causes of our underdevelopment.

What I am proposing today is drastic, some would say too extreme. Yet the problems as we face cannot be solved easily, everyone recognises that. It is time to face up to the reality of what is holding us back.

© FDRE Ethiopia MoE Not to be republished

A9.4 Short conversations

Conversation 1

A: So how do you think Ethiopia can progress?
B: Actually what concerns me most is peace in the region.
A: But that's not a development issue.
B: But can't you see? Without peace we can't make real progress.
A Well, peace is a good idea in theory, but in practice how are you going to achieve it?
B: That's a fair point, but I wish people would see that all our problems are related and war and conflict is at the heart of them.

Conversation 2

A: I really think the point about giving up our local languages is ridiculous! They are part of our culture
B: I agree. There are plenty of other countries in the world that speak their own languages. Like China and India. Two big countries where lots of minority languages are spoken.
A: I just can't imagine how any Ethiopian could suggest such a thing!

Conversation 3

A: Extended families! Hmm my mother would be happy if she didn't have to look after my father's parents!
B: But you can't leave them on their own.
A: I know, but it would be nice if my aunt could share some of the responsibility. She has a big house and no elderly relatives staying with her.
B: But that's not how it works, you know that.
A: All I'm saying is that I think the system is basically okay, but it could be a bit more flexible.

Conversation 4

A: To be honest. This kind of discussion doesn't interest me. I say look after yourself. Who cares about developing the country? Everything is here if you have money, so that's what I'm going to focus on.
B: You are so selfish! You have been given so many chances and you just don't care about anyone else.
A: That's right. And in my opinion if people only worried about themselves and didn't interfere in other people's lives, we would have fewer problems.
B: That's nonsense! If nobody thought about other people we wouldn't get very far.

UNIT 10

A10.1

Listening script 1

Here is the news at 10 o'clock.

1. A massive 7.0-magnitude earthquake has struck the Caribbean nation of Haiti. Although details are still unclear, according to the Red Cross, up to 3 million people are affected by the earthquake and it is feared thousands of people may have died. This makes it Haiti's worst quake in two centuries. It hit the south of the capital Port-au-Prince on Tuesday, destroying large areas of the city, including the presidential palace, UN Head Quarters and other buildings. The tremor hit at 16:53 (21:53 GMT) on Tuesday.
2. It was revealed on Tuesday that research by the Overseas Development Institute and the UN Millennium Campaign shows that Ethiopia is one of the leading 20 countries making most progress on Millennium Development Goals. Over half of the countries also in this category are some of the poorest countries in Africa. In fact half of the countries on the continent of Africa are on track to halve poverty by 2015. Salil Shetty, Director of the Campaign said yesterday: "This study decisively establishes with hard evidence that much of the negative reporting on progress on the Millennium Development Goals is misleading."
3. Robbers have got away with two hundred thousand US dollars in notes after a bank raid this morning. Six armed men entered Grendle's bank in First Street in the capital at about ten o'clock. Over fifty customers were in the bank at the time either waiting in lines or being served at cash desks. No-one was hurt. Witnesses were unable to describe the men who, they said, had been wearing masks. Serial numbers of the notes were known to the bank, which will be publicising the numbers and shop-keepers have been asked to inform the police of anyone offering these notes for payment.

© MoE, FDR Ethiopia Not to be republished

4. A crocodile believed to be responsible for the deaths of 83 people in the Lake Chamo area over the last twenty years has been captured. A team led by wildlife officials and including local fishermen, caught the five-metre male crocodile with nets when they managed to track it down to a swamp. It was then tied up with ropes and transported to a crocodile farm. A spokesperson for the Wildlife Authority said that local people wanted them to kill the crocodile but they had not done so as the population of crocodiles in the area was unusually low. However, as it had developed a taste for humans, they had removed it from the wild and taken it to a crocodile farm where it could be used for breeding purposes.
5. A woman believed to be the oldest person in the world celebrated her 130th birthday yesterday. Maria Olivia da Silva lives in a wooden hut in the state of Parana, Brazil. In good physical and mental health, she has outlived most of her ten children.

That's it for now. Your next news is at midday.

Listening script 2

A massive 7.0 magnitude earthquake has struck about 15 kilometres south-west of the Haitian capital Port-au-Prince, quickly followed by two strong aftershocks of 5.9 and 5.5 magnitude. As yet there is no official word on casualties, though the Red Cross has said the number could run into thousands with 3 million people directly affected by the quake. The US Geological Survey said the tremor hit at 16:53 (21:53 GMT) on Tuesday. Phone lines to the country failed shortly afterwards. Last night the city was in total darkness with thousands of people sitting in the streets or wandering around, shocked and confused with nowhere to go, while others were desperately trying to dig victims out of the rubble by flashlight. Most of those with houses still standing slept in the street, fearing more aftershocks would hit.

As dawn broke this morning, the extent of the devastation became apparent. Much of the city is now in rubble, including the presidential palace, UN Headquarters and other buildings. The UN has reported a large number of its personnel missing. China, Jordan and Brazil too have said that members of their peace keeping forces are missing and feared dead. The manager of the Hotel Montana, popular with tourists, told the French news agency that 200 guests and staff are unaccounted for.

The earthquake was not a surprise to seismologists who had predicted for years that the fault line, which cuts through the island, would give way and result in a high magnitude quake. However what they had not been able to predict was exactly when this would happen.

Haiti is the poorest country in the Americas and has suffered a number of recent disasters, including four hurricanes and storms in 2008 that killed hundreds.

B10.2

How and when the world is going to end has been the source of endless speculation over the centuries. Geologists have predicted that our 5 billion year old planet would, of its own accord probably disappear in another 5 billion years. However, there are some serious threats that even if they didn't destroy the planet itself, could wipe out humanity.

1. Asteroid collision

Collision with an object in space is a threat to our planet, especially if it is of a significant size. An asteroid is a large piece of rock or metal in space orbiting the Sun. In geological history they have been known to collide with the Earth. If it happened in the modern era it could have a serious impact: changing landscapes and climate in such a way that it is possible humanity would not survive.

To avoid such a catastrophe, scientists have proposed so-called asteroid mitigation strategies. These involve sending a device such as a very large nuclear bomb to the approaching asteroid to blow it up or deflect it from its course. Another idea is a kind of tractor made up of powerful space craft that could pull it away from the Earth before it reaches us. In other words, it is possible that human ingenuity will enable us to defeat this threat.

© MoE FDRE Ethiopia Not to be republished

2. Global pandemic

An epidemic occurs when a large number of cases of a disease occur at the same time. A pandemic is when this happens on global scale. With the speed at which people move around the world, it is feared that a global pandemic of a yet unknown killer disease could occur on such a scale that huge numbers of people would die.

It has to be remembered, however, that no pathogen, in other words a bacteria or virus, affects everybody as some people will always have natural immunity. Nonetheless medical researchers have to be aware of possible threats and develop ways of fighting them, such as vaccines or medication, in advance of their occurrence.

3. Global warming

Climate change is a long-term significant change in normal weather pattern. Over the last 20 years populations in different parts of the world have experienced storms, hurricanes, flooding and drought with unprecedented frequency. Some climate scientists have suggested that if global warming continues and intensifies it could make the planet uninhabitable.

Some people argue that global warming is man-made. If this is the case, we need to stop the activities that are causing it and be able to prevent it from spiralling out of control. However, the whole basis of our global economy is growth, which to a large extent involves the depletion of natural resources, the clearing of forests and massive carbon emissions. To persuade people and governments to find other ways of living is an immense challenge.

4. The eruption of a super volcano

A super volcano is a large area capable of producing volcanic eruptions. There are six known super volcanoes around the world. The last one erupted 74,000 years ago in Indonesia. The super volcano under Yellowstone National Park in the USA is due for an eruption. If that happened, the immediate effect would be the deaths of millions of people in North America. In addition the gases released could lead to a huge and sudden increase in global warming, and the dust and debris in the atmosphere could block the Sun and cause a worldwide volcanic winter, such as is believed to have happened at other times in the Earth's history. These events would inevitably lead to millions of deaths worldwide.

Unfortunately no technology exists to avert a volcanic eruption of any kind, least of all that of a super volcano. All that can be done is for scientists to gain detailed knowledge of what exactly we can expect and when it is likely to happen. Another possibility is to make provision for mass migrations to areas far from the eruption, or the construction of huge underground shelters where populations could live while the effects of the eruption make life impossible above ground.

5. The deployment of nuclear weapons

Since the Second World War arsenals of nuclear weapons have existed and these pose a threat to the existence of humanity. They belong to the small club of nuclear nations such as USA, Russia and China and are targeted at nations that are seen as particular threats. The danger of nuclear weapons lies in their accidental deployment, their use in a regional conflict, for example in the Middle East, or by a terrorist organisation. A nuclear attack would lead to millions of deaths and a quantity of atmospheric dust that would produce a dramatic cooling of temperatures across large parts of the globe.

To rid the world of the threat posed by nuclear weapons, world governments must limit their proliferation and ensure that they do not get into the hands of terrorists. Furthermore, it could be argued that the world should be working towards the abolition of all nuclear weapons.

B10.4

Graffiti can take the form of images or writing on public property, particularly the outsides of buildings. It is done informally and in many countries is a crime for which you can be punished. Some people think it is disrespectful and spoils the appearance of public places. Others, however, love it and say it is creative and gives a voice to those who have no other way of expressing themselves to a large audience. Graffiti has existed since ancient times, with examples that go back to Ancient Greece and the Roman Empire. Nowadays, some city councils provide graffiti spaces: blank walls where people can draw or write whatever they want.

© MOE-FDR Ethiopia Not to be republished

UNIT 11

A11.2

Ethiopians love watching films. Many of us rent DVDs or videos or go to cinemas to watch the latest American, European, Indian and Arabic films. More and more, however, we are able to see Ethiopian-made films.

Film-making has been going on in this country for a long time, but independent film-making didn't take off until after 1992, when the Association of Film Makers of Ethiopia was founded. This organisation aims to improve the quality of domestic films by running training programmes here and abroad. Inevitably there is a lack of money and resources both for film training and making. Thus many Ethiopian films have been made by Ethiopians who trained and live abroad. For example, Gondar-born Haile Gerima, who made the acclaimed films *Sankofa* (1993) and *Teza* (2008) has been based in the USA since 1967. Solomon Bekele, was trained in France, but returned to Ethiopia and in 1992 made the popular and award-winning film *Aster: a love story*. He teaches film at the University of Addis Ababa.

Making films here is a challenge explains Ermias Woldeamlack, director of *The Father* (2001), an internationally acclaimed film which recreates the Mengistu era. To shoot the film he says he had to dust off the old equipment that belonged to the Cinema Corporation of Ethiopia. It had been kept in a cellar and was rotting away.

In the last few years there has been an increase in domestic film production, which has been made possible due to the rise of video production and digital film-making. Typical of the new generation are Teworos Teshome, who writes, acts in and directs his own films, such as *Cold Flame* (2003) and *Red Mistake* (2006). He also owns his own cinema, which shows only Ethiopian films. Serawit Fikre's films are entirely his own work, too. His most famous work is *The Blue Horse* (2006). Netsanet Kidane Mariam is a maker of full-length animated films and Tikeher 'Jah' Teffere is an Oscar-nominated documentary film maker.

Ethiopians have many stories to tell; they have the creativity and skill to make films that can be enjoyed both at home and the world over. Only with more training facilities and better funding can this be done on a larger scale.

A11.4

Could we start by talking about your background?
Well, I was the fourth of ten children and my parents were both teachers, but my father, Tafeka Gerima, was also a playwright and founded a theatre troupe that I often performed with.

What kind of plays did your father write?
He wrote original and often historical drama, always submersed in the genuine culture of Ethiopia. This was different from what I learned in school. My sister and I were the first in our family to go to a so-called modern school where American teachers taught me to spell Connecticut, but taught me nothing about my own country and people.

When did you leave Ethiopia?
In 1967. I was part of the generation of students that left Ethiopia in the 1960s and 70s, and through their political activities, radically altered the course of Ethiopian history. In a sense, *Teza* is a memoir of that experience.

How did you get into movies?
I was studying in California with students from Brazil and Mexico. We shared a collective rage. We realised we had been betrayed by the movies. Once you see all these Hollywood movies you have two demonised populations of America: black people and Native Americans, and you're scared of them. Blacks were criminal, always, constantly, and violent, and will kill you to rob you. If you saw those movies when you were a kid it aggravates your consciousness. I decided to make movies that told the truth.

You spent 14 years working on Teza. *What inspired it?*
There is this phantom story for Africans; that they go abroad, study, and become somebody. My generation was the most hit by this mythology. But it also has to do with a story I heard as a kid. There was an Ethiopian who went abroad from Gondar and was thrown off a building by racists in America. He came back in a casket. I can't tell you that this was its inception, since it's fuzzy in my head, but basically it was this idea of

© MoE FDRE Ethiopia
Not to be republished

dislocation. That from the countryside to the city, from the city to Europe or America, you are in search of this ideal that is imposed on you: to look as good as those who come from abroad, because you think they are happy. But happiness is relative. Those who came from abroad, are they happy?

UNIT 12

A12.4

1. I am one of the people who work closely with the editor to decide what is going into the magazine each week. I then go away and work on my part of the magazine. The magazine I work on is quite small so I write articles myself or, if we want a specialist article, I commission someone to write it for us. I also have to decide on the photographs we want to support our articles.
2. My job is not about the content of the magazine but the process of producing it. I have to build up the magazine piece by piece. I see what the editorial staff are working on and help with lay-out as each page is completed and accepted. I have to make sure deadlines are kept and put pressure on the staff if they are falling behind. I am the link between the editorial staff and the printers.
3. In any magazine there is a lot of advertising to help us cover all our costs and allow the owner to make money. I maintain contacts with long-standing advertisers and also try to make contact with new ones. Advertisers play an important role in what the magazine looks like. They often dictate where in the magazine their advertisement goes, and the size of it. This can have an impact on our articles, so I work closely with the editor.
4. Each week I have to make sure that we fulfil the magazine's mission so that our readers are not let down. That means making sure the editorial staff are doing their jobs in the right way and making the final decisions about content and lay-out. Completed articles are given to me and I go through them, check them, make changes if I think they are necessary and I often have to cut them so they fit the page. So the job is essentially about making decisions and also, quality control. Producing a magazine is a collaborative process but if there is a boss, I guess it's me.
5. I am not concerned with what you read in the magazine, but what it looks like. I am present at the editorial meeting where we decide what is going in the magazine, and I have to decide on the overall look and the front page, which the editor then has to approve. I also advise section editors about photographs and lay-out. We do a lot of our own photography, so I have to organise that as well, which means visiting locations, or arranging sets in our studio and commissioning models.

A12.6

1. Content

The process begins with a meeting of the editorial team, led by the editor. They make decisions about the content in the edition: the topics to be covered in articles and photos. The editor may put forward a theme and then the section editors will come up with ideas for their section of the magazine within that theme. Alternatively one of the departmental editors may put forward a theme for their section, which the editor has to approve.

2. Flat planning

The editor then has to produce a flat plan: this is a single sheet of paper on which small oblongs are drawn representing each page of the magazine. Details of the article, photos and/or advertising that appear on that page are given. The editor uses this to design the magazine. Sometimes a department editor will argue with the advertising sales editor about space and position in the magazine. When each page is complete and has been proof read, a diagonal line is drawn across it on the flat plan.

3. Commissioning

After the editorial meeting, the editor may commission free lance writers to write articles which are too specialist for the staff writers. Photographs are also commissioned if there are no in-house photographers.

4. Researching and writing

Immediately after the editorial meeting, the section editors and staff writers get busy with researching their articles: this involves arranging interviews, or searching the Internet. Then, when they have their information they write their articles. At the same time the art director is working with photographers and layout designers.

© MoE, TDRS Editions Not to be republished

5. Sub-editing
This is done by the editor or in a large publication, sub-editors. It involves checking use of language, making sure the points made are clear and cutting down the article to fill the space available.

6. Production
When all the articles, photographs and advertisements are ready, the final lay-out is done, supervised by the art director and under the overall direction of the editor. This is now done digitally on computer.

7. Proofreading
Each page is printed as it is completed for a final proofreading before the pages are sent to the printers.

8. Printing
The printers normally generate a single copy for checking by the editor. Then copies of the magazine are printed.

9. Distribution
Copies are packaged and sent to a warehouse prior to being distributed and sold.

© MoE, FDR Ethiopia
Not to be republished

© MoE, FDR Ethiopia
Not to be republished

© MoE, FDR Ethiopia
Not to be republished