

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



Speaking

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



Language use

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

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

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

2 Make correct sentences from the table below.

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

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

1 = c.

- 1 Where _____ the students?
 - a am
 - b is
 - c are
- 2 Girmay and his sister _____ in the sitting room an hour ago.
 - a are
 - b were
 - c be
- 3 How _____ your mother?
 - a am
 - b is
 - c are
- 4 What time _____ Liben get up at the weekend?
 - a do
 - b does
 - c did
- 5 My uncle and aunt _____ in the south.
 - a live
 - b lives
 - c are living
- 6 The children _____ fish.
 - a doesn't like
 - b don't like
 - c does like
- 7 What _____ Sofia and her brother doing now?
 - a is
 - b are
 - c do
- 8 We _____ school uniform today.
 - a doesn't like
 - b don't like
 - c does like
- 9 Who is the head teacher _____ to?
 - a talking
 - b talk
 - c talked

- 10** I _____ this book.
a am enjoying
b enjoy
c enjoying
- 11** I _____ Zebida yesterday in the library.
a see
b am seeing
c saw
- 12** _____ you go out last night?
a Did
b Do
c Are
- 13** Dejene _____ do his homework last night.
a does
b doesn't
c didn't
- 14** That is a beautiful dog. _____ fur is beautiful.
a Its
b It
c It's
- 15** That isn't your banana. It's _____!
a me
b mine
c my
- 16** The students are working quietly on _____ projects.
a your
b our
c their
- 17** It is _____ today than it was yesterday.
a more cold
b colder
c coldest
- 18** Ras Dejen is the _____ peak in the Simien Mountains.
a highest
b more highest
c most highest
- 19** My handwriting is _____ than yours.
a bad
b badly
c worse
- 20** This class is _____ in the school!
a most noisy
b noisier
c the noisiest



Reading

1 Read the following text.

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

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

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



Writing

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

Part A

Objectives

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

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

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

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

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

2 Look at this dialogue.

Person A: *I eat injera.*

Person B: *What's it made of?*

Person A: *It is made from teff flour.*

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

A4.2 Increase your word power: Foods

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

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

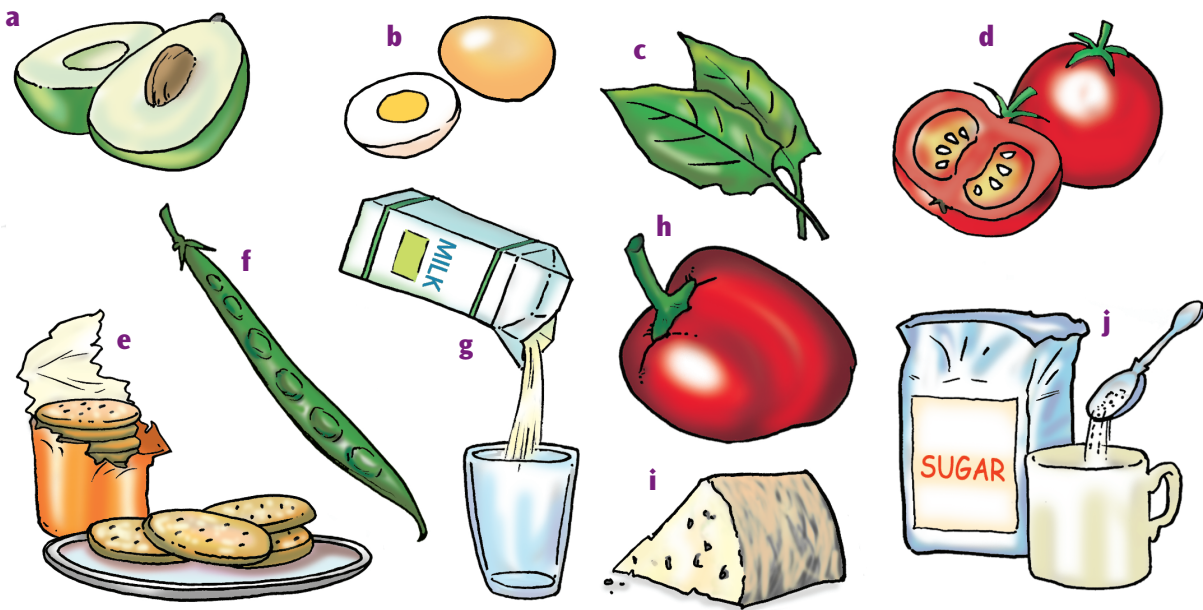
cereals	dairy	meat	fish	vegetables	fruit	sweets
				spinach		

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



A4.3 Listening: Quiz

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



sugar	egg	bean	mango	tomato
cheese	milk	spinach	pepper	biscuits

Example:

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

Answer: It is a ... mango.



A4.4 Speaking: Proverbs

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

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

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

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



A4.5 Listening: A talk about nutrition

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

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

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

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

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

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

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



A4.6 Reading: A nutrition leaflet

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

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

- 2** Read the text silently.

A HEALTHY DIET

Introduction

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

Carbohydrates

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

Protein

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

Fats

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

Vitamins and minerals

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

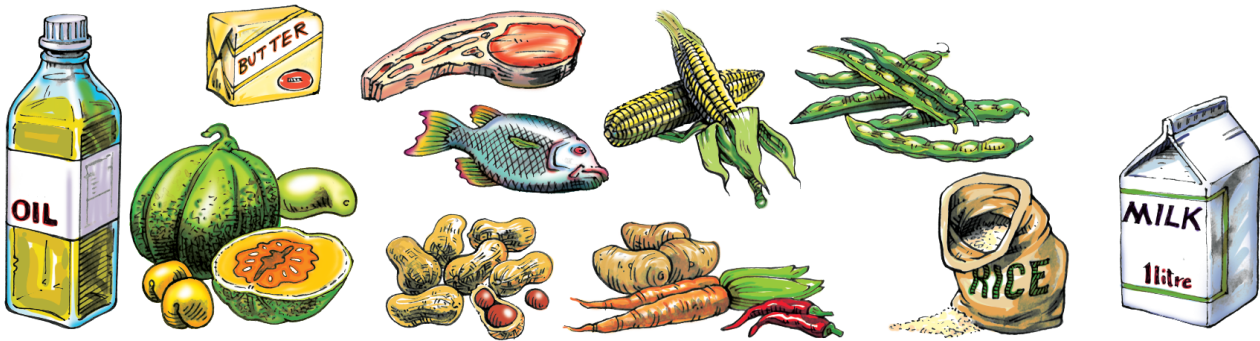
Most foods contain several important nutrients, but some foods are more nutritious than others. For example, foods made mainly of sugar, such as sweets and biscuits, give you energy but have no other value; they are also bad for your teeth. They are often called 'empty' foods. So try to eat a variety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

3 Look at the table below. Match the nutrients in the first column with their function in the second column, and with the example foods in the third column.

Write them in your exercise book like this:

2 carbohydrate = i This gives you energy = c milk d maize h rice

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



4 Work with a partner. Decide if these statements are *True* or *False*. Write the answers in your exercise book.

- Most food contains only one nutrient.
- Protein is not very important.
- It is good to eat a lot of fat.
- You should eat different coloured vegetables and fruit.
- You should drink a little water every day.
- Food that contains only sugar is not nutritious.

5 Work with a partner to ask and answer questions about the different food groups in the passage, using the question words *Where? Which? Why? What? and How?*

Example:

Question: How does the body use carbohydrates?

Answer: They are used for energy.

Question: Which foods contain carbohydrates? ...

**A4.7 Speaking:** Healthy and unhealthy foods**1** Classify these foods and drinks under the headings *Healthy* and *Unhealthy*.

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

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

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

**A4.8 Writing:** A nutrition leaflet

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

**A4.9 Reading:** The need for a balanced diet

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

particular	expectant	obtained	include	regular
healthy	energy	addition	sources	extra

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

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

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

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

Unit 4 Food for health

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

A4.10 Study skills: A food pyramid

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



A4.11 Language focus: Giving advice

Match the beginnings and endings of the following sentences:

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

Example:

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

A4.12 Study skills: Food labels

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

Bread per slice:

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

a



Fish (tuna) per can:

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

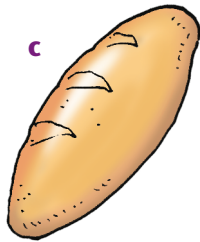
b



Jam:

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

c



Tomatoes per tin:

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

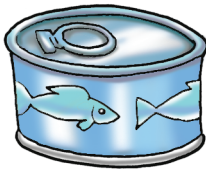
d



Sweetcorn per tin:

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

e



Biscuits per packet:

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

f



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

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

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

<i>Example: Food product</i>	<i>Use by date</i>	<i>Made in</i>	<i>Made by</i>	<i>Ingredients</i>	<i>Calories</i>

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

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

A4.13 Fun with words: Wordsearch

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

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

- 2 Now make sentences with these words to say when or how they are eaten.

Example:

A banana is peeled before it is eaten.

Part B

Objectives

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

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



B4.1 Speaking: A class survey

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

- | | |
|---|--|
| <p>1 What is your favourite meal of the day?</p> <p>a breakfast</p> <p>b lunch</p> <p>c dinner</p> <p>d supper</p> | <p>2 What is your favourite dish?</p> <p>a <u>doro wat</u></p> <p>b _____</p> <p>c _____</p> <p>d _____</p> |
| <p>3 What is your favourite drink?</p> <p>a <u>water</u></p> <p>b _____</p> <p>c _____</p> <p>d _____</p> | <p>4 What is your favourite fruit?</p> <p>a <u>mango</u></p> <p>b _____</p> <p>c _____</p> <p>d _____</p> |
| <p>5 What is your favourite sweet?</p> <p>a <u>ice cream</u></p> <p>b _____</p> <p>c _____</p> <p>d _____</p> | <p>6 What is your favourite snack?</p> <p>a <u>peanuts</u></p> <p>b _____</p> <p>c _____</p> <p>d _____</p> |

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

Example:

Student A: What is your favourite meal of the day, is it breakfast, lunch, dinner or supper?

Student B: Well, actually, I don't like breakfast very much, but my mother makes me eat it. I'm always really hungry at lunch time, so I suppose that's my favourite.

Student A: Why don't you like breakfast?

Student B: I just don't feel very hungry first thing in the morning.

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

Examples:

Student A: Don't you think milk is healthier than fizzy drinks?

Student B: Yes, I suppose so, but fizzy drinks give me more energy.

Student A: What in your opinion is the best way to stay healthy?

Student B: Eating fruit every day is the best way to stay healthy.

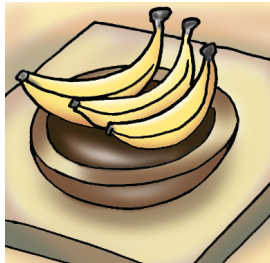
- milk – fizzy drinks
- fruit – sweets
- butter – meat
- vegetables – cheese
- meat – ice-cream

B4.2 Language focus: Revising adjectives and prepositions

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

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

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



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



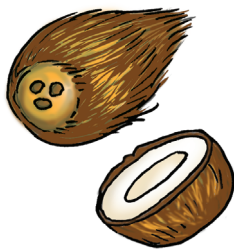
c The new potatoes are in the orange bag on a shelf near the window.



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



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



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



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

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

through	beyond	to	near	on	from
into	behind	under	with	at	

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

**B4.3 Writing: Dictation****1 Listen to your teacher and write down the sentences in your exercise book.****2 Now join your sentences using *which* or *that*.****Example:**

Beans contain many seeds that are full of protein.

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

**B4.4 Reading: Oranges****1 Read the following text quickly and tell your partner the key points.**

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



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

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

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

Unit 4 Food for health

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

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

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

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

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

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

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

B4.5 Language focus: The present simple and the present passive tenses**Look at these two sentences:**

Mother mixes teff flour and water to make injera.

Injera is made from a mixture of teff flour and water.

Sentence 1 tells us *who* does the action. The verb is in the present simple active form.

Sentence 2 does not tell us who does the action, but *what happened*. It is in the passive.

We use passive verbs when who does the action is not important. We want to focus on what happened, not who did it.

1 Rewrite these sentences in the passive form.

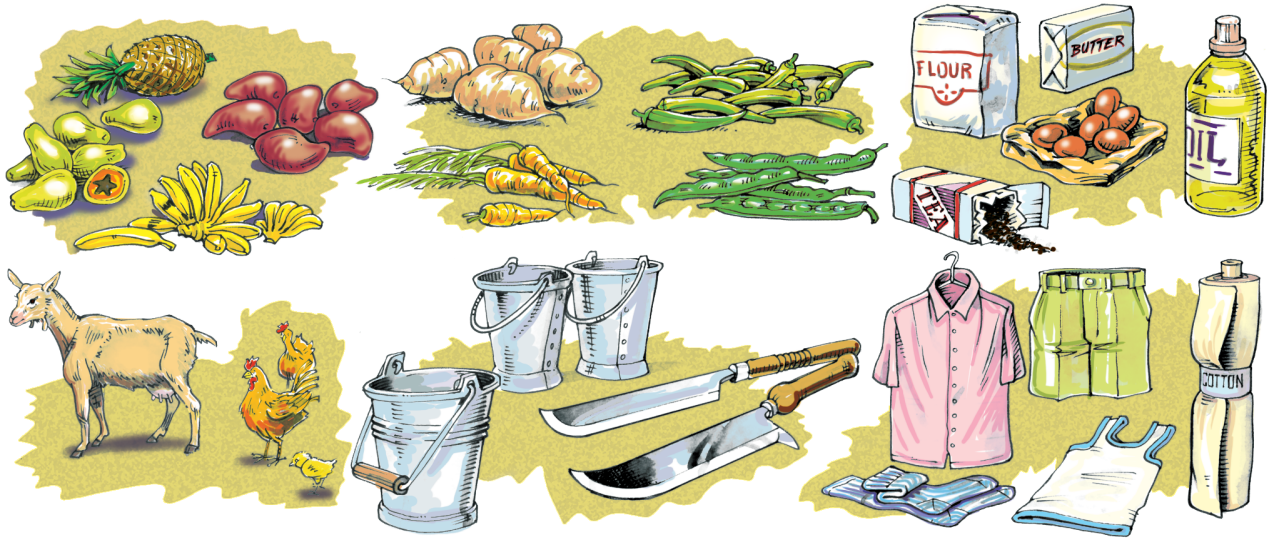
- 1 Mother allows the mixture to ferment for several days. *The mixture ...*
- 2 Then she bakes the injera on a clay plate over a fire. *Then the injera ...*
- 3 She pours the mixture onto the baking surface.
- 4 She does not roll it out.
- 5 We tear off small pieces of injera to hold the stew or salad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

2 Work with a partner to describe how to make Ethiopian coffee. One person gives an active sentence, and the other turns it into a passive sentence.**3 Complete the following sentences using the verbs in brackets in the passive:**

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

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

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



fruit	vegetables	meat	food	metalwork	clothing
bananas					

2 Add two more items to each list.

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

Nouns	Verbs	Pronouns	Adjectives	Adverbs

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

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

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

3 Work with your partner. Read this short paragraph and add the *ei* and *ie* words to the groups you made in Exercise 1.

Our chief says that he believes, that if you receive a piece of meat and add it as an ingredient to a stew, it will add both protein and variety to your daily diet.

B4.8 Language focus: *If* sentences

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

Note:

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

2 Make sentences from the following table:

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

3 Work in groups to discuss and make sentences about the dangers of eating a poor diet; use the phrases in the left-hand box above in your sentences.**Example:**

If you eat too many sweets, your teeth will rot.

B4.9 Study skills: Improve your spelling**1 Learn this spelling rule:**

i before e except after c when the sound is ee

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

B4.10 Increase your word power: Homonyms

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

The writing on the board was so faint we couldn't read it.

Help! Halima has fainted! It must be the heat.

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

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

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

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

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

Example:

pair, pear

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

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

- It can be used to form a verb phrase as part of the present perfect tense.

Example: *I have **learnt** English.*

- It can be used to form the passive voice.

Example: *Her hair was well **brushed**.*

- It can also be used as an adjective:

Example: *He had a **broken** arm. (**broken** is used here as an adjective)*

1 Work in pairs to give past participles of the following verbs:

cook, bake, drink, stir, think, write, choose, give, buy

2 Now ask and answer questions with your partner, using these verbs.**Example:***Student A: What have you cooked for supper?**Student B: I have cooked some stew and rice.***B4.12 Writing 2: Punctuation****Rewrite this passage with the correct punctuation:**

where are you going asked fanose

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

what are you going to buy asked fanose

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

how long is your cousin staying asked fanose

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

i would love to replied fanose what time shall i come

eight o'clock, see you later

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

B4.13 Language focus: Comparative and superlative adjectives**1** Look at these food adjectives: *bitter, sour, greasy, juicy, salty, tasty*

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

Example:

Lemons taste very bitter.

2 Using *more* and *most*.

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

Example:

Lemons always taste sour.

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

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

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

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

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

B4.14 Fun with words: Word puzzle

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

The crossword puzzle grid contains the following numbers and letters:

- Row 1: 14, 15, 18, 14, 2, 7, 8
- Row 2: 12, 13, 20
- Row 3: 17, 11, 11
- Row 4: 17, 19, 3, 15, 8, 1, 8, 15, 4
- Row 5: 9, 4, 12
- Row 6: 14, 11, 14, 11, 10, 11, 19, 7, 6, 12
- Row 7: 7, 4, T
- Row 8: 18, 11, 8, 17, 3
- Row 9: 4, 12, 11, 7
- Row 10: 5
- Row 11: 16, 12, 11, 8, 9
- Row 12: B, E, A, N, S

Assessment

1 Listening

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

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

2 Writing

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

Part A

Objectives

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

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

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

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

- 1 What is HIV?
 - a A virus.
 - b An infection.
- 2 How is HIV transmitted?
 - a By touching someone with HIV.
 - b Through contact with certain body fluids of a person with HIV.
- 3 What can you do to prevent HIV infection?
 - a Don't have sex with people who are HIV positive.
 - b Don't use a plate used by someone who is HIV positive.
- 4 Can you make plans for your life if you are HIV?
 - a No, because you are ill and will be too weak to do anything.
 - b Yes, because you may stay healthy for a long time.
- 5 How can you help someone you know with HIV?
 - a Give them some condoms.
 - b Encourage them to lead a healthy lifestyle by eating good food with them or doing sports with them.



A5.2 Listening: Facts about HIV

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

GET A TEST BEFORE SEX

**Sharing razors and syringes
can spread HIV virus**

**ANTI-RETROVIRAL DRUGS
SLOW DOWN AIDS DEVELOPMENT**

**USING CONDOMS CAN
HELP PREVENT THE
SPREAD OF HIV VIRUS**

**FRIENDSHIP AND SUPPORT HELP
HIV / AIDS SUFFERERS**



A5.3 Speaking: Discussion about AIDS

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

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

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

Example:

AIDS can be transmitted through infected needles.

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

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

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

Examples:

Question: *What causes HIV and AIDS?*

Answer: *A virus causes it.*

Question: *What caused many deaths in Africa last year?*

Answer: *HIV and AIDS caused many deaths in Africa last year.*



A5.4 Reading: Living with AIDS

- 1** Read the following passage.



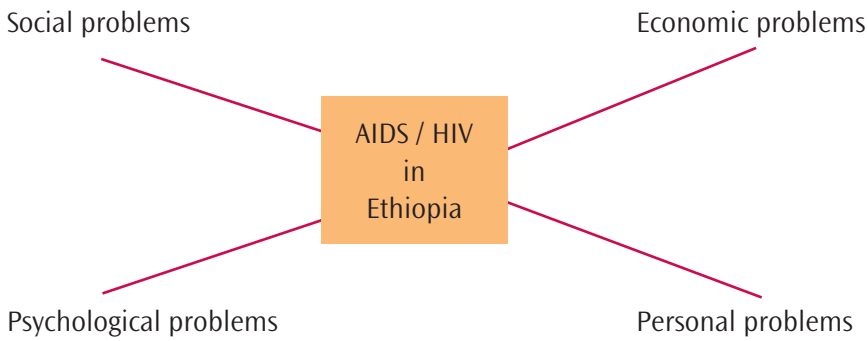
We did not know that Father had become infected with the HIV virus because he showed no symptoms of illness. For about six years the virus continued to develop and destroy cells in his body, so that his immune system became weaker and he began to suffer from a number of different infections.

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

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

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

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



A5.5 Reading: A poem

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

Lenri Peters



Answer these questions about the poem.

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



A5.6 Speaking: Expressing sympathy

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

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

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

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

Example:

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

B: *How awful.*



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

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

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

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

most	majority	half	small
number	large	number	minority

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

A5.8 Language focus: Zero conditional

- We use the *zero conditional* to talk about facts or situations that are always true, such as scientific facts and general truths.

Examples:

If / When / Unless + present + present

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

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

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

Join these words to make conditional sentences:

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



A5.9 Speaking: Advice for younger children

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

Example:

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

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

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

A5.10 Language focus: Obligations and duties

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

Example:

We must not ignore the problem of HIV and AIDS.

You should not drink too much at a party.

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

Example:

HIV positive people can live full and active lives.

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

Doctor: Good morning, please sit down. How (1) _____ I help you?

Patient: It's my arm, doctor. It's very painful.

Doctor: Let me have a look. Oh dear! That does not look very good. What happened?

Patient: Well, I cut it on a nail that was sticking out of a wall. That was about a week ago. I thought it was getting better, but as you (2) _____ see, it isn't.

Doctor: No, it's very swollen now. It's infected. Did you wash it when you cut it?

Patient: No, doctor, I didn't think it was very bad.

Doctor: Now you see what happens when you just leave it! When you cut yourself you (3) _____ wash it and cover it. I'm going to give you some tablets. You (4) _____ take one three times a day. You (5) _____ stop taking them until they are finished. Do you understand?

Patient: Yes, doctor.

Doctor: The nurse will dress this wound. You (6) _____ come back in two days so that she (7) _____ change the dressing. You (8) _____ get it wet.

Patient: No, doctor. Do I (9) _____ stay at home?

Doctor: No, you (10) _____ go to school, but you (11) _____ be careful. You (12) _____ run around. You (13) _____ rest and eat well.

Patient: Yes, doctor.

Doctor: Come back if it gets worse.

Patient: Thanks very much, doctor.

3 Answer these questions about the dialogue.

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



A5.11 Reading: Poster about HIV / AIDS

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

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

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



Part B

Objectives

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

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

B5.1 Speaking: Problem pictures

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

1



2

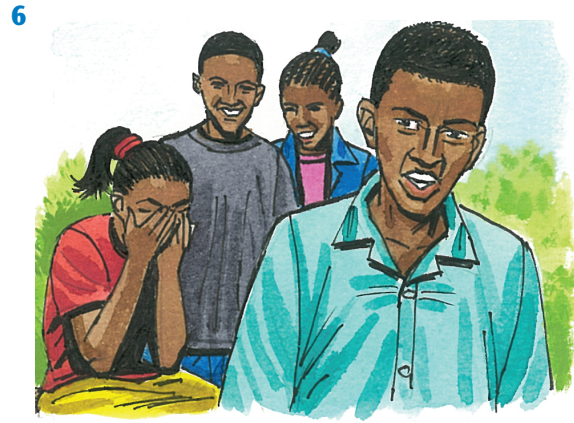


3



4



**Example:**

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

**B5.2 Writing:** Write a story

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

**B5.3 Reading:** A radio interview

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

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

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

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

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

- Presenter:** *I understand that some people have the virus but do not look sick. How would you know if someone is HIV positive?*
- Dr Seif:** *Yes, it is true that infected persons can appear completely healthy, and can therefore pass on the virus to their sexual partners without them knowing it. To avoid getting the virus, you need to make sure that your partner has had an HIV test before starting a sexual relationship.*
- Presenter:** *Doctor, you have explained the most common ways that someone can get AIDS, but what about babies who have it?*
- Dr Seif:** *Young babies get it from their mothers. If a mother has the HIV virus in her blood, she can pass it on to her unborn baby. An infected mother who breastfeeds her baby may also transmit the HIV virus to her child.*
- Presenter:** *Dear listeners, we have only a few minutes left before the end of the programme, but perhaps Dr Seif can tell us briefly how to avoid this deadly disease.*
- Dr Seif:** *This is not easy to answer, but the first thing to remember is that if you are married, stick to your partner. That is, have only one lifetime sex partner.*
- Presenter:** *But Doctor, I am quite sure you are aware that some men have several wives.*
- Dr Seif:** *Dear listeners, if a man has several wives, all these people can still be safe as long as the husband and wives don't have sex with other people. Secondly, people who hope to get married should both have an HIV blood test before having sex. Remember, some people look healthy when they are already infected. Don't take the risk.*
- Presenter:** *Doctor, there are lots of adverts on TV and radio about having safe and protected sex by using condoms. What is your advice about this?*
- Dr Seif:** *It is true that there are lots of adverts in the media about safe and protected sex, but people should not believe that condoms are 100% protection against AIDS. Using condoms definitely lowers the chances of contracting AIDS, but people should still take extra care and get tested.*
- Presenter:** *Well listeners, we have come to the end of our programme on the prevention and transmission of AIDS. Please tune in next week, same day, same time for another discussion on health matters. Good night.*

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

B5.4 Language focus: Indirect questions

An indirect or *embedded question* is a part of a sentence that would be a *question* if it were on its own, but is not a question in the context of the *sentence*, for example:
I don't know where she has gone.
Could you tell me where the bank is.

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

Example:

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

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

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

Examples:

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

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

wear uniform
make a noise in class
come to school on Saturday
listen carefully to our teachers
leave the classroom without permission during a lesson
wash our uniform every day

run in the corridor
talk to our friends during break
make time to do our homework
come to school on time
wear a hat to school
eat our lunch at school

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

Add one more item to each list.

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

Example:

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

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

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

Example:

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

B5.6 Increase your word power: Quiz

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

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

Nouns	Verbs	Adjectives	Adverbs



B5.7 Reading: An HIV / AIDS leaflet

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

HIV / AIDS

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

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

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

*Adapted from article by Sigmer Technologies.
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2 Now read the leaflet again and list what you think are the three most important new facts you have learned.

3 Answer these questions:

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

B5.8 Study skills: Your reading goals

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

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



- a *Where can I read?*
- b *Anything else?*
- c *How do I choose a book?*
- d *Can I write in the book?*
- e *What about new words?*
- f *When can I read?*

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

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

Example:

Question c) = Answer 1

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

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

Now you should have some idea what kind of book it is, and what the story is about.

Repeat these steps with some other books, until you have found one that looks interesting.

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

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

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

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

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

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

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

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

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

B5.9 Study skills: Tips for practising listening

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

1 Who do I listen to?

People, classmates, teachers, friends, family members.

What do I listen to?

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

2 Discussion

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

3 How to remember a listening text.

Ask yourself the following questions:

- 1 *How is the information organised? Does the storyline, narrative, or instruction conform to familiar expectations?*

Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious structure (main ideas first, details and examples second) are easier to follow.

- 2 *How familiar are you with the topic?*

Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

- 3 *Does the text contain redundancy?*

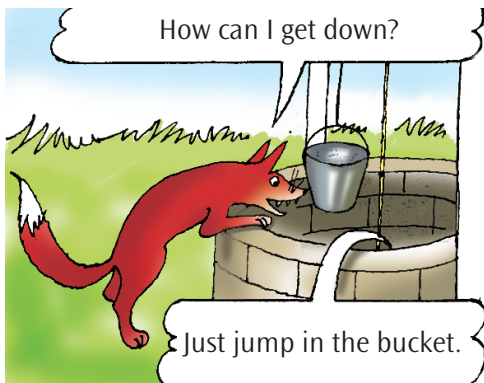
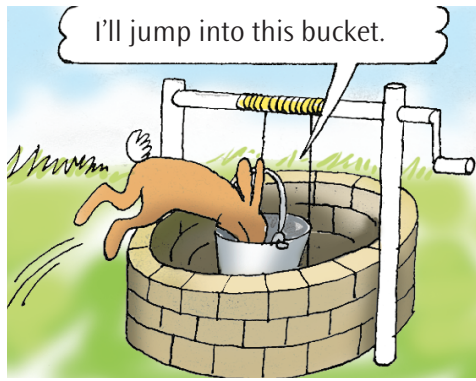
At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of the language.

- 4 *Does the text involve multiple individuals and objects? Are they clearly differentiated?*

It is easier to understand a text with a doctor and a patient than one with two doctors, and it is even easier if they are of the opposite sex. In other words, the more marked the differences, the easier the comprehension.

- 5 *Does the text offer visual support to aid in the interpretation of what the listeners hear?* Visual aids such as maps, diagrams, pictures, or the images in a video help contextualise the listening input and provide clues to meaning.

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



What do you think happened next?

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

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

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

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

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

B5.10 Fun with words: How many words can you make?**How many words can you make from this word? *characteristics***

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

For example. c x 3, h x 1

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

For example, *car, stars*

Assessment**1 Speaking**

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

2 Reading

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

Part A

Objectives

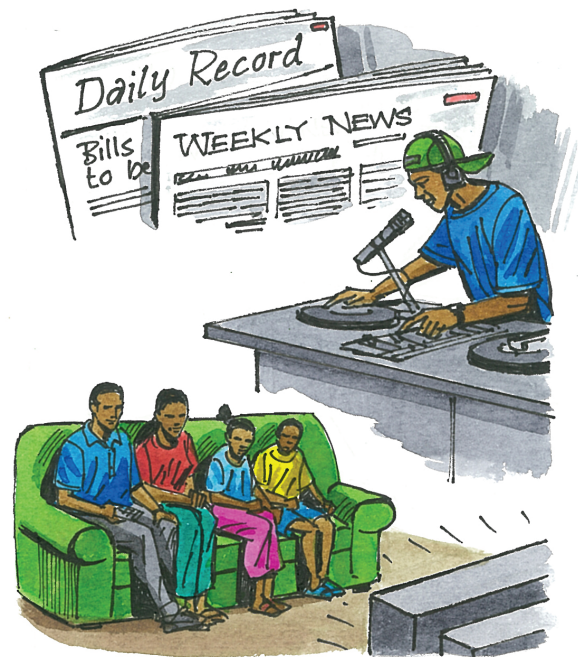
By the end of this part of the unit you will be able to:

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

A6.1 Introduction: Radio, TV and newspapers

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

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



A6.2 Increase your word power: Media words

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

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

Example:

Radio/TV *Newspapers*
programme *article*

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



A6.3 Listening: Famous people

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



Aster Aweke



Tabita Hatuti



Kenenisa Bekele



Lulu Gezu



Lulseged Retta



Kibnash Tolossa

**A6.4 Speaking:** Describing people**1 Look at the pictures of the Ethiopians on the previous page and match these descriptions to the people:**

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

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

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

Student B: What's she like?

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

Student B: What does she like doing?

**A6.5 Writing:** Biographies

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

A6.6 Language focus: Making comparisons

These sentences compare people:

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

Comparative adjectives are used to compare two things or people.

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

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

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

Example:

A hippopotamus is more dangerous than a rabbit.

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

Examples:

Lulseged Retta is older than Kenenisa Bekele.

Kibnash Tolossa is fatter than Lulu Gezu.

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

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

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

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

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

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

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

Example:

Lulu Gezu is prettier than Kibnash Tolossa.



A6.7 Reading: The media in Ethiopia

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

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

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

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

Extract from The Media in Ethiopia

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

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

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

media	licensed	network	studio
literacy	sovereign	economy	community



A6.8 Writing: Making a news programme

1 Read the following headlines and the weather forecast for a news broadcast.

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

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

Now for the news in detail:

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

Now here is the weather forecast for Addis Ababa:

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

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



A6.9 Speaking: Expressing opinions

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

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

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

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

Write down these opinions in your exercise book.

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

A6.10 Language focus: Different kinds of sentences

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

Example:

We won the football match.

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

Examples:

I went home and did my homework.

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

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

Examples:

He watched television although he had not done his homework.

We will go home when the football match is finished.

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

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

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

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

An introduction to an essay has various different functions:

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

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

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

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

2 Work in pairs to write an essay introduction for one of the topics listed in A6.9: Expressing opinions (above). Try to make your introduction interesting, use both compound and complex sentences and different conjunctions.**A6.12 Fun with words:** Fake biographies

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

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

Part B

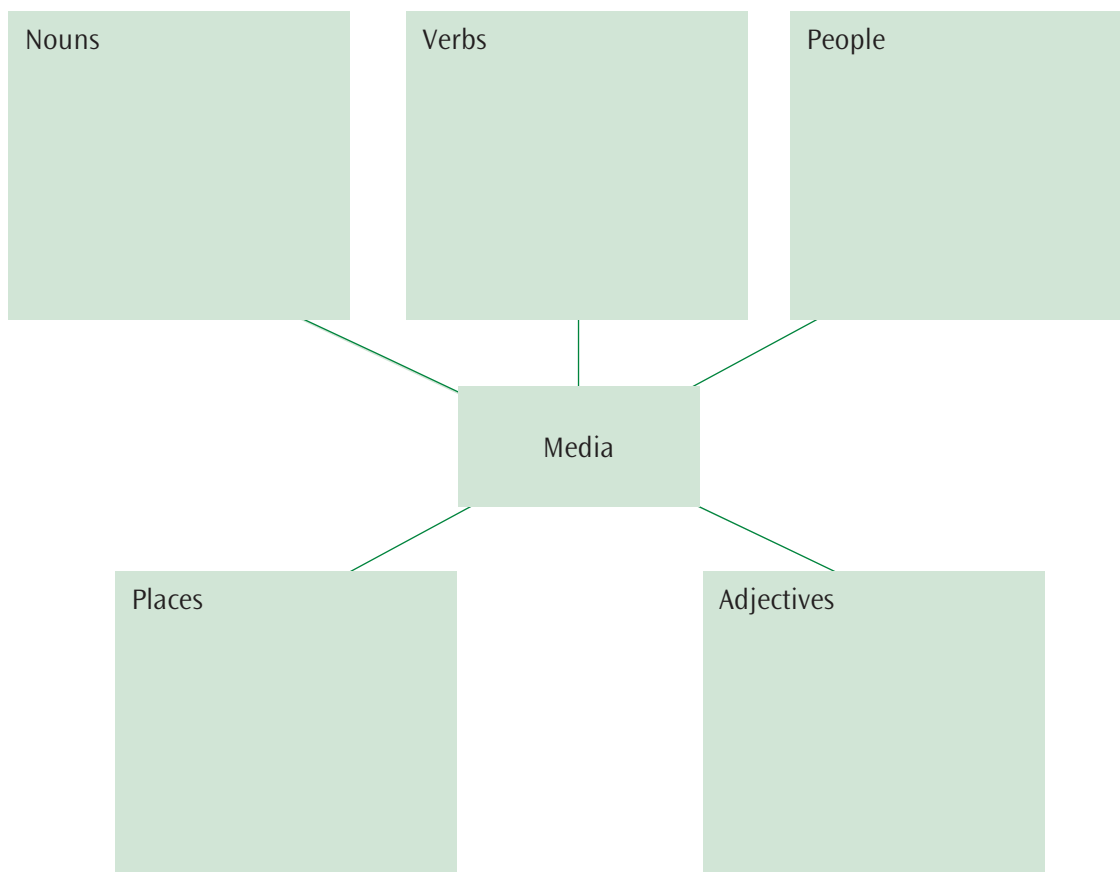
Objectives

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

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

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

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





B6.2 Speaking: Radio and TV programmes

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

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

Example:

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

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

Student A: *What time are they on?*

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

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

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

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

Example:

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



B6.3 Listening: A radio interview

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

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

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

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

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

B6.4 Increase your word power: Write the opposites

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

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

B6.5 Language focus: The present perfect tense

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

I have	<ul style="list-style-type: none"> been interested in music helped raise large sums of money been singing been a leading star singer received an award 	for since	<ul style="list-style-type: none"> I was a child. aid famine victims. a long time. my first job. my contribution to music.
--------	---	--------------	---

- 2** Work with a partner to make similar sentences about yourself, using the present perfect tense with the words *for* or *since*.

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

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

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

Example:

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

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

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

B6.6 Language focus: Reporting what someone has said

Reporting what you yourself have said is easy:

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

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



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

Example:

Question: *Where are you from?*

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

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

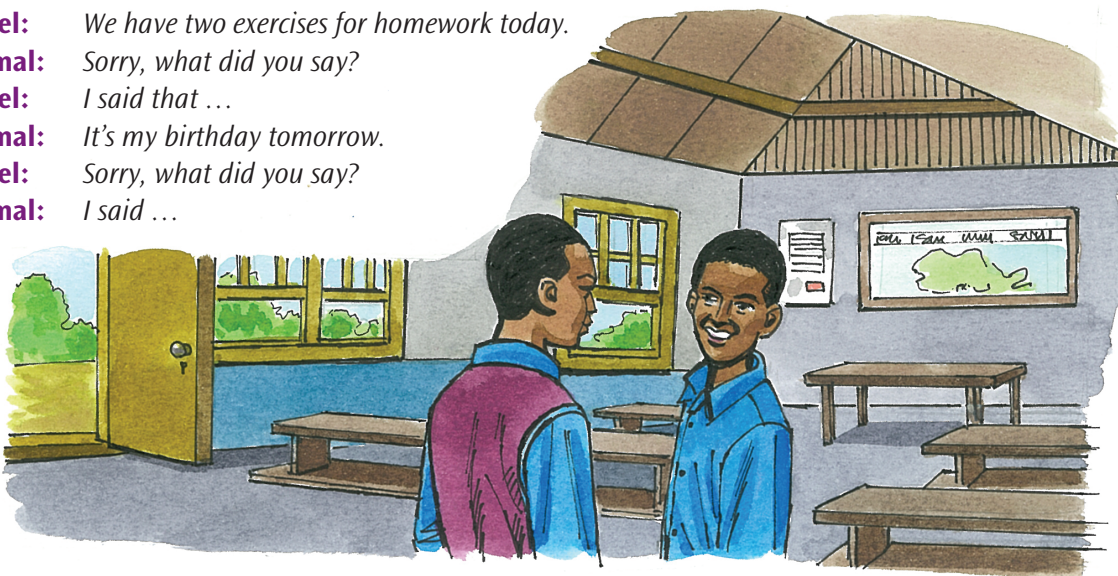
Jemal: *Sorry, what did you say?*

Abel: *I said that ...*

Jemal: *It's my birthday tomorrow.*

Abel: *Sorry, what did you say?*

Jemal: *I said ...*



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

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

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

Jemal: *He said ...*

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

Jemal: *Sorry, what did he say?*

Abel: *He said ...*

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

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

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

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

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

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

Example:

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



B6.7 Speaking: Who is your favourite celebrity?

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

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

Examples:

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

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



B6.8 Reading: What do you think?

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

2 Read the following article:

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

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

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

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

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

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



B6.9 Speaking: Word stress

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

Ooo	Oo	oOoo
radio	handsome	celebrity
media	lifestyle	

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

**B6.10 Reading:** True stories**1** Read the following two biographies:**Well-earned success**

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

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



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

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

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

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

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

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



The Model with Big Dreams

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assessment**1** Reading

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

2 Writing

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

Revision 2 (Units 4–6)



Listening

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

2 Read the following questions, listen as your teacher reads you a passage, then answer the questions.

- 1 Why didn't the writer ask her boyfriend to use a condom?
- 2 How did she find out she was HIV positive?
- 3 How did her parents react?
- 4 How did she react?
- 5 What did the health worker tell her?
- 6 What is the writer doing now?
- 7 What are her plans for the future?
- 8 Has she had any boyfriends since she became HIV positive?

Vocabulary and spelling

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

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



Speaking

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

Language use

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

Example:

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

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

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

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

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

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



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

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



Reading

1 Read the following text.

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

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

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

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

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

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

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

2 Choose the correct answer below.

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

**Writing**

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

Cities of the future

Part A

Objectives

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

- answer questions about cities of the world
- increase your vocabulary about cities
- listen and match facts about three cities to their photographs
- compare cities
- express another point of view
- write about where you live
- use linking words to join sentences
- use the correct sentence stress when speaking
- read a poem about an old man.

A7.1 Introduction: What do you know about cities of the world?

Work in a small group to do this quiz. Write the answers in your exercise book.

- 1 What continents and countries are these cities in?
 - a New York
 - b London
 - c Hong Kong
- 2 Which of these cities has the largest population?
- 3 Which city has the smallest area?
- 4 Which of these cities is the oldest?
- 5 Which of the three is a capital city?
- 6 Which of these cities has the greatest number of skyscraper buildings?
- 7 Which city has a royal palace in it?
- 8 Which city was founded by Dutch settlers?
- 9 Which city has the longest outdoor escalator in the world?
- 10 Which city has the Statue of Liberty at the harbour entrance?

A7.2 Increase your word power: Matching

Work in pairs to match the following words with their definitions.

- | | |
|------------------|---|
| 1 medieval | a the place where you are travelling to |
| 2 located | b means of moving from one place to another |
| 3 commerce | c different kinds |
| 4 extensive | d moving walkway |
| 5 destination | e buying and selling |
| 6 density | f wide / large |
| 7 diversity | g period after the fall of the Roman Empire |
| 8 transportation | h found in a place |
| 9 escalator | i the number of people within a place |



A7.3 Listening: Facts about New York, London and Hong Kong

- 1** Listen to your teacher reading some facts about these three cities and make a list of the key words for each city.
- 2** Check your answers and then match the cities to their pictures.



- 3** Make sentences about each city using the words from your list.



A7.4 Speaking: Comparing cities

- 1** Look at the pictures of the three cities from the listening texts. Think of two or three adjectives for each picture. Your partner must guess which picture they apply to.

2 Look at the list below. Work in pairs to make appropriate sentences comparing the different cities.

Example:

*London is much older than New York or Hong Kong.
Hong Kong has more skyscrapers than New York.*

- 1 Addis Ababa – open space / Hong Kong
- 2 Hong Kong – steep mountains / London
- 3 New York – centre for international affairs / London
- 4 London – variety of buildings / New York
- 5 Addis Ababa – slums / Hong Kong
- 6 Hong Kong – outdoor escalator / New York
- 7 New York – taller buildings / Addis Ababa
- 8 London – underground railways / Hong Kong

A7.5 Language focus: Giving another point of view

1 When you are discussing a question, you may wish to make an alternative suggestion. Learn the following phrases, which are often used to introduce another idea:

- On the other hand ...
- But then again, look at it this way ...
- Even so ...
- Okay, but ...
- Very true, but ...

2 Work in pairs to make sentences, one person making a statement about living in a city, the other giving an alternative view.

Example:

*Student A: New York is a very exciting city to live in.
Student B: Very true, but there is a lot of pollution from all the traffic.*

3 With your partner, discuss which city you would prefer to live in, and give your reasons.

A7.6 Writing: Where I live

1 Work in a small group and look at all of the pictures. They show scenes from a typical town. Discuss what each picture shows.

