

English for Ethiopia

Student Textbook
Grade 9

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Federal Democratic Republic of Ethiopia
Ministry of Education

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English for Ethiopia

Student Textbook
Grade 9

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Learning to learn

Part A

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

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

A1.1 Introduction: How do you remember something?

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

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



A1.2 Listening: Meeting others

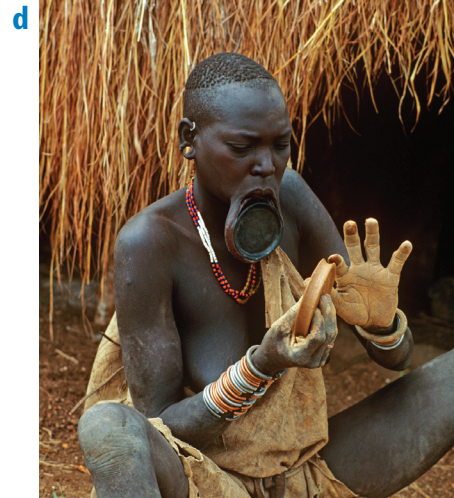
1 Listen to your teacher, look at the pictures and write the names of each person in your exercise book, in the order that you hear them.

a



b





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

Examples:

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

A1.3 Reading: Learning to learn

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



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

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

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

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

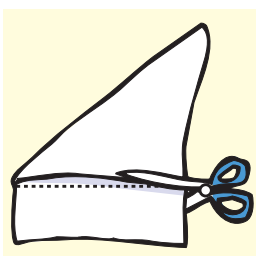


2 Discuss in your group your own strategies for learning and then report them to the class.

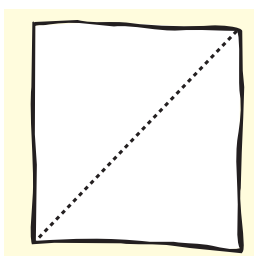
A1.4 Language focus: Following instructions

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

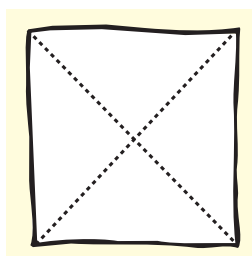
- 1 Take a clean sheet of paper and make a square by folding one corner over to the edge and cutting off the extra flap.
- 2 Unfold it and you have a square. Fold the top right corner over to the bottom left, towards the centre of the square.
- 3 Unfold. You now have a square with two diagonal creases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



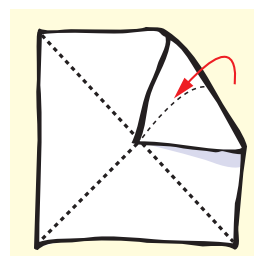
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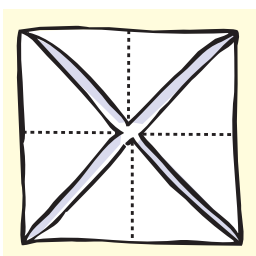


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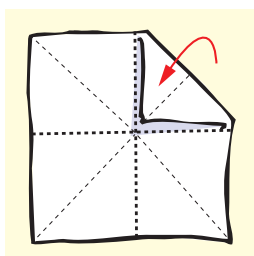


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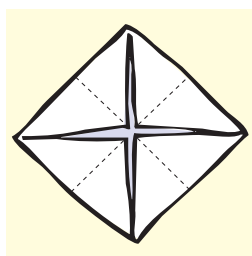
- 5 With all four corners folded it should look like picture 5.
- 6 Next, flip the square over and fold all four corners points into the centre again.
- 7 With all of the corners folded in, it should now look like picture 7.
- 8 Write the numbers 1 to 8 on each of the triangles.



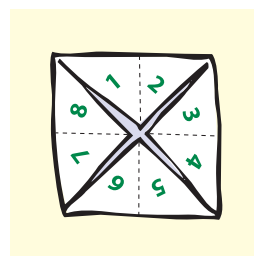
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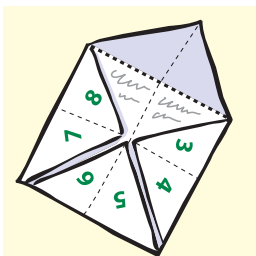


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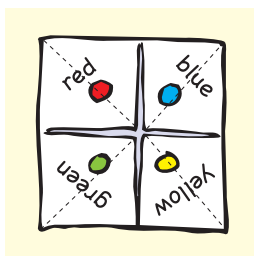


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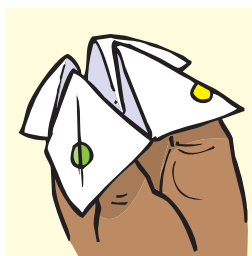
- 9 Lift up the flaps and write one of these instructions under each one: *stand, sit, open, shut, draw, write, colour, sing.*
- 10 Flip it over and colour or write the name of a different colour on each of the four flaps.
- 11 Now insert your two thumbs and two forefingers into each of the four flap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



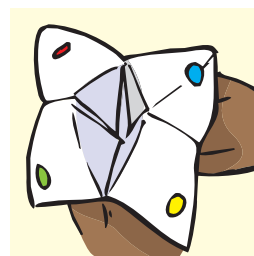
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11



12

Unit 1 Learning to learn

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

A1.5 Language focus: Asking questions

Question words

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

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

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

Example:

What is your name?

Where do you live?

How old are you? etc.

A1.6 Study skills: Places in Ethiopia

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



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

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

Gode	Degeh Bur	Negele	Gambela
Humera	Adama	Asayita	Arba Minch

Example:

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

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

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



(a) Ghanaian



(b) Indian



(c) Kenyan



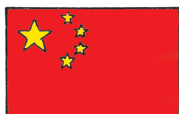
(d) Canadian



(e) Ethiopian



(f) French



(g) Chinese



(h) British



(i) Norwegian



(j) Mexican

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

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

3 Now work in pairs to ask and answer questions.**Example:***Is Esi Chinese? No, she isn't. She comes from Ghana.**Does she speak English? Yes, she does.***4** Can you add any more people to the list, with their countries, names and nationalities?**A1.8 Reading:** Which country?**1** These five young people come from different countries. Look at the texts quickly to get a general idea of the context of each one, and then in groups of five take turns to read the texts aloud.

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

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



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

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



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

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

Unit 1 Learning to learn

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



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

We play volleyball and ping pong. I also like playing computer games and the piano.

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

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



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

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

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

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

A1.9 Language focus: The present tense

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

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

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

The verb to be

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

Present simple

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

Present continuous

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



A1.10 Speaking: Pronunciation practice

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

Work in pairs to practise saying the following sentences:

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

A1.11 Increase your word power: Vocabulary development

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

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

2 Give your partner a spelling test using these words.



A1.12 Listening: Simon says

All the students stand up to play this game.

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

Part B

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

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

B1.1 Writing: Getting to know you**1** Complete this information about yourself in your exercise book:

Name:

Address:

Age:

School:

Languages:

Brothers and sisters:

Favourite hobbies:

Favourite sports:

2 Draw a picture of yourself and make three lists underneath the following headings:

My favourite possessions My favourite people My favourite activities

3 Work with a partner to ask questions about your lists using the question words: *what, where, who, why***Example:***What are your favourite sports? Where do you live?***4** Match the questions with the answers and copy them into your exercise book.**Example:***1 What are you wearing today?**c My school uniform.***1** What are you wearing today?**a** I wash my clothes and meet my friends.**2** Do you live near the school?**b** No, I'm not.**3** Is it raining now?**c** My school uniform.**4** Are you hungry?**d** No, it isn't. It's sunny.**5** Do you like music?**e** Yes, I do. I like rap.**6** Is your teacher in the classroom?**f** No, I don't. I live 10 kilometres away.**7** What do you do at weekends?**g** Yes he is. He's sitting at his desk.



B1.2 Speaking: Class survey

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

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

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



B1.3 Reading: Why study English?

- 1 Work with your partner and list the reasons why you think it is important to study English.
- 2 Now read the following passage. Compare the main points with your list of reasons to study English. Tick off on your list the points you have made that also appear in the text, then add any additional points from the text to your list.

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

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

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

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

4 Answer these questions.

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

B1.4 Language focus: Expressing obligation or necessity

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

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

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

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

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

B1.5 Study skills: School rules

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

Complete this table

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

- 2** Compare your list with the others in your group. Who has found the most notices?
- 3** In groups of three, make a list of rules for the class to make sure all the students are happy and can learn well.

Example:

We should listen carefully when someone is speaking.

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

Example:

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



B1.6 Speaking: New school advice

- 1** Discuss in groups what advice you would give to new students when they join the school, then make a list of the various suggestions.
- 2** Draw a chart in your exercise books and write these ideas in the first column. In the second column draw a happy face if you think you are good at this; a sad face if you find it difficult; a cross if you know it is not one of your strengths: 😊 😞

Example:

Punctuality	
Completing homework on time	
Neat handwriting	

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

I am good at ...

This year I will try harder to ...

**B1.7 Reading:** Some good advice

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

Addis Ababa,
June 2010

My dear nephew,

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

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

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

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

Your loving uncle,
Bekele

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

Example:

I will get up early every morning.

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

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



B1.8 Writing: Write a letter

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

The diagram shows a sample letter with several callout boxes providing instructions:

- Top right:** *14 University Way,
Addis Ababa.
20th April, 2012*
Callouts: "Put a comma at the end of every line, except the last, which has a full stop." and "The date goes here. Note the comma!"
- Greeting:** *Dear Dejene,*
Callout: "The greeting goes here. Note the comma."
- Body:** *Thanks very much for your letter. I was delighted to hear from you after such a long silence. Just the other day, Aamina said 'I wonder what's happened to Berta!' She will be pleased to hear your news too.
We shall be very pleased to see you again, and of course you can stay with us as long as you like. No problem! Please let us know exactly when and where you are arriving, and we shall try to meet you. Don't forget to bring some family photos!
We very much look forward to seeing you next month!*
Callouts: "Miss a line here." (twice), "Always leave a wide left-hand margin.", and "Leave a space at the start of each paragraph."
- Sign-off:** *All the best,*
Callout: "Miss a line here."
- Signature:** *Your friend
Liben*
Callouts: "Note the comma!" and "Sign off with the name your friend or relative calls you. DO NOT print your name in capital letters!"
- Bottom right:** Callout: "You can finish the letter like this, but there are many other ways of doing this."

2 Write a short letter to a friend to describe your first day at school.

Begin your letter with *Dear (name of your friend)*.
Close the letter with *Best wishes from (your name)*.

B1.9 Language focus: Making sudden decisions

The *will* future is often used to describe a sudden spontaneous decision which was unplanned.

Examples:

What shall we do this afternoon?

I know, we'll go to the football match.

Match the sentences with their answers.

- | | |
|--|--|
| 1 It's very hot and airless in this room. | a Then we'll stay in and watch television. |
| 2 I can't come out with you this evening. | b Don't worry, I'll lend you one. |
| 3 It's going to rain tonight. | c I'll send him a card. |
| 4 I've forgotten my pen. | d I'll open the window. |
| 5 My brother has a birthday next week. | e We'll take an umbrella when we go to the concert. |

**B1.10 Writing:** Punctuation revision

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

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

B1.11 Study skills: Dictionary work

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

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

- 1** Write your name on a piece of paper, then find out where you would sit according to the alphabetical order of students' names. Then, at your teacher's request, call out your name to check you are sitting in the correct place.
- 2** Work with a partner, can you think of other things that are arranged in alphabetical order?
- 3** Write these groups of words in alphabetical order in your notebook. Remember, if there are two words beginning with the same letter, you must look at the second letter of each word to work out which one is first. If the second letter is also the same go to the third letter.
 - 1** lion, hyena, rabbit, antelope, snake, monkey
 - 2** baby, beach, big, bottle, bus, bear, boat, butter
 - 3** magnificent, magnet, magic, magazine, maggot, magma

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

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

Example:

Student A: My uncle's cat is an awful cat.

Student B: My uncle's cat is a beautiful cat.

Student C: My uncle's cat is a cunning cat.

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

Assessment

1 Listening

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

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

2 Speaking

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

Part A

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

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

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

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

You can then test other groups with your quiz!

**A2.2 Listening:** Addis Ababa

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

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

A2.3 Speaking: Describing places

Talk about these photographs.

Example:

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

1



Harar

2



Blue Nile Falls

3



Addis Ababa

4



Nechisar National Park

A2.4 Increase your word power: Vocabulary development

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

recommend medieval reigned incredible
monastery panels manuscripts accessible

2 Give your partner a spelling test using these words.

**A2.5 Reading:** Where can you go on holiday?**Debre Damo****Lalibela****Nejashi Mosque****Gondar****1 Read the text below and answer the questions.**

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

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

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

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

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

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

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

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

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

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

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

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

Unit 2 Places to visit

Prophet as a place of refuge from persecution for eleven men and four wives, members of his family who fled from Mecca during the second Hijara.

Aret: Wow – that is impressive! I will certainly recommend my friend to go there as well. It just shows how many interesting historical sites there are in our country!

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



A2.6 Listening: Debre Damo monastery

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

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

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

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

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

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

A2.7 Writing: Where I live

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

Name	Location	Activities	Feelings
Berta	Addis Ababa	Clubs and football	Excited

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

A2.8 Speaking: Survey

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

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

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

Name	Historical	Trekking	Mountain climbing	Caving	Water sports

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

A2.9 Language focus: Distances



Unit 2 Places to visit

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

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

2 Ask and answer questions about the table.

Example:

*How far is it from Addis Ababa to Dire Dawa? It's 515 km from Addis Ababa to Dire Dawa.
How long does it take to drive from Humera to Gondar? It takes between 3 and 4 hours.*

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

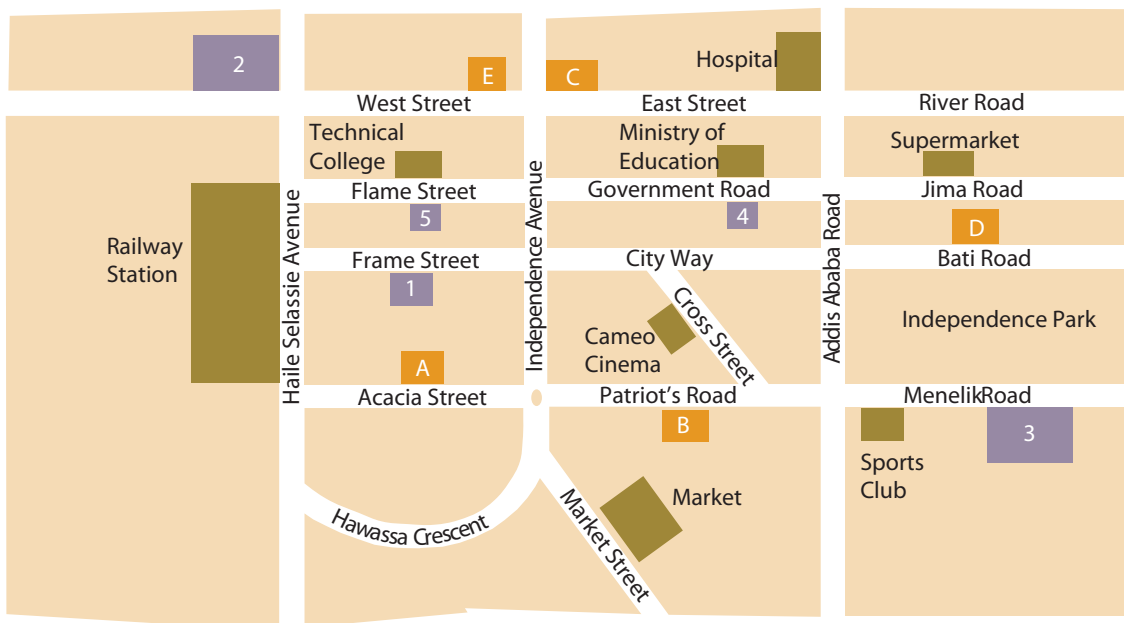
Example:

*How far is it from Werder to Gode? Lishan asked how far it is from Werder to Gode?
How long does it take to drive from Mekele to Humera?
Lishan asked how long it takes to drive from Mekele to Humera?*

A2.10 Speaking: Giving directions

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

- stadium
- bus station
- Half Moon Hotel
- post office
- bank



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

It's in ... Street.

It's next to ...

It's on the corner of ... and ...

It's opposite ...

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

Ministry of Health

Crocodile Café

Independence Secondary School

Palm Tree Restaurant

Police station

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

Go straight along ... Road.

It's on the right / left.

Turn left / right into ... Road.

It's opposite / next to ...

Go across ...

It's on the corner of ...

Take the (second) turning on the right / left into ... Road.



A2.11 Speaking: Asking politely

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

Where is the bus stop?

Could you tell me where the bus station is?

Does the bus to Werder leave from here?

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

Asking questions politely

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

They start with a short phrase, such as:

Can you tell me ...? Could you tell me ...? Do you know ...?

The word order of the question is not like a normal question:

... where the station is?

... when the shop opens?

... how to get to the mosque?

... the way to the church?

We use *if* when there is no question word:

... if the bus leaves from here?

... if there is a bank near here?

We use a rising intonation with indirect questions as this makes them sound more polite.

It is polite to use a short phrase like *Yes, of course* or *I'm sorry I don't know the answer* when we answer the question.

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

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

A2.12 Writing: English in the community

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

Part B

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

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

B2.1 Language focus: Future possibility

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

Going to, may, might

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

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

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

Nigisti may come with us to Nairobi.

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

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

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

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

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

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

Example:

We are going to stay in Aksum with our cousins.

3 Now rewrite the sentences using *may* or *might*.

Example

We might stay in Aksum with our cousins.



B2.2 Speaking: Future plans

1 Work out an itinerary of the places and people you would like to visit when you go on holiday, then work with a partner to ask and answer questions about your plans.

Example:

Q: What are you going to do when you go on holiday?

A: Well, I am going to visit my grandmother in Hawassa first. Then I may ... or perhaps I might ...



B2.3 Reading: Planning a tour

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

Tour 1: Bale Mountains and Awash National Park

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



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

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

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

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

Tour 2: Trekking in the Simien Mountains

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



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

Day 3 Trek from Geech to Chenek. Overnight camping.

Day 4 Trek from Chenek to Ambiko. Overnight camping.

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

Day 6 Trek from Ambiko to Chenek. Overnight camping.

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

2 Now complete these tasks in your exercise book.

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

Student 1: *On the first day of Tour 1 we drove through ...*

Student 2: *On the first day of Tour 2 we ...*

5 Now ask your partner questions about the chosen tours.

Example:

How far is it from Dinsho to Goba? It is 42 km.

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

holidays / vacation
set off / set out

travel / trip
by car / on foot

journey / outing
trek / climb

camp / hotel
summit / peak

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

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

1 Learn these sentences.

1

She is going to sow the seeds in the pot.

2

She is sowing the seeds in the pot.

3

She has sown the seeds in the pot.

4

He is going to transplant the seedlings into pots.

5

He is transplanting the seedlings into pots.

6

He has transplanted the seedlings.

7

He is the beans.

8

He is the beans.

9

He

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

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

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

B2.5 Language focus: The present perfect tense

Present perfect tense

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

	Infinitive	Past simple	Present perfect
Regular:	<i>work</i>	<i>I worked</i>	<i>I have worked</i>
Irregular:	<i>run</i>	<i>I ran</i>	<i>I have run</i>
	<i>see</i>	<i>I saw</i>	<i>I have seen</i>
	<i>think</i>	<i>I thought</i>	<i>I have thought</i>

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

We've often eaten doro wat. (but we are not told exactly when)

She has already arrived. (the action is finished, but no time information is given)

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

Forming the present perfect

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

She has not worked all day.

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

Has she seen the new film?

Write the past tense forms of the following verbs:

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

1 Note that:

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

Examples:

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

Where has Kekebo gone?

... *has / have been to* ... refers to a place which someone has visited sometime in his life.

In other words, *has been to* refers to an experience.

Examples:

He's been to Addis Ababa many times.

I've been to Dire Dawa twice.

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

1 Where is Kekebo? Has he to the bank?

2 I've to Lalibela twice.

3 Have you ever to a football match?

4 I can't find Tenkir. Where has he to?

5 I don't believe they've ever to America.

6 She's to do some shopping. She'll be back soon.

7 Has she away for long, or will she be back soon?

8 Just a moment, Abeba's to get the report.

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

Gondar	Addis Ababa	Harar	Debre Damo	Lalibela	Aksum
--------	-------------	-------	------------	----------	-------

Example:

Have you ever been to Gondar? Yes, I have.

When did you go? I went there last year.

What did you do in Gondar? I visited a castle.

3 Work in groups to make a 'Find someone who ...' questionnaire. Write down the names of places you or your friends may have visited or know something about, then ask and answer questions about the results of the questionnaire, using the question words *have you*, *when*, *where* and *what* as in the example above.**B2.6 Speaking: Pronunciation practice****1 Work in pairs to ask and answer questions using the short form of the present perfect in the reply.****Example:**

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

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

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



B2.7 Reading: The Simien Mountains

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

rugged	remote	infrastructure
facilities	spectacular	massif



- 2 Read the following tourist office leaflet.**

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

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

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

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

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

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

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

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



B2.8 Writing: Finding out about a holiday

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



B2.9 Reading: Welcome to Ethiopia

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

Welcome to Ethiopia!

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

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

Nelson Mandela

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



Join the Travel Excitement, take advantage of our specialties!

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

Services and tours we offer include:
Religious festival tours with fixed departure times;

Historic routes (Axum, Lalibela, Gonder, Bahirdar, Harar) by flight or road;

Rock hewn churches around Lalibela and Tigray;

Historic mosques Nejashi in Tigray and Dire Sheik Hussien in Bale;

Historic sites Aba Jifar Palace at Jimma;

Nature tours to the live volcano at ArtaeleAfar as well as bird-watching, camel riding;

Remote ethnological tours to Omo valley and Rift valley;

Professional photography documentary and feature filming arrangements;

Sporting activities such as trekking, fishing, river rafting, rock climbing, horse riding;

Nature tours such as bird watching, camel riding;

Short excursions city tour, short trips out of Addis Ababa.

Adapted from Glory Ethiopia Travel and Tours

Glory Home

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

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

Ethiopia is the birthplace of coffee.

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

It is the only African nation that was not colonised.

It is the owner of an ancient written language.

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

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

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

Adapted from Glory Ethiopia Travel and Tours

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

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

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

B2.10 Study skills: Finding out information

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

**B2.11 Speaking:** Pronunciation of endings

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

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

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

work want live stay pass end call wash hope start arrive

B2.12 Fun with words: Play Bingo!

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

Example:

<i>fed</i>	<i>swept</i>	<i>gone</i>
<i>thought</i>	<i>lost</i>	<i>told</i>
<i>rang</i>	<i>give</i>	<i>make</i>

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

Assessment

- 1** You are going to read a passage about the Blue Nile Falls. Your teacher will give you the text and some questions. Answer them in your exercise book.
- 2** Your teacher will ask you to write two descriptive paragraphs about a tourist visiting our country.

Hobbies and crafts

Part A

Objectives

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

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

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

Work in small groups and discuss these questions.

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



A3.2 Listening: My favourite free-time activity

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



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

A Demissie

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

B Zebida

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

Unit 3 Hobbies and crafts

C Fanose

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

D Ibrahim

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

3 Complete the following chart about the speakers' hobbies:

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

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

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

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

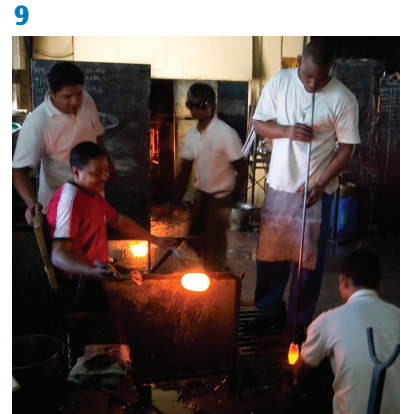
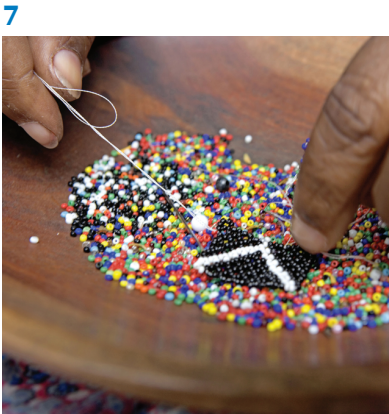
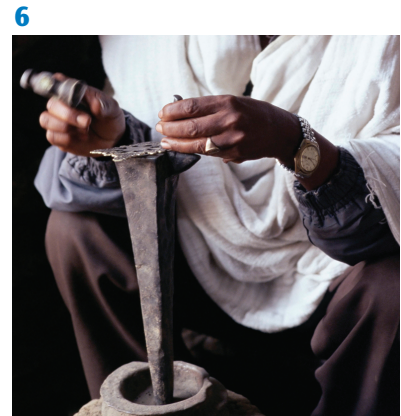
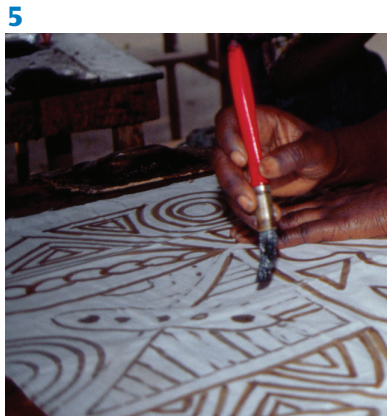
A3.3 Increase your word power: Vocabulary development

1 Look at these definitions:

craft¹ /kra:ft kræft/ *n* [C] **1** plural **crafts** a skilled activity in which you make something using your hands: *traditional country crafts such as pottery and weaving* **2** plural **craft** a boat
craft² *v* [T] to make something with your hands, using a special skill: *Each doll is crafted individually by specialists.*

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

2 Match the names of the crafts to the pictures.



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

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

Example:

Someone who likes weaving is called a weaver.

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

Example:

banana fibres/make a basket

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

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

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

A3.4 Language focus: Do and make

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

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

1 Choose the correct answer for the sentences below:

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

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

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

Example:*I am going to make a cake this evening.***A3.5 Reading: The Arts and Crafts Club**

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

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

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

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

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

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

**tie and dye****batik**

Unit 3 Hobbies and crafts

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



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



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



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

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

1 Answer these questions.

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

A3.6 Language focus: Adverbs of frequency

Thinking about adverbs

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

Examples:

How often does the man visit his children? Never.

Or He never visits his children.

- Note that adverbs of frequency usually come before the verb:
She seldom goes to the theatre, but she sometimes sees a film.

1 Read these sentences.

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

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

Example:

Question: How often does Nuru play the piano?

Answer: Sometimes



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

1 You are going to talk about your favourite free-time activity.

Before you start, spend a few minutes thinking about it and consider the following questions:

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

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

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

Example:

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

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

Example:

Student A: What is your main hobby?

Student B: Listening to music.

Student A: When do you do that?

Student B: I usually do it in the evening.

A3.8 Speaking: Class survey

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

Craft	Sport	Individual activity	Group activity

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

Example:

All of the students enjoy reading.

None of them like swimming



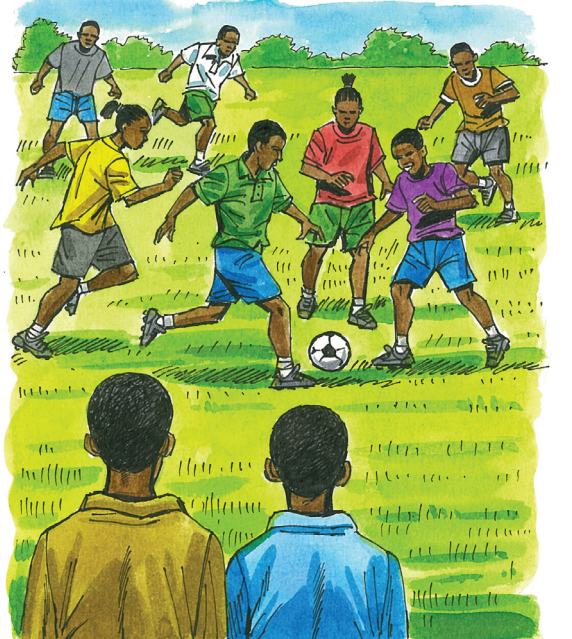

Most of them enjoy walking.

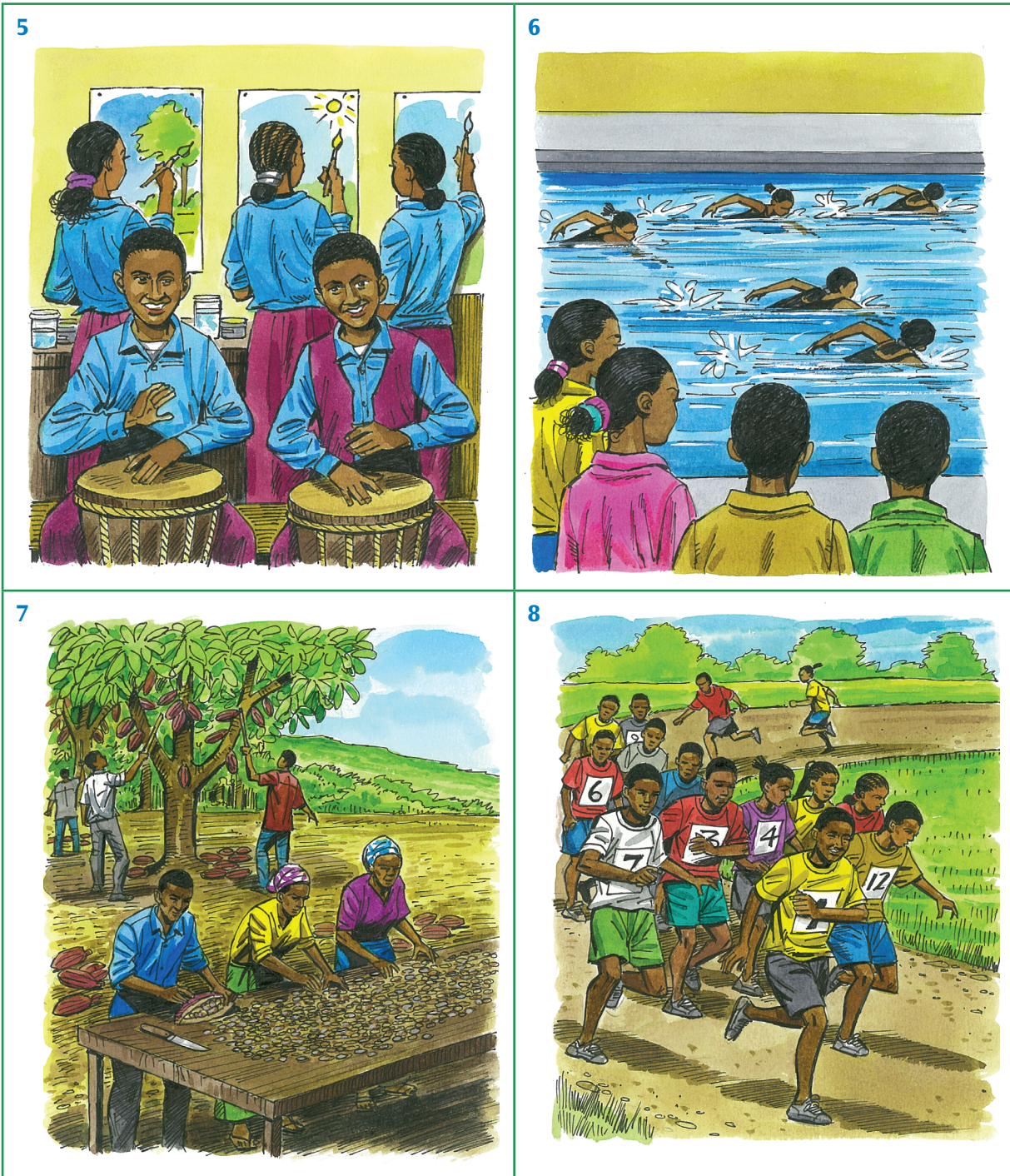
A few of them like gardening.



A3.9 Writing: Match the sentences to the pictures

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

<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 



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

Example:

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

**A3.10 Speaking:** Pronunciation practice

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

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

A3.11 Increase your word power: Collocations

A collocation is a set of words that often go together. Examples might include:

pen and paper *chicken and rice* *pencil and rubber*
fish and chips *bits and pieces* *odds and ends*

Here are some collocations from this unit that that you will find useful to learn: *play tennis; do athletics; go for a swim; collect coins.*

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

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

Example:

weave cloth/baskets; paint pictures

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

**A3.12 Writing:** Keeping a diary

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

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

Unit 3 Hobbies and crafts

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

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

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

3 Work in pairs to ask and answer questions about each other’s diaries.

Example:

Student A: What did you do last Monday, Gebre?

Student B: In the morning I went to school. In the afternoon I ...

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

Part B

Objectives

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

- agree and disagree with others
- play a card game related to hobbies
- read an extract from a book
- read an informal letter
- write a short informal letter
- read about how to be a successful student
- discuss how to increase your word power and how to remember things.



B3.1 Speaking: Agreeing and disagreeing

1 You are going to have a class discussion on this subject: *Listening to the radio is a waste of time.*

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

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

- Make sure everyone has the chance to speak.
- Listen carefully to what other people say and question or support what they have said.
- Keep the discussion going – don't wait in silence for other people to speak.
- Use some of these expressions:

*In my opinion ...**I think ...**I'd like to say that ...**What do you think?**I'm sorry I don't agree.**I agree / disagree.**I agree with you but ...**I don't see it like that.**You're absolutely right.**That is / isn't true.**Yes, but don't you think ...?**I'm sorry but you're wrong.***B3.2 Fun with words:** Play a game

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

How to play:

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

**B3.3 Reading:** The karate lesson

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

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

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

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

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

"A what?"

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

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

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

Unit 3 Hobbies and crafts

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

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

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

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

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

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

“Karate, eh?”

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

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

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

“Karate is not tricks. It’s self defence. I’m learning it at the Youth Club.”

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

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

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

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

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

Nosipho walked with Phindile to the gate.

“Is Temba your brother?” he asked.

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

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

“He already has,” she sighed. “He thinks it’s smart to do no work and act tough.”

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

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



Nosipho and the king of Bones by Ginny Swart

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

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

2 Write a few sentences explaining what karate is, using the information in the text.**3 Discuss the following questions with a partner.**

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

4 Make two lists: a) of Phindile's opinions b) of Temba's opinions and discuss them with a partner. Say whether you agree or disagree with Phindile's or Temba's opinions.**5 Now say if you agree or disagree with the following statements and the reasons why.**

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

Example:

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

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

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

threatening

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

impressed

- a dented
- b carved
- c strongly influenced

explode

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

stomach

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

casually

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



B3.4 Reading: An informal letter

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

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

Dearest Neima,

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

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

With much love,

Nosipho

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

- 1 Who is an informal letter written to?
 - a someone you know well
 - b someone you don't know well
- 2 Where does the sender's address go?
 - a in the top right hand corner
 - b in the top left hand corner
 - c at the bottom of the letter
- 3 Where does the date go?
 - a above the sender's address
 - b at the bottom of the letter
 - c under the sender's address
- 4 Which of these can be used as the greeting?
 - a Dear Auntie Helen
 - b Hi!
 - c Dear Sir or Madam
- 5 Which of these can be used to close the letter?
 - a Best wishes
 - b Lots of love
 - c Yours sincerely
- 6 How can you sign your name?
 - a with your signature
 - b with your first name

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

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

Example: 1 = d

2

3

1d

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

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

4

5

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

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

B3.5 Study skills: The importance of reading

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

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

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

Type of reading material	Unknown vocabulary	Time spent reading

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

B3.6 Fun with words: Song of the potter

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

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

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

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

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

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

Donna Bailey



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

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

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

B3.8 Study skills: A successful student

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

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

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

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



B3.9 Increase your word power: Remembering words

- 1** How do you remember words? Work in a group and write down ways of classifying words, such as grouping them by verb (*play, go, do*) or by word sets (*hobby, craft, sport*).
- 2** Discuss other ways in which words about sports may be classified, such as by equipment, location, players and so on. What other groupings can you think of? (For example, things I do / don't do.)
- 3** Record your discussions and conclusions in your vocabulary notebook to help you remember and develop your vocabulary.

Assessment

- 1 Speaking**
Look at the completed class survey of hobbies in A3.8 and answer the questions given by your teacher.
- 2 Writing**
Choose one of the activities described in the unit and write an informal letter to a new pen friend describing your main hobby.

Revision 1 (Units 1–3)



Listening

- 1 Listen to your teacher reading a short passage and write it down.**
- 2 Work in pairs to give your partner some simple instructions, for example *stand up, sit down*.**
- 3 Your teacher will read you a text about Addis Ababa. Listen and choose the correct answer to the following statements. Write them in your exercise book like this:**

1 = c.

- Addis Ababa is in the _____ of the mountains
 - summit
 - slopes
 - foothills
- The city is an important _____ centre.
 - financial
 - administrative
 - social
- There are free _____ into the city from the airport.
 - taxis
 - private cars
 - shuttle buses
- There are _____ main bus stations in Addis.
 - one
 - two
 - three
- The Merkato is a huge _____.
 - market
 - shopping centre
 - shopping street
- You can buy many different goods in Merkato, including _____.
 - chickens
 - computers
 - cars

Vocabulary and spelling

- 1 Answer these questions with words from Units 1-3. Write them in your exercise book.**
 - What nationality is a person who comes from Italy?
 - What is a person who visits another country on holiday called?
 - What is the name of someone who repairs cars?
 - What is the highest part of a mountain called?
 - What is a place where monks live called?
 - What kind of pictures of people and places do you take with a camera?