

Media, TV and Radio

Part A

Objectives

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

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

A6.1 Introduction: Radio, TV and newspapers

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

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



A6.2 Increase your word power: Media words

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

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

Example:

Radio/TV *Newspapers*
programme *article*

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

A6.3 Listening: Famous people

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



Aster Aweke



Tabita Hatuti



Kenenisa Bekele



Lulu Gezu



Lulseged Retta



Kibnash Tolossa



A6.4 Speaking: Describing people

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

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

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

Example:

Student A: *Lulu Gezu is very beautiful, isn't she?*

Student B: *What's she like?*

Student A: *She is tall and slim with a charming face.*

Student B: *What does she like doing?*



A6.5 Writing: Biographies

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

A6.6 Language focus: Making comparisons

These sentences compare people:

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

Comparative adjectives are used to compare two things or people.

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

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

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

Example:

A hippopotamus is more dangerous than a rabbit.

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

Examples:

Lulseged Retta is older than Kenenisa Bekele.

Kibnash Tolossa is fatter than Lulu Gezu.

This sentence contains two *superlative adjectives*:

Keenenisa Bekele is the fastest and strongest athlete in Ethiopia.

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

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

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

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

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

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

Example:

Lulu Gezu is prettier than Kibnash Tolossa.

**A6.7 Reading:** The media in Ethiopia**1 Read the following text with your partner; discuss any words that you do not understand.**

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

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

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

Extract from The Media in Ethiopia

2 Work with your partner to answer the following questions about the text.

- 1 What are the different kinds of media mentioned in the passage?
- 2 Who controls radio and television in Ethiopia?
- 3 How many broadcast stations are licensed to operate in Ethiopia?
- 4 What is the name of the single television network?
- 5 What is the government language policy for radio broadcasts?
- 6 Why does the print media have such a poor distribution outside Addis Ababa?
- 7 What part of the media is showing positive growth?
- 8 How do Ethiopian people living abroad keep up with the news?

3 Find out what the following words from the text mean and use them in sentences:

media	licensed	network	studio
literacy	sovereign	economy	community

**A6.8 Writing:** Making a news programme**1 Read the following headlines and the weather forecast for a news broadcast.**

Good evening viewers. Here is the news read by Jemal Ahmed. First, the headlines.

- The popular Ethiopian singer Tilahun Gessesse has died at the age of 68.
- Ethiopia is the latest country to be caught up in 'Pop Idol' mania, as hopefuls of all ages audition every week to win the coveted title.
- The Ethiopian stars Feyisa Lelisa and Atsede Bayisa shine at the Xiamen International Marathon.
- Fire has broken out in the main market in Addis Ababa.

Now for the news in detail:

To end the news, here are the main points again:

Now here is the weather forecast for Addis Ababa:

Tonight the skies will be partly cloudy, with a temperature of 10°C. Winds will be East-North-East at 8 to 16 kilometres per hour. Tomorrow there will be a few clouds from time to time, with a high of 24°C. Winds will be East-South-East at 8 to 16 kilometres per hour. Later in the week we will see clear skies with highs in the mid 20s and lows in the low 10s.

- 2** Now work in groups to write your own news broadcast. Decide on which items of news you want to include, for example: current, local or international events. Write the script for the broadcast, followed by a weather forecast.
- 3** From your group, select three presenters to read your news broadcast to the class. Two of the presenters read the headlines and news reports between them. The third presenter reads the weather forecast.



A6.9 Speaking: Expressing opinions

- 1** Work in a group and select a topic from the list below:

- Watching TV is a waste of time.
- Nowadays people prefer TV to radio.
- Celebrities have too much money.
- There is too much sport on television.

List the points to agree or disagree with the chosen topic. Read each point aloud and let members of your group express simple counter arguments *for* or *against* it, using the following opinion expressions:

- *I think ...*
- *I suppose ...*
- *I'm pretty sure that ...*
- *It's my opinion that ...*
- *I'm convinced that ...*
- *I wonder if ...*

Write down these opinions in your exercise book.

- 2** Choose a presenter from your group to present your arguments *for* or *against* each topic to the rest of the class.

A6.10 Language focus: Different kinds of sentences

- A simple sentence contains a *subject* and a *verb*, and expresses a *complete thought*.

Example:

We won the football match.

- A *compound sentence* contains two independent clauses joined by a conjunction: *for, and, nor, but, or, yet, so*. (Helpful hint: The first letter of each of the coordinators spells *FANBOYS*.) Except for very short sentences, conjunctions are always preceded by a comma.

Examples:

I went home and did my homework.

Our team won the match, so we all were very happy.

- A *complex sentence* has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinating conjunction, for example: *after before unless although if until as since when because than while*
- *Subordinating conjunctions* usually come at the beginning of the subordinate clause.

Examples:

He watched television although he had not done his homework.

We will go home when the football match is finished.

- A subordinate or dependent clause *depends* on a main or independent clause. It cannot exist alone. For example: *Although I work hard* does not make any sense. But a main or independent clause can exist alone. For example: *I'm still hungry*.

Join these sentences using the word or expression in brackets. Remember to change the punctuation where necessary.

- 1 Liben wanted to be a doctor. He didn't work hard enough at school. (although)
- 2 Gifti wanted to be a pop star. She watched *Ethiopian Idols* on television. (since)
- 3 You will not play in the final match. You must train hard to win a place in the team. (unless)
- 4 Ayantu wanted to run in the Olympic Games. She saw Derartu Tulu win a gold medal. (because)
- 5 Girmay must pass his exams. He can train to be a doctor. (before)
- 6 We must buy some bananas. The price is very low. (while)
- 7 The dog was sick. It had eaten some bad meat. (because)

**A6.11 Writing:** An essay introduction

An introduction to an essay has various different functions:

- To give the subject of the essay and catch the attention of the reader.
- To give a brief idea of the content of the essay.
- To lead in to the *thesis* statement which appears at the end of the introduction and summarises the main argument.

An essay introduction should be short and to the point. It should help the reader become familiar with the subject and the following discussions. You might begin your introduction with an appropriate fact, statistic or quote, but only include information that is relevant to the content of your essay.

1 Look at these three essay introductions. Work in your groups to rank them in order of their strengths or weaknesses. Give reasons for your decisions.

- 1 Hiya folks. My name is Girmay and I'm going to write about my favourite TV programme. But before I do, let me tell you a bit about myself...
- 2 The topic of my essay is fame. It will examine how fame at too-early an age can affect a young person in an adverse way. I shall examine the life-style of a real pop-star; analysing their earnings, the lack of privacy and the effect on the young person's self-esteem. I will discuss the advantages and disadvantages of being young and famous in Ethiopia today.
- 3 I like reading newspapers so I am going to write about them in my essay. My essay is about the print media and newspapers in Ethiopia. Do you like reading newspapers? If so, which ones do you read? I like to read local newspapers the best because...

2 Work in pairs to write an essay introduction for one of the topics listed in A6.9: Expressing opinions (above). Try to make your introduction interesting, use both compound and complex sentences and different conjunctions.

A6.12 Fun with words: Fake biographies

Play this game in small groups. You will be writing a fake biography of a famous person of your choice.

- Your teacher will give you some strips of paper.
- Student A should write the first sentence and then fold the paper over so that Student B cannot see it.
- Student B writes the second sentence and so on.
- Continue with this method until you have finished. Remember to include the person's age, occupation, residence and so on. You can make up facts or amusing sentences and be as imaginative as you like.
- Remember to write using appropriate language and sentences, giving enough details and information.
- When you have finished fold out the paper and read out what you have written to the rest of the class.

Part B

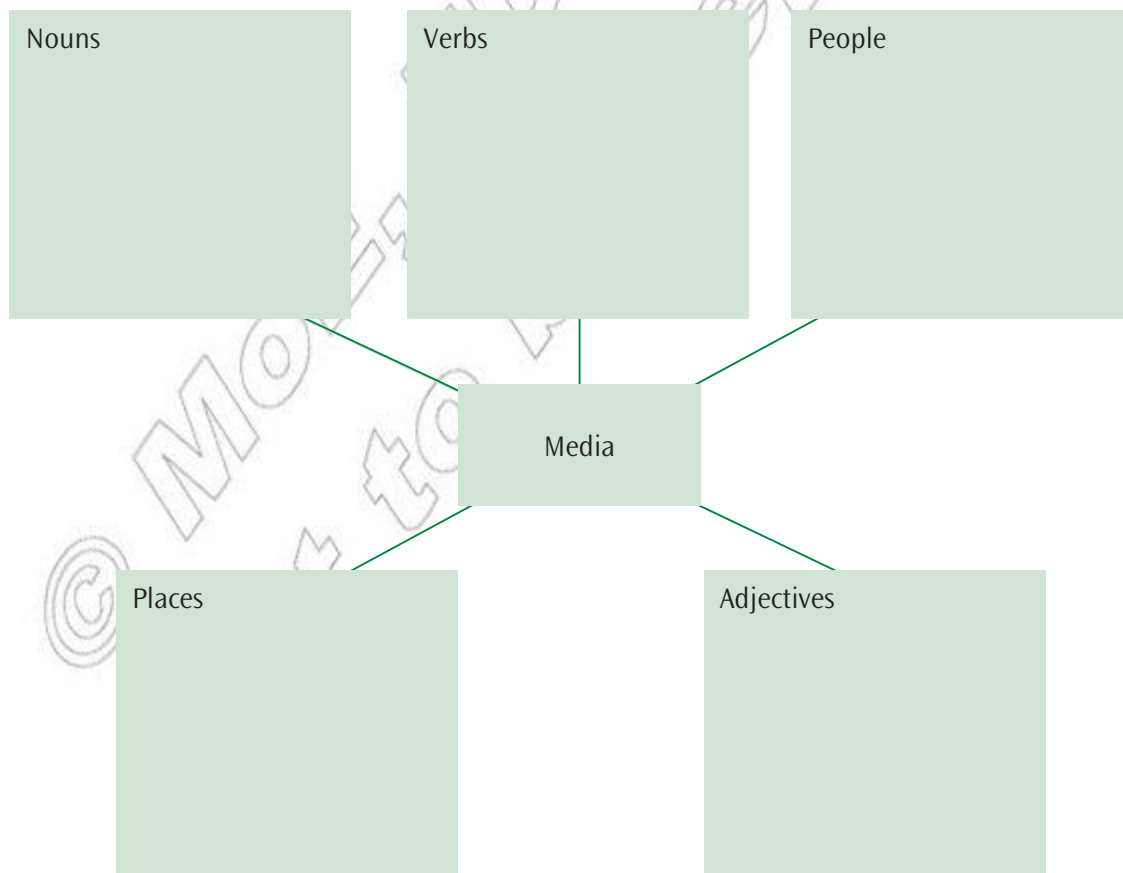
Objectives

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

- classify media words
- discuss a television schedule
- listen to an interview about Tilahun Gessesse and answer questions about it
- use some synonyms and antonyms
- use the present perfect tense
- report what someone has said
- talk about your favourite celebrity
- read about the advantages and disadvantages of radio and television
- pronounce words with a different number of syllables
- read and contrast two biographies
- learn a spelling rule
- classify associated words.

B6.1 Increase your word power: Words for the media

Work with a partner and copy the diagram below into your exercise book. Complete it with words connected to the media, classifying them according to the headings in each box. The person with the greatest number of entries wins!





B6.2 Speaking: Radio and TV programmes

- 1** Look at the following TV programme schedule. Work in pairs to ask and answer questions about it.

Today 13 April	
9:00 AM Children's programme	6:10 PM Noor film series
9:30 AM Professionals' advice	7:00 PM News in Tigrinya
10:05 AM Sports	7:20 PM Awutar
10:40 AM Elal Tibebat	8:00 PM News in Arabic
11:10 AM Hirnet music programme	8:20 PM Weekly news events
12:30 PM News in Tigrinya	9:00 PM News in Tigrinya
12:50 PM Bigahdi	9:30 PM Dehai Deki Hade Libi
1:30 PM News in Arabic	10:15 PM News in English
2:00 PM Children's programme	10:35 PM Amharic programme
2:30 PM Mosaic	11:25 PM Film
5:30 PM Daret Kana	News Summary

Example:

Student A: *What programmes do you like best?*

Student B: *I like watching the weekly news events.*

Student A: *What time are they on?*

Student B: *They are on at 8.20 p.m.*

2 Now conduct similar conversations with a partner about the following topics:

- news broadcasts
- soap operas / family dramas
- programmes about cars
- sports coverage in the media
- movies
- documentaries
- children's programmes.

3 Work with a partner to ask and answer questions about television and radio.

Example:

Student A: What time is the news in Arabic on?



B6.3 Listening: A radio interview

1 Listen while your teacher reads an interview about Tilahun Gessesse.

2 Synonyms are words with identical or very similar meanings. Now listen to the interview again and tick the words you hear in the left column. Match these words with their synonyms on the right. You may need to check your answers in a dictionary.

admirer	supporter
encouraged	inspired
perform	act
interest	fascination
pursue	follow
honorary	complimentary
appreciation	acknowledgement
achievement	attainment
dominant	foremost
citizens	countrymen

3 Listen to the interview again and write the answers to the questions in your exercise book.

- 1 What was Tilahun Gessesse's real name?
- 2 Who encouraged him at school to take up singing?
- 3 How did Tilahun travel to Addis Ababa?
- 4 Where did he get his first job?
- 5 How did he help famine victims?
- 6 How many songs did he record?
- 7 How was he honoured when he died?
- 8 Why will he always be remembered?

B6.4 Increase your word power: Write the opposites

- *Synonyms* are different words with identical or very similar meanings.
- *Antonyms* are words with the opposite meaning to another word.

Look at the list of words in B6.3 and their synonyms. Write the antonyms for as many of these words as you can in your exercise book.

B6.5 Language focus: The present perfect tense

- 1** Tilahun Gessesse said in his interview *I have been interested in running since I was a child.* Now make similar sentences from the box below:

I have	<ul style="list-style-type: none"> been interested in music helped raise large sums of money been singing been a leading star singer received an award 	for since	<ul style="list-style-type: none"> I was a child. aid famine victims. a long time. my first job. my contribution to music.
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- 2** Work with a partner to make similar sentences about yourself, using the present perfect tense with the words *for* or *since*.

We often use the present perfect tense with *for* or *since* when the action is unfinished, for example:

- I've been waiting to see you for over an hour.
- I've been here since one o'clock.

- 3** Complete the following sentences, changing the verbs into the present perfect tense and choosing either *for* or *since*.

Example:

I (wait) at the bus stop for/since half an hour.

I have been waiting at the bus stop for half an hour.

- 1 We (live) in Addis Ababa for / since three years.
- 2 Zebida has been (read) that book for / since he came home.
- 3 Halima (learn) to play the violin for / since she was ten.
- 4 My uncle (work) at the school for / since a long time.
- 5 I (sing) in the choir for / since I started secondary school.
- 6 The boys (washing) their clothes for / since over an hour.

B6.6 Language focus: Reporting what someone has said

Reporting what you yourself have said is easy:

- Direct speech: *I don't know.*
- Reported speech: *I said I don't know.*

When you report what someone else said, you have to change the pronouns in the sentence.



1 Write these dialogues in your exercise book. Complete them using reported speech.

Example:

Question: *Where are you from?*

Answer: *I'm from Ethiopia. He said he was from Ethiopia.*

Abel: *We have two exercises for homework today.*

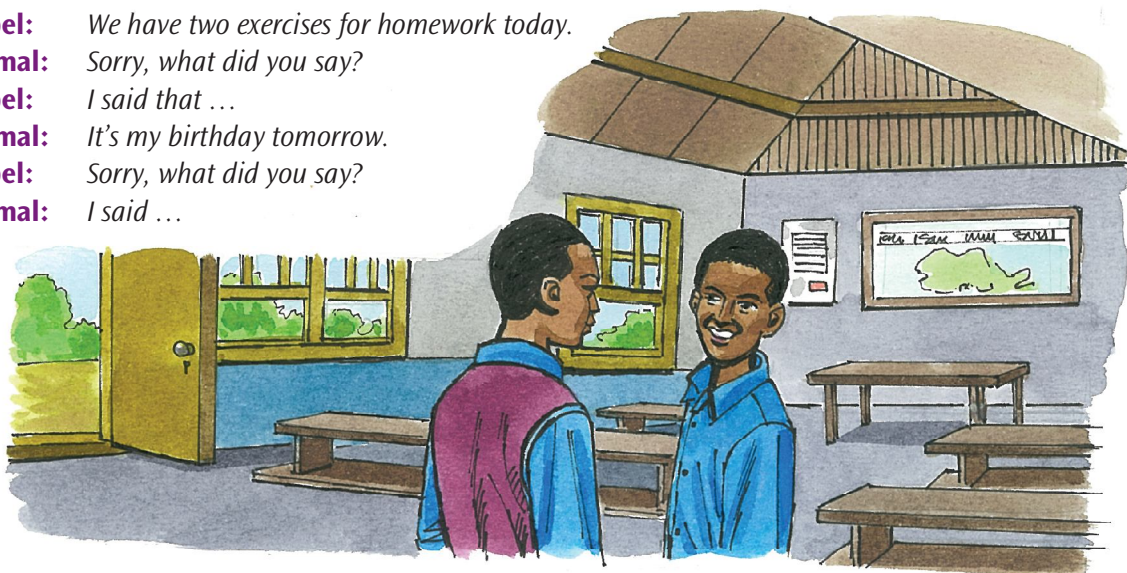
Jemal: *Sorry, what did you say?*

Abel: *I said that ...*

Jemal: *It's my birthday tomorrow.*

Abel: *Sorry, what did you say?*

Jemal: *I said ...*



2 The headmaster is talking but Abel and Jemal are at the back of the hall and can't hear him very well. Complete the dialogue using reported speech.

Headmaster: *Our school sports day will be in three weeks.*

Abel: *Sorry, what did the headmaster say?*

Jemal: *He said ...*

Headmaster: *You must all do your best to make it a success.*

Jemal: *Sorry, what did he say?*

Abel: *He said ...*

- 3** When we report something a long time after someone has spoken, we have to change the tense of the original sentence.

Direct speech	Reported speech
<i>I work hard.</i>	<i>He said he worked hard.</i>
<i>He is working hard.</i>	<i>I said he was working hard.</i>
<i>We have worked hard.</i>	<i>You said we had worked hard.</i>
<i>They worked hard.</i>	<i>She said they had worked hard.</i>
<i>I will work hard.</i>	<i>She said she would work hard.</i>

- 4** Work with a partner. Yesterday you met your friend Meselu in town. Today you report to your partner what Meselu said. Write the reported sentences in your exercise book. The first one has been done for you.

- 1 It's my birthday in two weeks. *Meselu said it was her birthday in two weeks.*
- 2 I'm having a birthday party. *She said she was ...*
- 3 I have invited about 20 people.
- 4 We will have the party in the garden.
- 5 Wiezero Bontu is going to make the cake.
- 6 I hope you can come to the party too.
- 7 She had a very good party last year.
- 8 Her mother made a beautiful cake.

- 5** Report the things that have been said in the last few days by:

- your teacher
- your mother or father
- your friend
- someone in the television
- someone on the radio.

Example:

The weather forecast on the radio said yesterday that it was going to rain all day.



B6.7 Speaking: Who is your favourite celebrity?

- 1** Work in a group to suggest the names of various celebrities (sports personalities, pop stars, film stars and so on). Write various interesting details about one of them on a piece of paper and give the paper to your teacher.

- 2** Your teacher will pretend to be the celebrity that you have selected. In your group, act as interviewers or journalists and ask your teacher (the celebrity) a range of questions.

Examples:

- *Can you tell me what you think is your best moment?*
- *Does that mean that you have earned a lot of money?*
- *You said that you wanted to help orphans. What plans do you have to do this?*

- 3** Pretend that you are interviewing Lulu Gezu. Work in pairs to role-play an interview with the pop star, using information from the listening text and your teacher's celebrity role-play as a model.



B6.8 Reading: What do you think?

1 Work in a group to think of the advantages and disadvantages of radio and television, make a note of your discussion in your exercise book.

2 Read the following article:

Nowadays many people all over the world spend much of their free time watching television. Television viewing has many advantages, but these are balanced by its many disadvantages.

Television allows you to reach a large number of people at both a regional, national and international level. News and current affairs are reported instantly as they happen and news channels are updated continuously, so that you can always be in touch and know what is happening all over the world. Television programmes can expand your knowledge of the world, its history, geography and different peoples, their sports and cultures. Television can also bring top-class entertainment such as sport, films and international concerts straight into your home. Television debates and discussions can broaden your outlook and develop your critical facilities, while educational television programmes can help you with your studies and schoolwork.

But there is a big downside to television as well. Many people spend so long watching television that they neglect their work and other duties. Families no longer communicate with each other as much, and people's attention spans are lowered as news items are presented in short 'bites' rather than in depth. Children who have unrestricted access to television can watch unsuitable programmes showing sex and violence, which they may come to accept as normal behaviour. Very often opinions are presented as 'facts' and people get a biased view of a conflict or a difficult question because of the limitations of time and scheduling television imposes on the reporter. Much of the entertainment is shallow and for popular consumption rather than more in-depth programmes and reports.

So television has two influences – one for good and one for ill. What are your thoughts about it?

3 Do you agree with the points made in the article above? Can you add any further points to the list you made in Exercise 1?

4 Using the points you have listed, tell your group your own feelings about whether you feel watching television and listening to the radio is an advantage or a disadvantage for you personally. Give reasons for the points you make.



B6.9 Speaking: Word stress

Make sure you understand the meanings of the following words, and write the following table in your exercise book. Work in pairs to say each word aloud and decide which group the words belong to, as in the example, according to their syllable length and word stress.

Ooo	Oo	oOoo
radio	handsome	celebrity
media	lifestyle	

welcome	programme	television	political
introducing	artistic	famous	musician
professional	dedicated	limelight	compassion
successful	election	beggars	presenter



B6.10 Reading: True stories

1 Read the following two biographies:

Well-earned success

Paul Vallely, a journalist, recently interviewed Kibnash Tolossa and wrote this report of the interview:

A decade ago, Kibnash Tolossa was poor, living in a small tin shack off a dusty alleyway in the back streets of Adama and like many other women, preparing vegetables, drink and bread. One day, when preparing food for her family, Kibnash made a few extra injera, which she sold on the streets. Word soon got round, and a local hotel asked her to make injera for them. But the problem was that Kibnash was limited in how many she could make because she could not afford to buy much grain or firewood. So she went to the local loan-sharks and borrowed a little money from them, even though their rates of interest were very high.

Then a local credit union began. “You could get a loan, but you had to save for six months first,” Kibnash said. “I couldn’t afford the two birr every week, but I managed, borrowing from friends when I didn’t have the money.”

Six months later she was allowed to apply for a loan – worth ten times her savings, so long as the credit union approved of her business plan. With the money, she bought teff in bulk at half the price she had paid previously, and began to work full time. The hotel wanted all she could produce, so she took on an assistant.

Kibnash proved to be an acute businesswoman. After a year she realised she had outgrown the hotel and switched to providing snacks for a nearby school that had 3,000 students. For four years it brought an increased profit, but as the number of pupils at the school changed and the rent there rose, business fell away. She decided to change her business again.

“I had been increasing my savings and my loans as the years went by. But now I borrowed 3,500 birr to buy a doughnut frying machine, and I set up this tea shop,” she said proudly, gesturing around the little tea-shop at the front of her home. It is such a success that she has taken on two more staff.

Kibnash has just taken 6,000 birr from her account to buy a new fridge freezer. Inside her home now she also has two sofas, four armchairs, a coffee table, TV set and CD player and a large sideboard. “It’s full of best crockery – for guests,” she says. “To have gone from selling on the streets to being part-owner of a shopping centre in just over ten years is little short of a miracle,” she continued. “But a poor woman who begins saving with a credit union today could do the same thing.”

This article was taken from the *Independent* newspaper, Monday, 4th January 2010.





The Model with Big Dreams

A reporter, Eden Habtamu, interviewed Nardos Tafesse recently and asked her about her life, interests and future plans.

Nardos Tafesse is a 19-year-old model from Ethiopia. This tall (1.78m), elegant and confident model was born and grew up in Addis Ababa. She grew up with her grandparents and was very restless as a child. She says she bothered her grandparents to take her everywhere. Nardos has big dreams. This 12th grade student not only wants to be one of Africa's top models, but also to study Political Science and become one of the leading political figures in Africa. Talking about her ambition to be an influential politician, Nardos said, "I want to be this beautiful and well-known Prime Minister, working for the betterment of our country."

Though her upbringing did not particularly encourage her to pursue modelling and beauty contests, it gave her strength to believe in herself and to be confident. She said, before she took the modelling training in Habesha Modelling, she could not even 'walk'. Nardos believes the training opened the door for her and enabled her to see what she has to offer.

So far, Nardos has won various crowns: *Miss Virgin*, *Miss Millennium*, *Miss Coffee*, and *Top Model*. She told us proudly that she received five crowns in the five contests she entered in locally. She has also travelled to Asia and the Middle East (China, Japan, Philippines and Dubai) to take part in various contests.

Nardos enjoys reading books (especially those related to politics) and writing poems. She spends her leisure time in quiet places, as well as swimming. She sees herself as a good listener. "I love to listen to people, rather than talking to them." Asked what it was like to win her first contest, Nardos said, "It was the *Miss Virgin* contest. I was really excited and proud to have received the crown and to promote the virtue of being a virgin."

Many parents are not happy to send their children to modelling and beauty contests, believing that they will fall behind in their education and become vulnerable to bad influences. We asked Nardos if she had met any such resistance. Nardos replied, "No, my parents believed in me. They don't interfere in my choices. They respect my decisions and selections, and they encourage me in every way."

She feels bad that we Africans do not win in global beauty contests, although she believes that we are beautiful. "It is sad that we do not get the chance to win in big international competitions. All the judges say is: "Oh you are Ethiopian, wow ... beautiful!" But when they sit on their chairs, they don't open up their eyes and look into our inner and natural beauty. We are so beautiful without any makeup. We just do not get the chances that Western contestants do."

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2 In your groups, compare and contrast the lifestyles of these two women by putting them into a table under appropriate headings, such as: *Home, Job, Family, Age, Ambitions* and so on.

3 Now discuss which of their lifestyles you would like and why.

B6.11 Study skills: Spelling quiz**1** Learn the following spelling rules for comparative adjectives.

- adjectives that end in *-y*, change the *-y* to *i* and add *-er*: *early – earlier/ happy – happier*
- adjectives that end in *-e*, add *-r* to end of the adjective: *nice – nicer/ safe – safer*
- adjectives that end in a consonant double the last letter: *big – bigger/ fat – fatter*

2 Your teacher will dictate a number of adjectives. Listen, and write the comparative forms in your exercise book, then exchange your book with your partner to mark your spellings.**B6.12 Fun with words:** Sort out the groups

Draw three columns in your exercise book. Write the words in each column so that each line of three words across the three columns makes a group. The first one is done for you as an example.

<i>morning</i>	<i>afternoon</i>	<i>night</i>
yellow	cheetah	office
nurse	nook	snake
farm	cassava	phone call
lion	orange	scientist
crocodile	letter	rice
email	laboratory	health worker
library	factory	leopard
maize	doctor	shelf
experiment	lizard	purple

Assessment**1** Reading

Read the passage your teacher will give you, then discuss in groups *how*, *where*, *when* and *why* Alem Gessesse achieved her success in karate. Can you relate this passage to your own experiences? If so, tell your teacher how.

2 Writing

Write a short introduction of one paragraph for an essay on the following topic: *The importance of television and newspapers.*

Revision 2 (Units 4–6)



Listening

- 1 Listen to your teacher reading a short passage and write it down. (Dictation)**
- 2 Read the following questions, listen as your teacher reads you a passage, then answer the questions.**
 - 1 Why didn't the writer ask her boyfriend to use a condom?
 - 2 How did she find out she was HIV positive?
 - 3 How did her parents react?
 - 4 How did she react?
 - 5 What did the health worker tell her?
 - 6 What is the writer doing now?
 - 7 What are her plans for the future?
 - 8 Has she had any boyfriends since she became HIV positive?

Vocabulary and spelling

In your exercise book, write a word or expression from Units 4-6 about the following:

- 1 Something that helps your body to grow.
- 2 Foods that provide you with energy.
- 3 Eating the right variety of food.
- 4 What you call someone who is being treated in hospital.
- 5 A cause of HIV and AIDS.
- 6 Expressing that you are sorry for a person's problem or difficulty.
- 7 A system in your body that protects you from disease.
- 8 A word that shows you have caught a disease from someone.
- 9 Another name for someone who is famous.
- 10 A word meaning radio, broadcasting and newspapers.
- 11 A short description of someone's life.
- 12 A list of the times of television shows.



Speaking

Work with a partner to role-play an interview with a famous celebrity.

Language use

1 Complete the following sentences with the correct adjective or adverb.

Example:

Aamina has a good voice and sings very well, but Kasech has a better voice, while Deste has the best voice.

- Girmay's handwriting is bad, but Neima's is _____ and Sofia's is the _____.
- That dress is cheap, but the red one is _____ and the blue one is the _____.
- Jemel is very untidy, but Gebre is _____ and Abel is the _____.
- Halima was early, but Abeba was even _____ and Neima was the _____ of them all.
- I feel tired, but my brother feels _____ tired than me. My sister feels the _____ tired.
- These bananas are expensive, but those over there are _____ and that other trader's bananas are _____ in the market.
- I like fish, but I like potatoes even _____ and I like rice _____ of all.
- Our team played badly today in the match, but the red team played _____ and the blue team played _____.

2 Rewrite the sentences using *must*, *mustn't*, *should* or *shouldn't*.

- Cars *are obliged to* stop when the traffic lights are red.
- Cyclists *are advised to* ride carefully in heavy traffic.
- I think you *ought to* go to the dentist.
- Pedestrians *are not allowed to* walk in the road.
- It would be better to* wash your hands before you eat.
- I *don't think it is a good idea to* pick up that snake.
- You *have to* boil the water to kill any germs.
- If you are tired, *I would advise you to* go to bed.
- You *ought not to* eat too much fruit or you might get diarrhoea.
- Children *are forbidden to* be late for school.

3 Use the words and expressions below to complete the dialogue. You can use each of them more than once if you need to.

a
an
the
some
any
much
many
a few
plenty of
a litre
a kilo



- Neima:** Hello, Ayana, how are you?
Ayana: I am fine. Come in, I'm in (1) _____ kitchen.
Neima: OK. What are you doing?
Ayana: I'm going to make (2) _____ cake for my brother's birthday.

- Neima:** *Oh, that is nice! Hello, Weizero Eden.*
- Weizero Eden:** *Hello Makeda. Come in. Would you like (3) _____ tea? I've just made (4) _____ pot.*
- Neima:** *Oh, no thanks.*
- Weizero Eden:** *What do we need for (5) _____ cake, Ayana?*
- Ayana:** *Well, have we got (6) _____ flour?*
- Weizero Eden:** *Yes, we have (7) _____ flour, enough for three cakes.*
- Ayana:** *I am only making one cake! We'll also need (8) _____ butter and (9) _____ eggs.*
- Weizero Eden:** *Well, there aren't (10) _____ eggs. You will have to go to the market to buy (11) _____.*
- Neima:** *I can do that! How (12) _____ do you need?*
- Ayana:** *Not (13) _____. You can buy four. Oh, and we will need half (14) _____ of sugar and (15) _____ oranges. Can you buy three oranges?*
- Neima:** *Oranges?*
- Ayana:** *Yes. Didn't I say? It's (16) _____ orange cake.*
- Weizero Eden:** *Oh! I have just looked in (17) _____ fridge. There isn't (18) _____ milk! Do you need (19) _____?*
- Ayana:** *Yes. I will need half (20) _____ though I won't use all of it.*
- Weizero Eden:** *Well Neima, I think you should make a list!*
- Neima:** *You're right Mrs Abera!*



Reading

1 Read the following text.

HIV is spread through sex with an infected person; sharing a needle or a blade with someone who is infected; inheriting it at birth from an infected mother; drinking the breast milk of an infected woman; or having a transfusion of infected blood.

A person who has become infected by HIV is likely to be unaware of the fact. Some people get fever, headache, joint or stomach pains, swollen glands or skin rashes for one or two weeks, but some people do not have any symptoms.

When a person is infected with HIV, the virus will multiply in the body for a few weeks or even months before the immune system responds. During this time, the patient will not test positive for HIV but can infect other people.

When the immune system responds it starts to make antibodies. When this happens, the patient tests positive for HIV. After the first flu-like symptoms, some people stay healthy for ten years or longer. However, during this time HIV is damaging the immune system. HIV becomes AIDS when the immune system is seriously damaged. This allows *opportunistic* infections like pneumonia, skin cancer and infections of the throat or other parts of the body to develop. Without treatment, these opportunistic infections can kill the patient.

There is no cure for AIDS and no way to clear the HIV from the body. However, there are drugs that can slow down the process of the HIV and the damage to the immune system.

There is one sure way of avoiding the risk of HIV infection. That is to observe the ABC of life, which is:

- Abstain from sex.
- Be faithful to one partner.
- Condomise (use male and female condoms consistently and correctly).

2 Choose the correct answer below.

- 1 According to the passage, HIV is caused by:
 - a a virus
 - b a fungus
 - c bacteria
 - d germs
- 2 Other ways in which HIV is spread is through:
 - a sharing toilet seats with others
 - b drinking from the same cup as an infected person
 - c hugging an infected person
 - d sharing a needle with an infected person
- 3 What will happen to an HIV-infected person who does not seek medical attention?
 - a The immune system will destroy the virus in the body.
 - b He or she will die.
 - c He or she will not develop AIDS.
 - d He or she will get opportunistic infections.
- 4 One of the three ways to avoid HIV infections is to:
 - a have multiple partners
 - b drink more water
 - c avoid sex
 - d avoid HIV-infected persons

**Writing**

- 1 Write some advice for keeping healthy, including healthy eating and how to avoid diseases and infections.