

- 2** Think about your own town. What do you think needs to be improved? Make a list of six things that are the most important. The pictures you discussed in exercise 1 may help you, but you can think of other ideas too.

**Examples:**

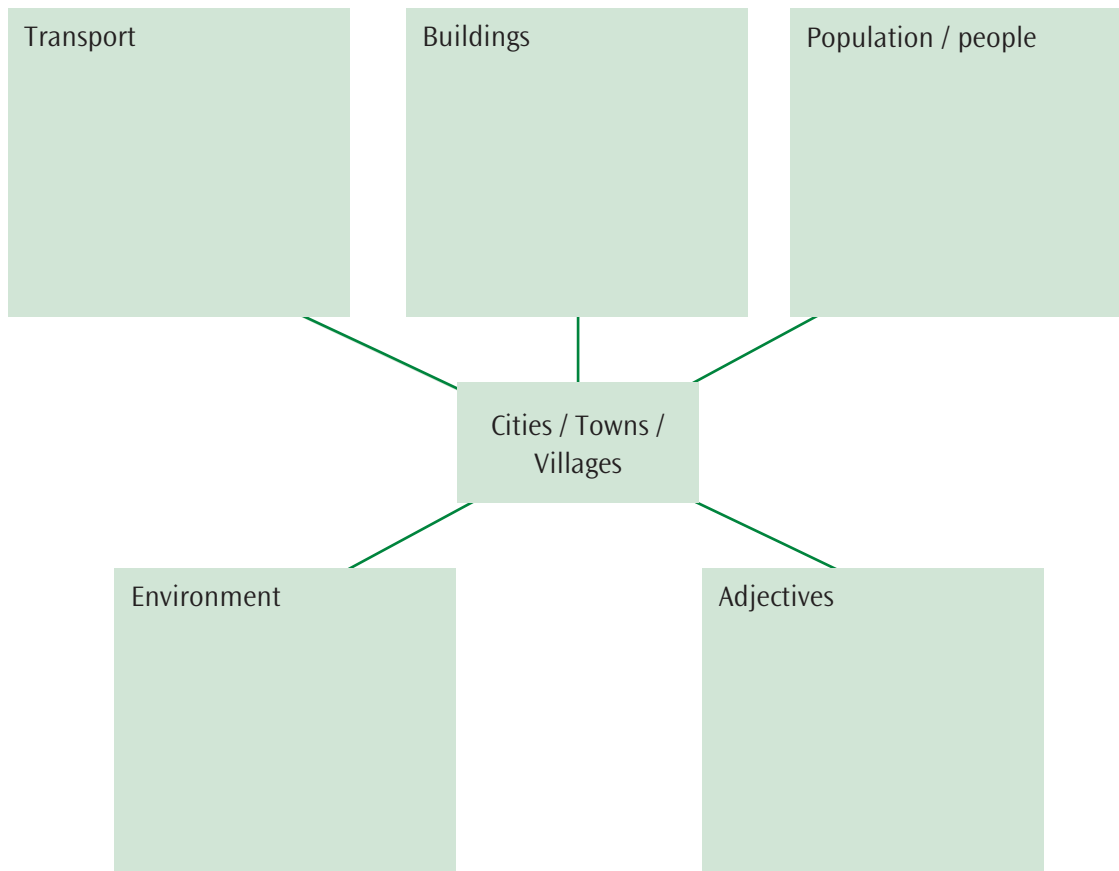
*I think we need a bigger hospital. There are not enough beds.*

*In my view we need to do something about the terrible traffic jams in the town centre.*

- 3** When you have completed your list, compare it with a list prepared by another group. Then work on your own to write one or two paragraphs describing where you live now, how it could be improved and how you think it will change in the future.

**A7.7 Increase your word power:** Words about cities

- 1** Copy the diagram below into your exercise book. Then work in a group to complete it with words connected with cities, towns and villages, classifying them according to the headings in each box. The group with the greatest number of entries wins.



- 2** In your group, decide which words have a direct equivalent or can be easily translated into your own language. Use a dictionary to help you.
- 3** Which words do not translate very easily? In your group, discuss why this is so.

## A7.8 Language focus: Linking sentences

**1** Do you remember the difference between a *simple sentence*, a *compound sentence* and a *complex sentence* you studied in Unit 6? Read the information in Unit 6 again, then work in pairs to give examples of each kind of sentence.

**2** Read the information in the box below. It describes three ways to link sentences:

**1 Linking words and expressions**  
 These are used when the ideas are independent of each other. They depend on the relationship between the ideas to be joined. The relationship can be one of addition, contrast, cause, result, illustration.  
**Example:**  
*After the party some of the guests went home but others spent the night at our house.*  
 Idea 1 Idea 2  

- What is the relationship between these two ideas?
- This is a *compound sentence* with two independent clauses.

**2 Relative clauses**  
 These are used when one of the ideas gives information about something in the other idea.  
**Example:** *The President gave a speech which everyone appreciated.*  
 Idea 1 Idea 2  

- Which part of Idea 1 does Idea 2 give information about?
- This is an example of a *complex sentence* with one dependent clause.

 Relative clauses can be defining or non-defining, and they can be introduced by relative pronouns, such as *which, who, that, whose, when, where, while, if, when, and, because*.  
**3 Pronouns**  
 These are used to avoid repetition, which sounds clumsy and unnatural, for example:  
*Ibrahim often goes to Dejene's house to do Ibrahim's homework. At Dejene's house Ibrahim and Dejene can do Ibrahim and Dejene's homework together.*  
 We replace all the unnecessary repeated words with pronouns, for example:  
*Ibrahim often goes to Dejene's house to do his homework. There they can do their homework together.*  

- Which pronouns have been used? Which words have they replaced?

**3** Look at the linking words in the box below. Write your own sentences using these words. Try and relate the sentence subject matter to cities, towns and villages.

in addition, but, as, so, for example, as a result, since, however, furthermore, although, because, therefore, such, as well as, though, and, yet, also, for instance, moreover, nevertheless, consequently

**4** Think about the relationship between the sentences in these pairs and join them using a suitable linking word. Be careful to change the wording of the sentences when necessary. Write your completed sentences in your exercise book.

- 1 Shoes are traditionally made of leather. Many shoes are made of plastic these days.
- 2 Our school hall is used for assembly every day. The hall is often used for plays and concerts.
- 3 There are many potholes in the road into town. Traffic moves slowly along the road into town.
- 4 Several countries in Africa have changed their names since independence. Zimbabwe, Zambia and Malawi are countries that have changed their names since independence.
- 5 It takes a long time to travel from Ethiopia to Namibia. There are not many direct flights between Ethiopia and Namibia.



**5 Join these sentences in your exercise book using a suitable relative pronoun. Where possible, omit the pronoun.**

- 1 An important scientist spoke to the school on Speech Day. He has written many books.
- 2 My aunt has given me a beautiful scarf. I wear it a lot.
- 3 The minister lives in Main Street. I was born there.
- 4 Ayantu is a good friend of mine. Her brother is a famous musician.
- 5 The book is on the table. I gave you the book yesterday.



**A7.9 Speaking:** Using the correct stress

When we compare two or more things, we usually add *stress* to the adjective, for example:

*Kenenisa Bekele is the fastest runner in Ethiopia.*

When we compare two things using *more* or *most* we usually add stress to the items that are being compared, for example:

*More people live in cities than in the country.*

**1 Say the following sentences with the correct stress and intonation:**

- 1 There are more skyscrapers in a *city* than in a town.
- 2 The Burj Khalifa tower in Dubai is the world's *tallest* skyscraper.
- 3 Halima is the *prettiest* girl in the class.
- 4 Your cattle are *thinner* than mine.
- 5 I like *swimming* more than playing tennis.

**2 Work in pairs to make similar sentences using comparative and superlative adjectives and say them aloud to your partner. Try and relate the sentences to the topic of cities, towns and villages.**



**A7.10 Reading:** A proud old man

**Young people often think they are freer and more modern than old people. They may think that old people are 'slaves to tradition'. But if you talk to old people, you will find that they view young people as the slaves of fashion. This is the view of the proud old man who is the speaker in the poem below. Read it aloud, then discuss the questions below the poem.**

**A proud old man**

They say they are healthier than me  
 Though they can't walk to the end of the mile.  
 At their age I walked forty at night to wage battle at dawn.  
 They think they are healthier than me.  
 If their socks get wet they catch cold,  
 When my sockless feet got wet, I never sneezed,  
 But they still think they are healthier than me.  
 On a soft mattress over a spring bed  
 They still have to take a sleeping pill,  
 But I, with reeds cutting into my ribs,  
 My head resting on a piece of wood,  
 I sleep like a baby and snore.

## Unit 7 Cities of the future

They think they have more power of will than me.  
Our women were scarcely covered in the days of yore,  
But adultery was a thing unknown.  
Today they go wild on seeing a slip on a hanger!  
When I have more than one legitimate wife  
They tell me hell is my destination.  
But when they have one and countless mistresses  
They pride themselves on cheating the world.  
Nay, let them learn to be honest first themselves  
Before they persuade me to change my ways.

**2** The poem is divided into two long stanzas. Discuss which of the following is the best for each stanza (three of them are completely wrong).

- a Customs.
- b Health.
- c Self control.
- d Humour.
- e Youth.

**3** It is usually a good idea to study a poem bit by bit. Let us look at each stanza in turn.

- a The first stanza suggests a number of important ways in which the old man says he is different from the younger generation. Consider how many different points he lists, and discuss your answers in your group.
- b Likewise consider how many points of difference the poet lists in the second stanza. Discuss your answers in your group.

**4** What is the theme or topic of this poem?

- a The importance of progress.
- b The value of tradition.
- c The importance of health.
- d The importance of respecting old people.
- e The idleness of modern youth.

**5** Poets convey their message by using language in special ways. Some of these are: *rhythm*, *alliteration*, *repetition*, the use of *contrast*, and *imagery* (*similes* and *metaphors*). Which one is chiefly used in this poem?

## Part B

### Objectives

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

- discuss the differences between Ethiopia past and present
- listen to a passage about living in Addis Ababa
- write a letter to a newspaper
- talk about the future using *will*
- express your opinion about the future
- predict the endings of two texts
- use the passive tense
- read about cities of the future

- use comparative and superlative adjectives
- revise the use of adjectives and adverbs
- use your study skills for learning new words
- answer a few riddles.

## **B7.1 Speaking:** Ethiopia – past and present

**1** Look at these contrasting pictures of Ethiopia, and make a list of the main differences that you can see.

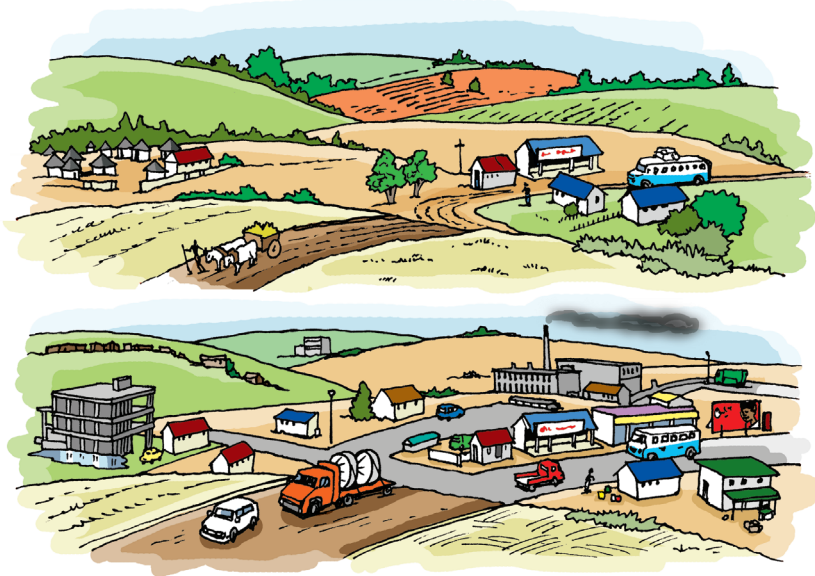




**Unit 7** Cities of the future

**2** In your group, think about your own village or town and make notes about its size; the different kinds of buildings; the transport system; the means of communication; the school system; the cooking and heating facilities and so on.

**3** Look at the two pictures. What changes have been made in picture 2? Discuss them with a partner and then make sentences in your exercise book. There are six changes in total.



**4** Work with a partner. Talk about the changes that have taken place in your area recently.

**Example:**

*A new factory is being built in Station Road and lots of new houses have been built near the market.*

**5** Work in a group and discuss the three main general differences between past and present Ethiopia. Delegate a group leader to report back to the rest of the class.



**B7.2 Listening:** Living in Addis Ababa



- 1** What do you know about Addis Ababa? Work in your groups to list as many things as you can about the city.
- 2** Listen to your teacher read an extract about the city and check your answers.
- 3** Listen to the extract again and make a note of anything that you have not included in your list. How does the description of Addis Ababa differ from your own experience of where you live? Where would you prefer to live and why? Discuss this with your group.



### **B7.3 Writing:** A letter to a newspaper

- 1** Look at this letter, which was written by a student to her local newspaper, and answer the questions below it in your exercise book.

Dear Sir/Madam,

In my class we have recently discussed what we think are the most important improvements needed in our town. I would like to put forward an idea, which in my opinion, would make the biggest improvement to our lives.

I believe that we must do something about the open drain running through the town centre. It is a disgrace and it is time it was covered.

The open drain is a serious danger to public health. Children can often be seen playing in it and so it is not surprising that diarrhoea is a major illness in the town. Also, mosquitoes are able to breed in the dirty water and so again it is not surprising that malaria is another major illness in the town, particularly in the wet season. I have also heard of cases of people injuring themselves by falling in the drain when walking in the dark.

Another important point is that the open drain causes unpleasant smells and looks very ugly. People would feel better about their town centre without it.

I hope that the candidates at the election, which is taking place next month, will think carefully about the benefits to the town if the drain were covered. I am sure it would be popular with the voters.

Yours faithfully,

Sofia Tessema

Sofia Tessema,  
Grade 9,  
Valley High School

- 1** What is Sofia's suggestion for improving her town?
- 2** What are the two main points she makes to support her suggestions?
- 3** How does she say the drain causes:
  - a** diarrhoea?
  - b** malaria?

**Unit 7** Cities of the future

- 4 How can people injure themselves in the drain?
- 5 Why would people feel better if the drain was covered?
- 6 Why is Sofia writing this letter?
- 7 How does Sofia
  - a begin her letter?
  - b close her letter?

**2** Now choose one of the topics that you decided was important for your town and write a similar letter to your local newspaper. Before you start the letter, make notes of the points you want to make to support your suggestions. In your letter include the positive and negative points about your town.

**B7.4 Language focus:** Talking about the future

There are several different ways of talking about the future:

**The present continuous:**

- 1 We are having a party at the end of term.
- 2 I'm not playing football after school today. (future arrangements)
- 3 Are my uncle and aunt visiting us next weekend?

**going to**

- 1 I'm going to do my homework before football.
- 2 I'm not going to watch the film on TV tonight. (future plans)
- 3 Are you going to buy anything at the market today?

**will / won't**

- 1 Cities will be cleaner. (predictions about the future)
- 2 We will not (won't) have a good crop of maize this year. (what we think will happen)
- 3 Which school will you go to next year?

**2** Write these sentences in your exercise book with the correct form of the verb to give a future meaning.

- 1 Do you think *you're going to finish / you'll finish* your homework before 6 o'clock?
- 2 Are you busy this evening? 'No, *I'm not doing / I won't do* anything'.
- 3 My sister *is getting / will get* married on 1<sup>st</sup> May.
- 4 What *are you going to do / are you doing* with all that rubbish?
- 5 *I will buy / I'm going to buy* some fruit in the market so that I can make a fruit salad.
- 6 Our head teacher *will leave / is leaving* at the end of term. We don't know yet *who will be / who is being* our new head.
- 7 My father hopes that *I'll work / I'm going to work* on the farm with him.
- 8 *I won't do / I'm not going to do* my English homework until Sunday.

**3** Find out the meaning of the following words or phrases and use them in sentences containing *will*.

**Examples:**

*Every building will have its own solar power generators.*

*Ring-roads will ease the traffic congestion in cities and towns.*

generators	congestion	solar power	ring roads
high-rise	air conditioning	mains water	electricity
wind turbines	computer programs	mains drains	

**4 Work with a partner. Discuss these questions, using the words in the box to help you.**

- 1 What kind of lighting will homes have in the future?
- 2 What roads will be built to help move traffic more easily?
- 3 How will water be supplied to houses?
- 4 What will happen to the waste water?
- 5 How will houses be heated or kept cool?
- 6 How will food be kept fresh?
- 7 What kind of fuel will power cars in the future?
- 8 What do you think will be the biggest problem in the world in ten years' time?



**B7.5 Speaking:** Predicting the future

**1 What do you think your own town / village / city will look like in 50 years' time? Work in a group and express your opinions about this using social expressions such as:**

- *I think ...*
- *In my opinion ...*
- *I wonder if ...*
- *I'm sure that ...*
- *I suppose ...*

**2 Note your opinions and give your reasons for each statement. Delegate a group leader to present the results of your discussions to the rest of the class.**

**Examples:**

*I think cities will have faster transport systems.*

*I'm sure that every building will have its own solar-powered generators.*



**B7.6 Reading:** Predict the endings

**1 Read the following two texts and discuss with your group the endings for each one. Which one do you think reflects the future more accurately?**

*Reading text 1*

With the increasing number of people being drawn to our cities, the problem of pollution will grow steadily worse. Rubbish mounds will grow to a huge size, and cause diseases to spread. Water sources will be limited to a few hours a day so that it will be difficult to keep our clothes and bodies clean. Food will have to be transported to the city markets from long distances, so it will be stale and no longer fresh, wilting in the hot sun, and losing much of its nutritional value. Pollution and fumes from the exhausts of lorries and taxis will grow ever worse, so people will find it difficult to breathe clean fresh air.

*Reading text 2*

The increasing number of people being drawn to our cities represents a great challenge for the improvement in the lives of the people. Slums will be cleared and new flats and houses with proper sanitation, running water and air-conditioning will be built to house the poor. Transport systems will improve so people can move from area to area with greater ease to work and play, and ring-roads will keep most of the traffic out of the centre of the cities. Hospitals will be near at hand for those who fall ill and medical treatment will be easier to access.



- 2 Read the texts again, and write down the positive and negative words in each passage. Are there any other ideas you would like to add to each passage?
- 3 Which is the correct ending for each passage? Read the following endings and write down the positive and negative words in each passage. In your group, decide which is the best or most likely ending for each passage, giving your reasons for your decision.

Ending 1

With improved living conditions, clean air and good food, children’s health will improve and their ability to learn and concentrate on their studies will be better. People will have more motivation to work hard and will become good role models for their local society and ambassadors for their country. The natural beauty of Ethiopia will attract more tourists and will earn more revenue for further developments.

Ending 2

But with hard work and commitment, people living in these conditions can work together to help better their life prospects. Small tasks like picking up plastic waste and recycling tins and bottles will help keep the towns clean. People will therefore be more motivated to work together to improve their environment. With government assistance, there will more schools and less crime, and fewer beggars or pickpockets on the streets.

### B7.7 Language focus: Passive sentences

- 1 Can you remember the difference between active and passive sentences? Look at these sentences and identify which are active and which are passive.
  - 1 The governments will build ring roads around the city.
  - 2 Many new skyscrapers will be built.
  - 3 More children will go to secondary school.
  - 4 More money will be spent on the schools.
  - 5 Students will be given computers to help study.
  - 6 Students will learn more languages in school.
- 2 Below, look at how we can change the first two sentences in exercise 1 into the active or passive form.
  - 1 Ring roads will be built around the city.
  - 2 People will build many new skyscrapers.
- 3 Change the other four sentences from exercise 1 into the active or passive. Write them in your exercise book.
- 4 Not all active sentences can be expressed in the passive.  
**Example:**  
*Ali came in, went to bed and slept for eight hours.*

**Change these sentences into the passive where possible. Write them in your exercise book.**

- 1 Addis Ababa is the capital of Ethiopia.
- 2 Too many cars will block the roads.
- 3 Traffic conditions will be difficult.
- 4 Manchester United beat Chelsea 1-0 yesterday.
- 5 My teachers have told me to work harder.
- 6 I have forgotten the words of the poem.





## B7.8 Reading: Cities of the future

**1** Discuss in your group what you think life will be like in a hundred years' time and list your suggestions.

**2** Read the following passage:

Have you ever thought what life will be like in a hundred years' time? Thanks to new technology, there will be many changes in our daily lives. Most people will live in high-rise buildings and skyscrapers, as in Hong Kong or Dubai. These homes will be well-equipped with all the latest information technology, from interactive television to interactive voicemail for keeping in touch with your friends and neighbours. Although dwellings may be quite small, there will be plenty of opportunity for sport and recreation in purpose-built stadiums and gymnasiums.

Whereas today many cities have covered shopping malls which are the same temperature all the year round, in the future not only shops but whole towns and cities may be enclosed in a huge bubble of glass covering most of the buildings. Even in the hottest summer, or the most severe winter when the snow is knee-deep and the temperature is below zero, you will be able to go anywhere in the city without any delay or discomfort, using the travelling walkways to get from one place to another. No cars will be allowed in the city, only large lorries and transporters to carry goods to the shopping areas. Electric vehicles will replace the fossil-fuel driven cars of today, and aeroplanes will fly on bio-fuels extracted from specially grown crops.

**3** Compare your predictions with the text. Can you add any other suggestions?

**4** Work in pairs to find the key content words in the passage and list them, then re-tell it using these words as prompts.



At 828 m in height, Burj Khalifa in Dubai is the tallest building in the world. It has offices, shopping malls, nine hotels, over 30,000 flats and homes, and the world's highest mosque and highest swimming pool.

## B7.9 Language focus: Using the comparative and superlative

**1** Revise the spelling rules for comparative and superlative adjectives in Unit 6 B6.11, then work in groups of three to give more examples.

**2** Use the adjectives in the box in the comparative and superlative forms to make sentences about cities in the future using *will*.

clean      exciting      noisy      busy      crowded

### Example:

*More people will live in cities than in the country.*

**B7.10 Study skills:** Learning new words

- 1 Look back through your exercise book and textbooks and list any exercises which have helped you learn new vocabulary. Work in a group and discuss which exercise you enjoyed most and decide which is the most helpful.
- 2 Look at the lists of words in your diagram in Part A. Which of these words do you think you are likely to use again in the future? Explain why and how you will use these words again.
- 3 Decide which strategy for learning new vocabulary suits you best and is the most helpful. Then set yourself a goal for learning five new words a day. Write these words in your vocabulary notebook, then at the end of the week test your partner on his or her new words.

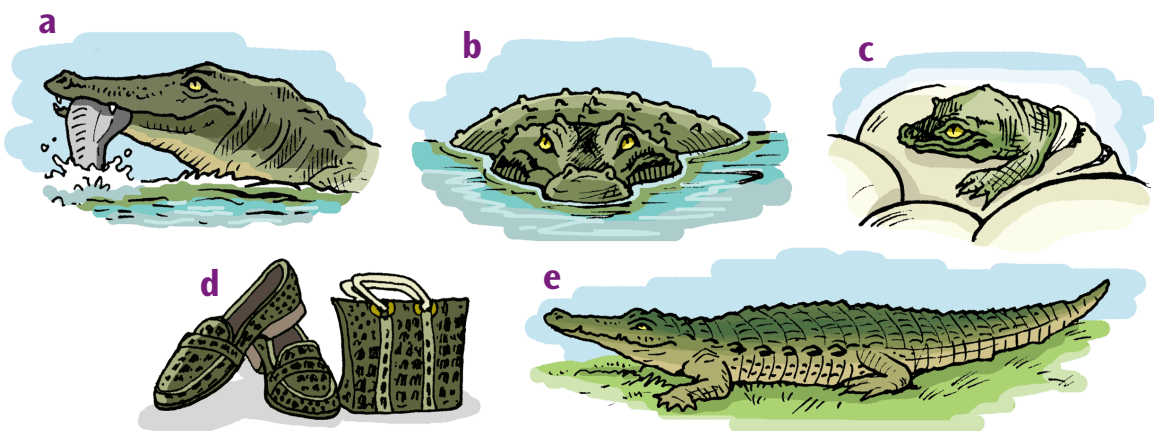
**B7.11 Fun with words:** Riddles

- 1 A riddle is a puzzle with an unexpected answer. What are the answers to the following riddles?
  - a What English word means burning wood when you take away the first letter of the word?
  - b Feed me and I live; give me a drink and I die.
  - c I went to the garden and I got it; I went into the house and it made me cry.
  - d You are lost and alone in the forest. You find an old hut and you decide to stay there the night. You want some heat and light, but the only things you can find in the hut are a candle, an oil lamp and a pile of dry sticks. What do you light first?

**Assessment**

**1 Listening**

- 1 Your teacher will read you a text about crocodiles. Look at the following pictures while you listen to the text. Write the correct order for the pictures in your exercise book.



- 2 Decide in your group which are the key words in the passage and write them down, then make a sentence for each of the main ideas.

**2 Writing**

- 1 Write three compound sentences, using the conjunctions *and*, *but* and *so*.
- 2 Write three complex sentences using the conjunctions *after*, *because*, *while*.

## Part A

## Objectives

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

- find out about the work of an entrepreneur
- listen to a text about the importance of money
- read about a successful business enterprise
- learn words for money and finance
- read about opening a bank account
- write definitions for words to do with banking
- play a game to match currencies with their countries
- role play a dialogue in a bank
- use verb patterns correctly
- decide what is fact and what is opinion in an article
- hold a group discussion
- learn about essay conclusions.

## A8.1 Introduction: What is an entrepreneur?

An *entrepreneur* is someone who creates value by offering a product or service that may not currently exist. Entrepreneurs often identify a market opportunity and develop it by organising their resources so as to be able to solve a problem.

**1** Can you think of any entrepreneurs in Ethiopia? Discuss in your groups who, by creating a new business, you think is a successful entrepreneur. List some ways they have achieved their success and share your ideas with the class.

**2** Read the following text about an entrepreneur and work in your groups to identify what made the speaker a successful entrepreneur.

I always thought that I would work for someone else. I never imagined that I would be the boss! But that is how things have turned out. I left school with quite a good Certificate of Secondary Education, and I managed to get a job in an accounts department of a tourist hotel. I did this for about four years. Meanwhile, my cousin Gebre, who didn't go to a secondary school, had trained as a carpenter. He got a government grant to set up a workshop and started employing a few untrained workers, whom he trained up. Gebre came to the hotel one day and saw that they had a very poor selection of crafts for sale for the guests. He suggested asking the hotel if we could take over the tourist shop. He would provide the goods, and I would run the shop.



We managed to get a loan from an investment bank to set up the shop. It was agreed that we would pay rent to the hotel and a percentage of the earnings. That was ten years ago. We now have a chain of 20 tourist shops in different hotels.

The workshop still supplies a lot of our goods, but I also travel around the country to find other suppliers. Tourists want a good variety of high quality crafts and that's what we give them. Running a business is hard work and at the beginning you can't expect to make any money for yourself; all the profit goes into the business, so you have to have a cool head and be prepared to take risks. We employ 40 people now and have both made reasonable livings for our families, so I am satisfied. I am married and I've got one daughter. I haven't had time to have another!



### A8.2 Listening: The importance of money

- 1 Listen as your teacher reads a text about the importance of money, make a note of the important points.
- 2 Work in groups and discuss whether you agree with the text. Are there any other points about money that you would like to add?



### A8.3 Reading: A successful enterprise

Read the following article and work out the meanings of the words that are underlined. Write the words and their meanings in your exercise book. Check your answers with your partner or in a dictionary and then use the words in sentences.

#### Ambitious entrepreneur opens Ethiopia's first car assembly plant

Ethiopia is known as a mass producer of commodities such as coffee and leather, but one ambitious Ethiopian is introducing a new idea to the country. Returning after nearly 30 years abroad, Tadesse Tessema has opened Ethiopia's first vehicle assembly plant – to the surprise of many Ethiopians.

Based in the town of Mojo, 65 kilometres outside of Addis Ababa, *Holland Car* is the brainchild of Tadesse Tessema. Tessema lived in the Netherlands for 27 years and exported cars to Ethiopia. But he decided to return to his homeland and start a successful business to help create employment. More than US\$2.5 million has been invested in this car assembly plant.

The cars are partially assembled in China and sent to Ethiopia's neighbour Djibouti. They are then transported 1,000 kilometres by road to this factory, south-west of the Ethiopian capital, where they arrive as skeleton form. Tadesse's team of 75 staff assemble the vehicles. More than 30 per cent of the mechanics are women.

Tadesse named the new car after the Dutch Overseas Car Company. The cars come in eight colours: silver, grey, and black being the most popular.

Tadesse plans to build 500 vehicles initially and in the future aims to have 2,000 built per year (six per day). He hopes that his enterprise will help to change the image of Ethiopia as an impoverished country. Tadesse is also planning to improve the environment and in the future will convert the cars to use the more environmentally-friendly LPG – liquefied petroleum gas.

If Tadesse can find enthusiastic customers, he'll eventually be able to expand into pick-up trucks, four-wheel drives and light trucks as he says his country needs to be less dependent on foreign vehicles. He is hoping that within a short space of time his cars will be speeding off the assembly line.

Extract from [www.ethiopianreview.com](http://www.ethiopianreview.com)



## A8.4 Increase your word power: Money and finance

### 1 Work in small groups to discuss your answers to the following questions.

- 1 What is a bank?
- 2 What do customers keep in a bank?
- 3 Where do people who don't have bank accounts keep these things?
- 4 What benefits do customers get from a bank?
- 5 How do banks make money from their customers?



### 2 Learn these words.

- *account*: An arrangement to keep money in a bank or post office.
- *balance*: Cash in the bank.
- *cashier*: A person who takes or gives money in a bank, shop or post office.
- *cheque book*: A book with tear-out printed pages (cheques) that you give someone as payment instead of money. Each cheque tells your bank to pay that person a sum of money.
- *credit*: The money in your bank account.
- *deposit*: To pay money into a bank or post office.
- *forgery*: The crime of making a copy of something in order to deceive.
- *interest*: Small percentage of money added to the amount in a bank account.
- *withdraw*: To take money out of an account.

### 3 Imagine you were in a bank and wanted to withdraw some money from your account. What words or phrases would you use when talking to the cashier? Work in pairs to suggest some phrases, which your teacher will write on the board.

#### Example:

*Please can you cash this cheque?*

*I'd like to withdraw...*

*Can you tell me my account balance please?*



## A8.5 Reading: Opening a bank account

### 1 Read the text quickly and then discuss in your groups the best way to identify the key words or ideas in the passage.

In the old days, people used to put their money into money bags and hide them under their beds or in holes in the ground. But nowadays people usually keep their money in a bank account. A bank account allows you to do three things:

- 1 You can move your money about, for example to pay a bill or give someone a present without having to handle cash.
- 2 You can keep your money safe in the bank and earn interest on it.
- 3 Under certain circumstances, you may borrow money from the bank.

Opening a bank account is very easy. You will be asked to complete an application form with your name and address as well as the name and address of your employer and give a sample of your signature.

You will be asked what kind of account you wish to open. A current account is very convenient – in fact essential for any business person and many households. A current account enables you to pay bills quickly and easily without having to carry large sums of money around with you. If you do not wish to write cheques, but simply want to keep your money in a safe place, you can open a different kind of account called a savings or deposit account. In this case, the bank will pay you interest on the money you have deposited. Under certain circumstances, the bank will sometimes agree to lend you some money. For example, a farmer may wish to buy some expensive machinery; if the bank is satisfied that he or she will be able to pay the money back eventually, including the interest that is due on the bank loan, it will agree to assist. This is one way that the bank makes money.

To open your account, you must pay in a sum of money. To pay the money into the account, you have to fill in a form called a paying-in slip. The bank will stamp the slip, together with its counterfoil, which is given to you as your receipt to prove that you have paid the money in.

If you are opening a current account, the bank will issue you with a cheque book free of charge. You will have to provide a sample signature in case the cheque book gets into the wrong hands.

You can use a cheque for two purposes:

- 1 To pay someone else some money, for example, you may wish to pay the Blue Nile Construction Enterprise 2,500 birr, so you write out a cheque.

Provided there is enough money in your account to pay the bill, the bank will honour your cheque. In other words, they will pay the money to your payee, and all will be well. Of course, if you are an employee on a regular salary, this will probably be paid into your account at the end of every month by your employer.

<p style="text-align: right;"><u>19.03</u> 20 <u>10</u></p> <p>Payee: <u>Blue Nile Construction</u> <u>Enterprise</u></p>	<p><b>NATIONAL BANK</b> Main Street</p>	<p><u>19.03</u> 20 <u>10</u></p>
<p>Amount: <u>2,500</u></p>	<p>Pay <u>Blue Nile Construction Enterprise</u></p> <p>Birr <u>Two thousand five hundred birr</u></p>	<p><u>2,500</u></p>
<p>Balance: _____</p>	<p>_____</p>	<p>L. Abayo</p>
<p>No. 1013</p>	<p>No. 1013 Account number 8976</p>	<p><u>L. Abayo</u></p>

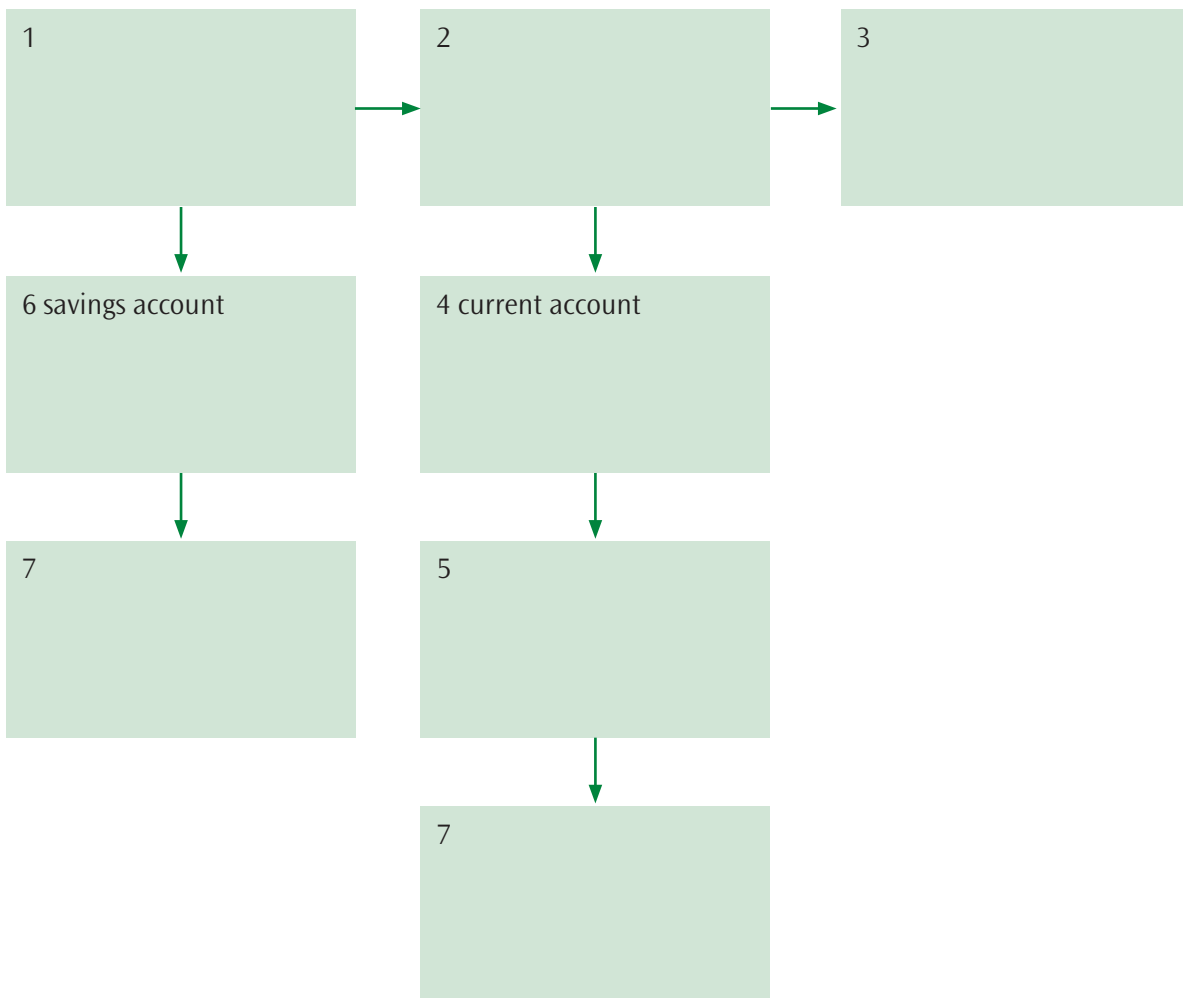
2 You can use a cheque to draw out money for yourself. In this case you write *Self or Cash* on the cheque.

Another method of making payment for goods and services is by means of a small plastic card called a credit card, which is issued by a bank or credit union. When a purchase is made, the credit card user agrees to pay the card issuer. The card user puts the card into a small machine and shows his or her agreement to pay by signing a receipt with a record of the card details and the amount to be paid, or by entering a personal identification number (PIN).

Whatever kind of account you have, the bank will issue you with a statement of your account at regular intervals. A statement records all the transactions in your account in the previous month: how much you have paid in and paid out, and it then gives your balance – the amount of money currently in your account.

**2** Read the passage again and copy or highlight the key words and ideas. Then copy the flow chart below into your exercise book and complete it by putting the correct letters in the appropriate boxes. For example 1=g.

**Note:** you will need to use one of the pieces of information twice.



- a** The bank pays the interest on the amount of money in your account.
- b** You fill in a paying-in slip and pay in a sum of money.
- c** At regular intervals the bank issues you with a statement of your account.
- d** The bank issues you with a cheque book and / or a credit card.
- e** You complete an application form.
- f** You write cheques to pay bills, or use your credit card.
- g** You find someone reliable to introduce you to the manager.

**3 Work with your partner to compare your flow charts.**

**4 Work in a group and discuss the following questions:**

- 1 Do you think opening a bank account is easy or difficult?
- 2 What could discourage some people from opening an account?
- 3 Why is it a good idea for young people to open a savings account as soon as they are earning money?
- 4 Do you think using a credit card is a dangerous form of payment?

**5 Pretend you want to open an account at the bank. Work in pairs or groups to role-play the dialogue.**



### A8.6 Writing: Banking

Write definitions for each of these words and phrases. Use the information in the Reading text above.

- 1 current account
- 2 savings or deposit account
- 3 bank loan
- 4 paying-in slip
- 5 cheque
- 6 to honour a cheque
- 7 statement
- 8 credit card



### A8.7 Speaking: Matching money

**1 Match the currencies with their countries.**

Ethiopia	yen
United States	pound
Japan	rupee
Egypt	birr
Great Britain	euro
Ghana	shilling
Hong Kong	franc
Nigeria	pound
Kenya	cedi
South Africa	dollar
India	rand
Switzerland	dollar
Europe	naira

**2 Practise saying the names of these currencies in pairs.**





## A8.8 Speaking: Dialogue in a bank

**1** Commission is the money a bank charges to change one currency into another. What other words or phrases do you know that you would use in a bank?

**2** Listen as your teacher reads the following dialogue; then read the dialogue again in pairs.

**A:** Good morning. How can I help you?

**B:** Good morning. I'd like to change some dollars into birr, please.

**A:** How much would you like to change?

**B:** What is the exchange rate?

**A:** 12.6 birr to the dollar.

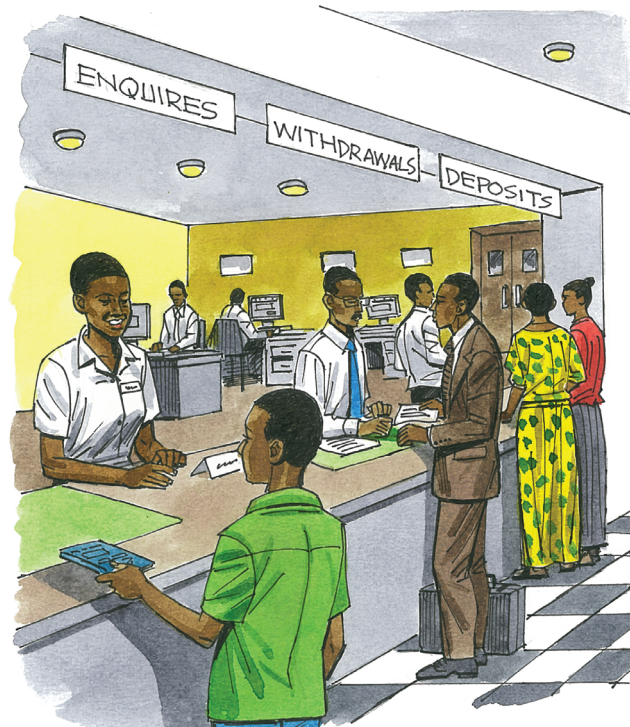
**B:** OK. I'd like to change \$220, please.

**A:** That will be 2,780 birr and 278 birr commission.

**B:** That's fine.

**A:** Here you are.

**B:** Thanks.



**3** Look at the following currency conversion rates:

1 Ethiopian Birr (ETB)	0.07 United States dollars (USD)	\$
	1 USD = 12.64 ETB	
	0.05 United Kingdom pound (GBP)	£
	1 GBP = 19.82 ETB	
	0.06 Euros (EUR)	€
	1 EUR = 17.49 ETB	
=	0.43 Egyptian pounds (EGP)	£
	1 EGP = 2.32 ETB	
	0.11 Ghanaian cedis (GHS)	¢
	1 GHS = 8.92597 ETB	
	0.61 Hong Kong dollars (HKD)	\$
	1 HKD = 1.63962 ETB	
	6.08 Kenya shillings (KES)	Ksh
	1 KES = 0.165635 ETB	
	0.60 South African rand (ZAR)	R
	1 ZAR = 1.67683 ETB	
	11.96 Nigerian naira (NGN)	N
	1 naira = 0.084 ETB	

- 4** Work out how many birr you will receive from the bank for the following:
- a £100 (UK)
  - b 300 cedis
  - c 400 rand
  - d 150 euros
  - e 50 naira

- 5** Work in pairs to ask and answer questions about the currency chart.  
**Example:**

*Student A: How many Kenyan shillings can I get for one birr?*

*Student B: How much is one euro worth in birr?*

- 6** Read the dialogue above again. Work in pairs to role-play a similar dialogue between a customer and a bank teller using different currencies.

### A8.9 Language focus: Verb and verb patterns

When one verb is followed by another, the form of the second verb may be in the *-ing* form or the *to* form. For example:

*Some children start working because their parents have become ill.*

*The money helps to keep them alive.*

The form of the second verb depends on the first verb.

- Some verbs must be followed by the *-ing* form, for example: *finish, enjoy, consider, imagine*:  
*Have you finished washing the clothes?*  
*Do you enjoy playing cards?*
- Some verbs must be followed by the *to* form, for example: *decide, want, intend, hope*:  
*I have decided to buy some new football boots.*  
*Do you want to read that book?*
- Some verbs can be followed by either the *-ing* form or the *to* form. These fall into two groups:
  - 1 There is no change in meaning with the *-ing* or *to* form, for example: *start, hate prefer*:  
*I prefer eating at night / I prefer to eat at night.*
  - 2 There is a change of meaning depending on which form you choose:  
*I stopped to eat my lunch / I stopped eating my lunch.*

- 1** Copy these sentences into your exercise book. Complete them with the correct form of the verb: the *-ing* or *to* form.

- 1 Do you enjoy \_\_\_\_\_ (dance)?
- 2 Where is Olana? He promised \_\_\_\_\_ (come) early.
- 3 I hope (be) a doctor one day.
- 4 You must learn \_\_\_\_\_ (swim); it may save your life.
- 5 Don't forget \_\_\_\_\_ (do) your homework!
- 6 I don't mind \_\_\_\_\_ (get up) early.
- 7 Have you finished \_\_\_\_\_ (eat) your mango?
- 8 I want \_\_\_\_\_ (go) home now.
- 9 Where have you decided \_\_\_\_\_ (go) tonight?
- 10 Biyana suggested \_\_\_\_\_ (meet) at six o'clock.
- 11 Please don't stop \_\_\_\_\_ (sweep), the floor is still dirty.
- 12 On the way home we stopped \_\_\_\_\_ (look) at the sunset.

- 13 I like \_\_\_\_\_ (drink) water every morning.  
 14 I like \_\_\_\_\_ (play) the guitar.  
 15 I don't remember \_\_\_\_\_ (see) that watch before.  
 16 Please remember \_\_\_\_\_ (lock) the door when you leave.

**2 Copy and complete these sentences into your exercise book. Complete them so that they are true for you, then compare your sentences with your partner's.**

- 1 I hope \_\_\_\_\_ when I grow up.  
 2 I like \_\_\_\_\_ after school.  
 3 I don't enjoy \_\_\_\_\_ .  
 4 I have stopped \_\_\_\_\_ now that I am at secondary school.



## A8.10 Reading: Success in the fashion world

Look at these two definitions:

**Fact:** something that is real or has actual existence, e.g. *It is raining now.*

**Opinion:** a belief or conclusion held with confidence but not substantiated by positive knowledge or proof, e.g. *It might rain later.*

**1 Read the following article and decide in your groups what is fact and what is opinion. Draw two columns *Fact* and *Opinion* and write your suggestions under each heading.**

### ***Ethiopian Women In Fashion World*** By Indrias Getachew

This week we feature a woman who has succeeded, and continues to enjoy success as a designer both in high fashion and ready-to-wear lines; traditional as well as western-style clothing. Sara Abera was born and raised in the town of Dembi Dollo, Wellega, in western Ethiopia, where she was brought into constant contact with a wide number of Ethiopian peoples. "We were only 35 kilometres from Gambella," says Sara, "and the aesthetic sense of the people there, the Masango and others, really had an influence on me. Young girls would make skirts out of leaves they collected in the forest, and wear them with beads. In fact, my first design for children's clothes was influenced by the girls of the Masango group."

In school, Sara was very good at drawing. "My favourite subjects were women, that I dressed in whatever my imagination would create for them. There was one teacher in particular who noticed what I was doing – she encouraged me and said that I should learn how to make clothes." In Dembi Dollo Sara began taking sewing lessons, and that was the beginning of a lifelong career.

At the age of 16 Sara moved to Addis Ababa where she finished high school and continued taking dress-making lessons. She then enrolled in correspondence courses, when in late 1987 an opportunity arose to go to Greece to study. Over the next few years Sara travelled between Greece and Ethiopia, refining her design techniques and skills and learning about the ever-changing world of international high fashion.

Today, Sara Abera is one of the foremost names in Ethiopian fashion. In 1989 she opened her own design shop and manufacturing company. Since 1989 Sara Garment Designers have been producing high quality garments for a wide selection of customers, including quality uniforms for a wide range of customers including Ethiopian Airlines, as well as school uniforms for Addis Ababa schools.

Sara Garment Designers and Manufacturer's objectives are first, "To introduce to the rest of the world the rich heritage of Ethiopian weaving combined with modern textiles". Sara explained, "I admire our *shemane* (weavers); the way they bring out exquisite patterns in our traditional Ethiopian outfits. I want to promote their work." Secondly, Sara Garments wants to produce local

clothing and uniforms of high quality for any purpose. They are achieving these goals, which is also having the effect of helping Ethiopia increase much needed foreign currency reserves.

“The future holds great possibilities for the Ethiopian garment industry,” states Sara, who believes that Ethiopian hand-woven cotton textiles are bound to be international winners. “You only need a good agent to promote your products. The world is going back to nature. In Ethiopia our clothing is hand-made with no chemicals – these are characteristics that, in the global market, should add considerable value to our products.”

Sara also believes that the Ethiopian dresses, with a few modifications to make them easier to wear, are more suitable to the hectic western way of life and are just waiting to take off. The orders have been coming in ever since.

Today, about 70 per cent of Sara Garments products are exported. Sara employs over 30 staff members. The production team has grown steadily over the years, with talent hand-picked from the best schools and tailor shops in town. Sara spends several hours each week personally training her team and giving careful attention to every detail. All inputs, from the orders to the labels that accompany their products, are inspected by the detail-conscious designer. “That is how I have built a successful business.”

- 2** In your groups, write down some questions you would like to ask Sara Abera, then role-play an interview with her.



### A8.11 Speaking: Discussion

- 1** Consider this statement: *It is better to be educated than to be rich.*
- 2** Spend a few minutes thinking about your opinion about this statement. Write down some notes.
- 3** Work in a large group and discuss the statement.
  - Allow each person to give their opinion.
  - Use some of the language you have used for asking and giving opinions, agreeing and disagreeing.
  - Come to a group conclusion on the extent to which you all agree or disagree with the statement. Report this to the rest of the class.



### A8.12 Writing: Essay conclusions

- 1** Read the following essay on micro-financing in Ethiopia and infer the meanings or look up in your dictionaries the definitions of any words you do not understand. Share the meanings with the rest of the class.

In Ethiopia lack of finance used to be one of the major bottlenecks stopping production, productivity and income of rural and urban households. Since access to credit was then very limited, the majority of the poor obtained financial services through informal channels, money lenders and others.

Today institutions offering micro-financing are helping both the rural and urban poor to improve their productivity and means of livelihood. Agricultural productivity in particular is benefitting from this system.

Micro-financing to help small enterprises is booming throughout the country. Many studies have shown that the most effective way to empower entrepreneurs is to give them access to capital in the form of small loans which can range from \$80 to \$300, depending on what the project is.

- 2 In your groups discuss the three conclusions and analyse their strengths and weaknesses. Then decide which is the best conclusion for the essay.**

**Conclusion 1**

Traditional money lenders charge high rates of interest, which the poor may not be able to pay. Banks often refuse loans to help poor farmers or entrepreneurs who very often cannot afford to repay the lender, which then become a bad debt. The borrower then finds that access to further funding is refused and so the business cannot develop further.

**Conclusion 2**

Micro-financing institutions (MFIs) bring valuable services to poor people, allowing them to create, own, and develop their wealth and assets. Perhaps more importantly, micro-finance enables the poor to manage the uncertainties of their economic and social weakness, such as unemployment, natural disaster, and seasonal changes in income.

**Conclusion 3**

Each person who is given a micro-finance loan has to pay 5% interest, make regular small repayments of the loan, and put 2% of the loan amount into a personal saving account. Once the money is paid off and the business has been evaluated by the MFI, then the merchant will be given double the amount of the original loan to help expand the business further.

- 3 With your teacher, analyse and identify the characteristics of a good conclusion. Work individually to write a conclusion about the discussion in A8.11.**

## Part B

### Objectives

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

- listen to an interview with a famous Ethiopian entrepreneur
- express surprise at unexpected news
- use *if* sentences for things which are very unlikely, unreal or impossible
- discuss what you would do if you won the lottery
- read about a lottery winner
- write a summary
- hold a spelling auction
- read about and compare three African countries
- use the quantifiers *many, much, few, a little*
- learn the spelling rule for doubling consonants
- learn about homonyms
- find banking words in a word search.



### B8.1 Listening: A famous Ethiopian entrepreneur

**Listen to your teacher read an interview with an Ethiopian entrepreneur and answer the questions below.**

- 1 Why did Alemu set up the SoleRebels factory?
- 2 What are the sandals made of?
- 3 Where were the first pairs of shoes sold?
- 4 What financial support did she receive?
- 5 How does the government benefit from the business?
- 6 How does Alemu sell her footwear?
- 7 How does she propose to expand her business?





## B8.2 Speaking: Expressing surprise

**1** When you are given unexpected news you often wish to express your surprise. Learn the following phrases to introduce some surprising or unusual information:

- *Believe it or not ...*
- *You may not believe it but ...*
- *It may sound strange but ...*
- *Surprisingly ...*
- *Funnily enough ...*
- *Guess what?*
- *Do you know what?*
- *You won't believe this but ...*

**2** Work in pairs or groups to express surprise at the following news:

**Example:**

You find a 100 birr note in the street –

*Do you know what? I found 100 birr in the street this morning!*

- 1 You win the lottery.
- 2 You pass your exam.
- 3 Your sister has twins.
- 4 Your father buys a new car.
- 5 You are invited to stay with your uncle and aunt in America.
- 6 You have a job interview at the bank.

## B8.3 Language focus: *If* sentences

- In Unit 4 **B4.8** we looked at *If* sentences to talk about future possibilities (*If I pass all my exams, I'll go to university*) and also to talk about habits or general truths (*If I wake up early, I read a book before school.*)
- We can also use *conditional sentences* to talk about things which are very unlikely, unreal or impossible, for example:  
*If I had a lot of money, I would buy my mother a car.*
- We use *were* instead of *was* as the past tense of *to be* after *if*.  
*If I were you, I would wash that cut on your foot.*

**Note:** Either part of *If* sentences can go first or second in the sentence.

*If I did my homework on time, my teachers would be pleased with me.*

*My teachers would be pleased with me if I did my homework on time.*



**1 Match the two parts of the sentences below and write the sentences in full in your exercise book.**

1 If you weren't ill	a I would go out and play football.
2 If it were cooler	b there would be no energy crisis.
3 If my friend were in trouble	c I would help him.
4 If more people used the bus	d I wouldn't go to Ahmed's party.
5 If I were a boy	e there would be fewer cars on the roads.
6 If we all used solar energy	f you would have to do the test.
7 If I were you	g I would repair the bicycle myself.
8 If I had the right tools	i I wouldn't have to spend so much time doing my hair.

**For example:**

1 = f (*If you weren't ill, you would have to do the test*)

**2 Change the sentences below to make them *if* sentences. Write them in your exercise book.**

- 1 I haven't got any money. I won't buy a new CD.  
*If I had some money, I would buy a new CD.*
- 2 There isn't time. I won't do my homework.  
*If there were time, I would ...*
- 3 I don't have a bicycle. I go to school by bus.  
*If I had ...*
- 4 It is raining today. We have to stay at home.  
*If it wasn't ...*
- 5 My brother is out. He isn't helping me with the work.  
*If my brother ...*
- 6 You don't eat fruit and vegetables. You are not very healthy.  
*If you ...*

**3 Complete these sentences so that they are true for you. Write them in your exercise book.**

**Example:**

*If I were rich, I would buy a car.*

- 1 If I won a million birr, I would ...
- 2 If I changed my name, I would choose the name ...
- 3 If I were an animal, I would like to be ...
- 4 If I was president of the country, I would ...

**4 Now listen to your teacher model some *if* sentences, then work with a partner in pairs to practise saying your sentences in exercise 3.**

**5 Work in groups to start and complete sentences in an oral chain: Student A makes a 'cause' clause and Student B says the result. Student C changes the result clause into a cause clause, and so on.**

**Example:**

*Student A: If I were rich ...*

*Student B: ... I would buy a car.*

*Student A: If I bought a car ...*

*Student B: ... I would drive to Hawassa, ... and so on.*

**B8.4 Speaking:** Winning the lottery

**What would you do if you won the lottery? Discuss in groups how your life would change if you won a million birr and what you would do with the money. Note down your ideas and rank them in order of importance. Finally reach an agreement in your group on the best way of spending the money.**

**B8.5 Reading:** When I won the lottery

**Read the following text and answer the questions that follow it.**

Does money make you happy? Many people dream of a sudden windfall, but does it bring satisfaction? Some say that money does not bring you happiness, and this is especially true for those who have won the lottery.

At first, when I heard of my win on the Ethiopian National lottery, I was speechless – I could not believe my good fortune. Then as the news sank in, I couldn't wait to tell my family and all my friends. Soon the newspapers heard of my win, and our house was besieged by reporters and photographers, all wanting photographs and interviews, and wanting to know what I would do with the money. I tried to explain that I really wanted time to think of the best way to spend my winnings, but time was against me. Very soon, people were coming round to beg for some money for this project or the other. On the Internet, I received pleading letters from all over the world and all sorts of strangers, suggesting all sorts of ways that they could make use of my money. The phone never stopped ringing, and there was no peace in the house. Arguments broke out among the members of the family as to how I should spend my winnings – “Buy a big new house and a shiny new car (or two)”, they said. “Spend it on foreign holidays”. “Give me some money to start a business” or “Give it all to charity” was more of their advice. I said I wanted to go to study in America, and hoped to become a doctor, but people thought this was a waste of time – what did I need to work for now, with such a lot of money in the bank?

In the end, I decided to give some money to my family, some to charity, and the rest I invested in the bank. But until things calmed down, I almost had to go into hiding to escape the demands of so many strangers who wanted to spend the money for me. It was not the happiest time of my life! I realised that even if you do win the lottery, good health, friends and family, and living in a law abiding society are essential to your happiness.

- 1 What was the writer's reaction on hearing he had won the lottery?
- 2 Why did the writer think it might not have been a good idea to tell everyone about his win?
- 3 What did the reporters want to know?
- 4 How did strangers behave when they heard of the lottery win?
- 5 Why did the writer's family think it a waste of time to train to be a doctor?
- 6 What did the writer finally decide to do with the money?
- 7 What things are really necessary to make you happy?



**B8.6 Writing:** Making a summary

A summary is a short version of a longer text. It contains the most important information from the longer text.

- To write a summary, first read and understand the text. Then make notes on the text in your own words.
- To make the notes, identify the main point and the supporting points in each paragraph. The supporting points give us more information about the main point.
- Finally write your own summary text in full sentences, using the information in your notes.

**Make brief notes about the winner of the Ethiopian National lottery. Write a summary of no more than five sentences. You may decide to agree or disagree with the writer's point of view. Share your summary with the rest of the class.**

**B8.7 Fun with words:** Spelling auction

**Imagine you were given 500 birr to spend. Work in your groups to play the following spelling game.**

- Your teacher will write a number of sentences on the board. Each sentence may have the correct punctuation and / or spelling, or it may not.
- In your group, bid for the sentence if you think it is correct. If you win the bid, you may keep the money; if not your teacher wins the money.
- At the end of the game, the group with the most money wins.

**B8.8 Reading:** Three African countries

**1 What are the names of the places represented by numbers on the map on page 150?**

**2 In your groups, read about one of the following African countries: Tanzania, Uganda and Kenya. Make notes of the main points and complete a chart with the following headings:**

- Name of country
- Capital
- Bordering countries
- Area
- Population
- Local languages
- Lakes and rivers
- Most important products
- Tourist destinations
- Date of independence.

**Tanzania** is situated on the Indian Ocean coast. It is bordered by Burundi, the Democratic Republic of Congo, Kenya, Malawi, Mozambique, Rwanda, Uganda, and Zambia. The area of the country is 945,087 square kilometres. Over half of Lake Victoria is situated within the borders of Tanzania and about half of Lake Tanganyika. The biggest river is River Rufiji.

## Unit 8 Money and finance

There are 44 million people in the country and many languages are spoken. English is the official language. Kiswahili is commonly used throughout the country. Some Arabic is spoken on Zanzibar Island. There are also many local languages including Gogo, Ha, Haye, Makonde and Nyamwezi. The biggest city is Dar es Salaam, but the capital is Dodoma.

Tanzania produces mainly agricultural products. The most important is coffee. It also produces sisal, tea, cotton, pyrethrum, cashew nuts, tobacco and maize. Extraction of natural gas began in the 2000s. Tanzania is the third largest producer of gold in Africa after South Africa and Ghana, and it produces other minerals. Tourism is important to the economy and favourite destinations for tourists are Ngorogoro Crater, Serengeti National Park, Zanzibar Island, Mount Kilimanjaro.

Tanganyika became independent from Britain on 9 December 1961. The state of Tanzania was created on 26 April 1964 when the newly independent countries of Tanganyika and Zanzibar joined together.



**Uganda** is bordered by the Democratic Republic of Congo, Kenya, Rwanda, Sudan and Tanzania. The area of the country is 236,040 square kilometres. Just under half of Lake Victoria is situated within its borders and half of Lake Albert. The River Nile, the longest river in the world, starts in Uganda.

There are 33 million Ugandans and many languages are spoken. English is the official language and Luganda is commonly used. Other important local languages are Chiga, Lango, Nyankore, Soga and Teso. The biggest city is the capital, Kampala.

Uganda produces mainly agricultural products. The most important is coffee and also tea, cotton and cassava. It also produces some gold and other minerals, and has largely untapped reserves of oil and natural gas. Tourism is also becoming important. Favourite tourist destinations are Murchison Falls, Kibale Forest and Bwindi Impenetrable National Park.

Uganda became independent on 9 October 1962.

**Kenya** is situated on the Indian Ocean coast. It is bordered by Uganda, Tanzania, Somalia, Ethiopia and Sudan. The area of the country is 582,650 square kilometres. A small part of Lake Victoria is situated within its borders. Other lakes are Lake Turkana in the north of the country and Lake Naivasha. The River Tana is one of the longest rivers.

There are 39 million Kenyans and many languages are spoken in the country. English is the official language and Kiswahili is commonly used. Other important local languages are Kikuyu, Luo and Luhya. The biggest city is the capital, Nairobi. Other important cities are Mombasa (a large port on the coast), Nakuru in the east and Kisumu on the shores of Lake Victoria.

Kenya produces mainly agricultural products. The most important is tea. It is the biggest producer of tea in Africa. It also produces vegetables and flowers, coffee, maize and many other agricultural products. Tourism is also very important to the economy. Favourite tourist destinations are national parks, such as the Masai Mara and Tsavo, Lake Nakuru, the Rift Valley, and Malindi, which is on the coast.

Kenya became independent on 12 December 1963.

- 3** Share your information about your chosen country with another group. Ask and answer questions with that group about your respective countries.

**B8.9 Language focus:** Using the quantifiers *many, much, few, a little*

- We use *much, many, a lot of, lots of, plenty* when we want to talk about a large number of things, for example:  
*I have many brothers and sisters.*  
*He buys a lot of seeds every year.*  
**Note:** We use *how many* before countable nouns, for example:  
*How many children are there in your house?*  
*How many books are there in the library?*
- We use *how much* before uncountable nouns, for example:  
*How much seed does he buy?*  
*How much porridge is left in the bowl?*
- We use *few, a little, several* when we want to talk about a small number or quantity of things, for example:  
*I have a little money.*  
*Zebida has few friends at school.*



Ask and answer questions about the things in the picture using *How much* or *How many*.

**Example:**

*Question: How much rice do you have?*

*Answer: I have a little rice.*

- 1 How \_\_\_\_\_ books do you have?
- 2 How \_\_\_\_\_ tea do you have?
- 3 How \_\_\_\_\_ water do you have?
- 4 How \_\_\_\_\_ shirts do you have?
- 5 How \_\_\_\_\_ bottles do you have?
- 6 How \_\_\_\_\_ money do you have?
- 7 How \_\_\_\_\_ days are there in the year?
- 8 How \_\_\_\_\_ buttons are there on your shirt?



### B8.10 Writing: Spelling rules / doubling consonants

English can be difficult but there are some rules which help us to spell new words even if we haven't seen them before.

- Why do we write *shop* with one *p* and *shopping* with double *p*, but *work* and *working* with only one *k*?
- Why do we double the consonants of some verbs when we add *-ing* or *-ed* and some adjectives when we add *-er* and *-est*?

There are rules for this:

- 1 We double the consonant only when a word ends in a vowel and consonant, for example:  
stop = *stopping*    big = *bigger*
- 2 This rule does not apply if:
  - a the word ends with two consonants: *work* = *working*
  - b the word ends with two vowels and a consonant: *need* = *needed*
  - c the word has more than one syllable and the second syllable is not stressed: compare *remember* = *remembering* and *prefer* = *preferred*
  - d the word ends in *y*, *w* or *h*: *play* = *playing*, *few* = *fewer*, *finish* = *finishing*

#### 1 Rewrite these words adding *-ing*.

admit	wait
stay	get
wash	run
happen	begin
swim	come
help	bake
visit	shave
hop	open

#### 2 Rewrite these adjectives adding *-er*.

thin    slow    red    black    wet    cheap    hot    fast

### B8.11 Increase your word power: Homonyms

Homonyms are words which have a different meaning but are spelled the same and sound the same when they are pronounced.

**Examples:**

*She can play tennis.* – is an auxiliary verb showing ability  
*I'd like a can of beans please.* – a noun, a kind of container

**Look at these pairs of words.**

- 1 **a** date – fruit of the palm tree  
**b** date – period or time of an event
- 2 **a** stamp – to put down the foot with force  
**b** stamp – a sticky piece of paper fixed as a charge for a letter
- 3 **a** rate – value or price  
**b** rate – description or speed, fast or slow
- 4 **a** bill – a piece of paper showing the amount owed  
**b** bill – the beak of a bird

- 5 **a** charge – to move at speed
- b** charge – the price or cost of something
- 6 **a** statement – a formal declaration of facts
- b** statement – a piece of paper giving details of an account

**Now match the words in the sentences to the correct definition.**

**Example:**

1 = 1b

- 1 When you write a formal letter, it is important to remember to add the date.
- 2 You must also remember to put a stamp on the envelope before you put the letter in the post.
- 3 You can check the rate of exchange for the birr in the currency table in a newspaper.
- 4 You must pay your bill before you check out.
- 5 When Yeshi wanted to start a new business, he found the bank charges were too high to borrow any money.
- 6 I regularly check the monthly statement I receive from the bank to make sure that I do not get overdrawn.

**B8.12 Fun with words: Wordsearch**

**Find the following words to do with banking and finance in the wordsearch; record them in your vocabulary notebook, together with their meanings.**

account	cashier	business	loan	bank	interest
cheque	deposit	cash	credit	cost	

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

**Assessment**

**1 Reading and writing**

Your teacher will give you a passage to read about the Ethiopian economy. Isolate key words and write basic summary notes about the passage.

**2 Speaking**

Your teacher will give you a list of people and different imaginary situations. Work in groups to make conversations about what they would say and do.

**Example:**

*If I were ... I would ...*

# People and traditional culture

## Part A

### Objectives

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

- discuss traditional Ethiopian festivals
- listen to a talk about folk dancing
- speculate on the probable or possible
- describe traditional objects
- discuss Ethiopian culture and traditions
- use sequencing words to join sentences
- use adverbs of manner
- use the time expressions *during, while, for*
- express your opinions
- take part in a debate
- increase your knowledge of festival words
- read about a festival in Ghana
- write an informal letter
- pronounce the vowels *fill, feel, file*.

### A9.1 Introduction: Traditional Ethiopian culture

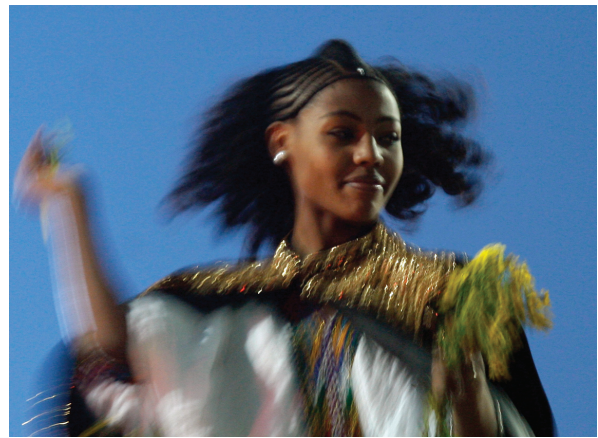
**Ethiopia has a rich tradition of both secular and religious music, singing and dancing, and these together constitute an important part of Ethiopian cultural life. Singing accompanies many agricultural activities, as well as religious festivals and ceremonies surrounding life's milestones, such as birth, marriage and death.**

- 1** What cultural activities do you know of or take part in?
- 2** Work in groups to make notes of different festivals that involve traditional dancing, and make notes about them.





**A9.2 Listening:** Traditional dances around the world

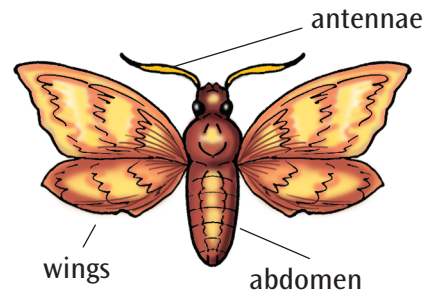


- 1** Listen to your teacher read some text about different dances from around the world and point to the pictures of the dancers described.
- 2** What Ethiopian traditional dances do you know? In your groups, choose a traditional dance and describe the movements. Then give instructions to the rest of the class on how to perform the dance.

**A9.3 Language focus: Probability and possibility**

**1 Look at the picture on the right. What is this? It has got a long abdomen, short legs and short antennae. It has four large wings that are usually patterned. It is active at night.**

- a It *could* be a cockroach. They are active at night.
- b It *might* be a butterfly. They have large patterned wings and short antennae.
- c It *doesn't look like* a grasshopper. They have long back legs.
- d It *must* be a moth. They have patterned wings, short legs and they fly at night.



**2 In which of the sentences above is the speaker: a) very sure b) unsure?**

We can talk about things that are probable using *must* and *can't*, for example:

- a You must be tired. You have been working very hard.
- b You can't be hungry. You have just eaten a large meal.

We can also use *probably* and *looks like*, for example:

- c You are probably tired.
- d It looks like something you cook with.

We can talk about things that are possible using *might*, *may*, *could* and *looks like*, for example:

- e It might / could be a jug.
- f It looks like a jug.

**3 Match the pairs and complete the sentences. Write them in your exercise book.**

- |   |   |
|---|---|
| 1 That must be a grasshopper.             | a Maybe, but I'm not sure.                |
| 2 Could that be a crocodile?              | b You don't sleep under a net.            |
| 3 We might see an eagle in the mountains. | c There must be a wasp nest nearby.       |
| 4 You may get malaria.                    | d It is large and has got long back legs. |
| 5 That looks like a vulture.              | e But we don't see many here these days.  |
| 6 There are so many wasps in our house.   | f But it hasn't got a large beak.         |

**4 Put *must*, *may*, *could* or *can't* into these sentences. Write them in your exercise book.**

- 1 I \_\_\_\_\_ go to the park if I finish my homework.
- 2 That \_\_\_\_\_ be Ayantu at the door. I asked her to come this afternoon.
- 3 That \_\_\_\_\_ be my key. Mine is silver, not brown.
- 4 Liben's mother \_\_\_\_\_ be from the north or the west.
- 5 Halima \_\_\_\_\_ be playing basketball. She often plays on Thursdays.
- 6 We \_\_\_\_\_ have a lot of honey. The bees have been very busy.

**5 Your teacher will bring some mystery objects into class. The objects will be put in a cloth bag. Feel the cloth and try to identify what the mystery objects are. Use the words *might / could / look like* in your sentences to say what you think each one is and what it is used for.**

**6 Complete these sentences using your own ideas. Write them in your exercise book.**

- 1 You have been studying for two hours. You must ...
- 2 I don't know where I have put my key. Perhaps ...
- 3 I'm not sure exactly where this basket comes from. You can't ...
- 4 Be quiet! The baby may ...
- 5 Something small and black has crawled into my school bag! It might ...





### A9.4 Speaking: Traditional objects

What do you think the following traditional objects are? Work in pairs to describe them, discuss what you think they are and where you might find them in Ethiopia.

**Example:**

Picture 1: *It looks circular with a raised a centre.*

*It might / could be an old leather shield.*

1



2



3



4



5



6



### A9.5 Speaking: What do you know about Ethiopian culture and traditions?

**1** Work in a group to think about Ethiopian culture and traditions; make a note of them in your exercise book. Report your ideas to the rest of the class.

**2** Work with a partner to role-play a tourist who is interested in learning about different Ethiopian customs and culture from a local person.

**Example:**

Tourist: *Can you tell me more about the traditional coffee drinking ceremony in Ethiopia?*

Local Ethiopian guide: *Yes of course. First we ...*

Tourist: *What about the different clothes Ethiopians wear?*

Local Ethiopian guide: *Well, the traditional dress for women is ...*

Tourist: *What about men?*

Local Ethiopian guide: *Well, men wear ...*



### A9.6 Language focus: Sequencing words

We often use *sequencing words* and expressions to join parts of a text together. This is to make the text easier to read by showing how the different parts link together. Sequencing words show the time relations between different events. These include:  
*at first then when while immediately next*

**1 Look at the words and expressions in the box above and then put them into the correct groups according to their meaning. Write them in your exercise book.**

One event happening after another in a sequence: at first  
 Two events happening at the same time: \_\_\_\_\_  
 One event happening very quickly after another: \_\_\_\_\_

**2 Add these words and expressions to your groups.**

- before
- at the same time as
- during
- at the end
- after
- for
- finally

Events can be joined in various ways using these sequencing words and expressions. Look at these unconnected events:

<b>Event 1</b> <i>I kicked the ball to Ahmed.</i>	<b>Event 2</b> <i>He headed it into the net.</i>
--	---

Join them like this.  
*I kicked the ball to Ahmed, then he headed it into the net.*  
*When I kicked the ball to Ahmed, he headed it into the net.*

**3 Listen to the instructions and follow the sequence of actions your teacher describes.**

**Example:**  
*Before you open your book, put your pen on the table.*

**4 Join the events listed below in a logical way using one of the linking words and expressions. Write your sentences in your exercise book.**

- 1 I got up. I had my breakfast.
- 2 The telephone rang. I answered it.
- 3 We were doing our exam. Some other students came into the room.
- 4 I saw your brother, who I haven't met before. I recognised him because he looks just like you.
- 5 I have something to eat. I get home.
- 6 We were working in the garden. It started raining.

### A9.7 Speaking: Adverbs of manner

Adverbs of manner tell us how an action is or should be performed. Look at the following adverbs of manner.  
*quickly slowly quietly noisily lightly gently*

Whisper an instruction to your partner, using an adverb from the box and one of the instructions listed below. Your partner should carry out the instruction and other members of the class must try to guess what the instruction was and what adverb of manner you used.

- raise
- lower
- turn round
- jump
- shake
- twist
- sing.

**Example:**

*Turn round slowly.*

## A9.8 Language focus: Time expressions

The prepositions *during*, *while* and *for* are often used with time expressions. Let's take a look at the difference in usage between *during*, *for*, and *while*.

- How to use *during*  
*During* is a *preposition*, which is used before a *noun* (*during* + *noun*) to say when something happens. It does not tell us how long it happened. For example:  
*Nobody spoke during the concert.*  
*I listened to the radio during the day.*
- How to use *while*  
*While* is used to talk about two things that are happening at the same time. The length of time is not important. Remember that *while* is used with a *subject* and a *verb* (*while* + *subject* + *verb*). For example:  
*The phone rang while I was watching TV.*  
*I listened to the radio while watching the goats.*
- How to use *for*  
*For* is a *preposition* that is used with a period to say how long something goes on, for example:  
*Nishan has been sleeping for eight hours.*  
*I listened to the radio for an hour.*

### 1 Complete the following sentences.

- 1 I've been meaning to call you \_\_\_\_\_ some time.
- 2 He fell asleep \_\_\_\_\_ the meeting.
- 3 We all stayed inside \_\_\_\_\_ the storm.
- 4 Someone stole my watch \_\_\_\_\_ I was playing football.
- 5 Please don't smoke \_\_\_\_\_ I'm eating.
- 6 They've been out of the classroom \_\_\_\_\_ ages.
- 7 He kept talking to me \_\_\_\_\_ I was trying to read.
- 8 His mobile rang twice \_\_\_\_\_ the film.

### 2 Give your completed sentences to a partner to check.

### **A9.9 Speaking:** Expressing opinions

- 1** Revise the different ways of expressing opinions from Unit 6, and the examples you gave on how to agree or disagree with someone.
- 2** When you are discussing something or holding a debate, we often use the following phrases:
  - *In my view ...*
  - *I support this motion because ...*
  - *I disagree with the previous speaker as ...*

Work in pairs to use these expressions in sentences.

### **A9.10 Speaking:** Debate

- 1** Work in groups and suggest some ideas about the importance of keeping Ethiopia’s traditional culture. When you have reached an agreement, tell your ideas to your teacher, who will write them on the board.
- 2** Say whether you agree or disagree with the list on the board, and give reasons for your opinions.
- 3** Your teacher will divide the class into four groups. Each group should select five students to take on the following roles in preparation for a debate:
  - Chairperson: who greets the audience and introduces the speakers and topic for the debate.
  - Main speaker: who supports the motion. (the proposal / the idea)
  - Main speaker: who opposes the motion.
  - Second speaker: who supports the motion.
  - Second speaker: who opposes the motion.
- 4** In your group, prepare to debate one of the following topics, using the expressions you learnt in A9.9 Speaking: Expressing opinions:
  - It doesn’t matter that traditional cultures will soon disappear.
  - It is better to lead a traditional life in the country than in the city.
  - Ethiopia should do all it can to keep its traditions and culture.
  - It is not possible for Ethiopia to become a developed country without destroying its traditions and culture.
- 5** Draw the following grid (one grid for each topic) on a piece of paper:

<i>Speaker 1: Arguments in support of the motion</i>	<i>Speaker 1: Arguments against the motion</i>
<i>Speaker 2: Arguments in support of the motion</i>	<i>Speaker 2: Arguments against the motion</i>

- 6** In your group, think of arguments *for* and *against* each topic. Use your notes to write short speeches for each speaker in the debate.
- 7** Your teacher will invite each group to present their debates to the rest of the class. At the end of each debate, the class will vote whether they are in support or opposition of the selected motion.

### A9.11 Increase your word power: Festival words

- 1** Learn these words and then find them in the passage below.

- *celebrate*: to do something to show that a day is important
- *declare*: to announce
- *festival*: a day for rejoicing
- *palanquin*: a light bed or chair carried on the shoulders of men
- *relations*: those who belong to the same family
- *ritual*: a ceremony that is always done the same way
- *sacred*: holy
- *sumptuous*: costly or expensive

- 2** Work with a partner to use these words in sentences of your own.



### A9.12 Reading: A festival in Ghana

- 1** Read the following text and answer the questions below it in your exercise book.

The Ohum festival, which lasts for two days, is celebrated twice a year by the Akyem people at Anyinasin, in Ghana. Ohum Kan usually takes place in June or July, and Ohum Kyire in September or October. The Ohum festival is a time when family members come together. It marks the beginning of the harvest season when the Akyem people remember their ancestors and give thanks to them. The celebration is also to mark the first yam harvest of the year and to ask for blessings for the coming year.

On the Tuesday two weeks before Ohum is celebrated, the chief of Anyinasin goes to an area known as *eban mu*, a sacred grave where the chiefs before him were buried. There, the chief and his elders perform some sacred rituals. After that, the chief declares a two-week ban on drumming, dancing and noise-making. For the next two weeks, the people in the town do not drum or beat the traditional musical instrument, the gong-gong. They are not expected to cry if someone dies. They do not whistle or make any loud noise. Anyone who disobeys this regulation can be punished by the chief.

On the second Tuesday, everybody goes to their farms to bring home the first harvest of the year and to have plenty of food in the house for the duration of the celebrations. The chief and the elders of the town prepare for the big ceremony on the next day. They get their ancestral stools washed





## Unit 9 People and traditional culture

and the traditional umbrellas and palanquins are cleaned. They also present ritual food to their ancestors in the sacred grave. To avoid making any noise on this day, people do not even pound fufu, the favourite food eaten in the area.

At about five o'clock in the evening, the town crier beats his gong-gong in the town square and declares the lifting of the ban on noise. The people assemble to hear this announcement cry out with joy, dance and embrace one another. They have fun with their families and friends.

Early the next day, the people cook sumptuous meals to share with their families and friends. Others present produce from their farms to their friends and relations. In the evening, the people hold a durbar. The chief, his elders and the townspeople all dress up in their best kente cloths. They wear gold and bead ornaments. The chief, the elders and the Queen Mother are carried on palanquins to the town square where they sit in public for the people to greet them. The chief gives the people his New-Year message and thanks God for taking his people through the year. The people drum and dance and enjoy themselves. The durbar ends before it gets dark, and everyone returns home to a good family dinner.

### 2 Answer these questions about the text above.

- 1 Where is Anyinasin?
- 2 What is the name of the festival the people celebrate?
- 3 Why do they celebrate the festival?
- 4 When do they celebrate Ohum Kan?
- 5 In which month do they celebrate Ohum Kyire?
- 6 What do the chief and the elders do two weeks before the festival?
- 7 What do the people do to prepare for the festival?
- 8 What do the people do on the day of the festival?
- 9 How do the people show that they are happy?

### 3 Work with a partner to compare the Ohum festival with a traditional festival in Ethiopia.



## A9.13 Writing: An informal letter

- 1 Look at the notes on writing an informal letter in Unit 1. Write a short informal letter to a friend describing a local cultural activity that you have taken part in recently. It can be about a family celebration, a religious ceremony, a festival or a traditional event.
- 2 Exchange your letter with your partner and check the letters for correct spelling, punctuation and capitalisation.



**Part B**

**Objectives**

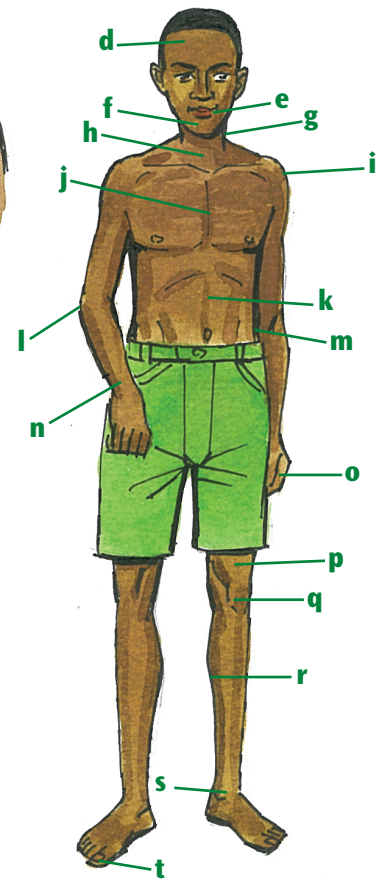
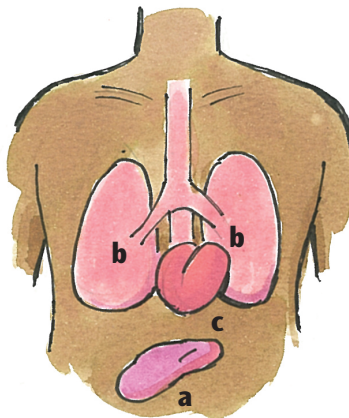
By the end of this part of this unit you will be able to:

- revise your vocabulary for parts of the body
- recite a Ghanaian poem
- ask for clarification of the meaning of something
- read about three different traditions
- use regular and irregular adverbs
- use *ago* to express an indefinite point in time
- write and complete a paragraph
- use the linking words *and* and *but*
- write about an Ethiopian tradition
- play a game to revise prepositions
- discuss vocabulary strategies
- discuss your speaking skills.

**B9.1 Speaking: Parts of the body**

**1** Match the letters in the diagram to the numbered list of parts of the body. Write the answers in your exercise book, for example: 1 = g.

- |            |            |
|------------|------------|
| 1 neck     | 11 waist   |
| 2 throat   | 12 abdomen |
| 3 forehead | 13 thigh   |
| 4 cheek    | 14 knee    |
| 5 chin     | 15 calf    |
| 6 shoulder | 16 ankle   |
| 7 elbow    | 17 toe     |
| 8 wrist    | 18 heart   |
| 9 thumb    | 19 liver   |
| 10 chest   | 20 lungs   |



**2** A pain or an ache? Write the sentences in your exercise book.

- 1 I've got a headache (head).
- 2 I've got \_\_\_\_\_ (leg).
- 3 I've got \_\_\_\_\_ (ear).
- 4 I've got \_\_\_\_\_ (side).
- 5 I've got \_\_\_\_\_ (chest).
- 6 I've got \_\_\_\_\_ (tooth).
- 7 I've got \_\_\_\_\_ (stomach).
- 8 I've got \_\_\_\_\_ (shoulder).

**3 Work in pairs to match each of the symptoms with the correct forms. Write them in your exercise book.**

a cold my finger diarrhoea aches hurts a headache my wrist malaria ill sick  
my ankle awful dizzy hot cold a pain in my side a fever a cough toothache

- 1 I've got ... (*a cold*)
- 2 I feel ... (*sick*)
- 3 My back ...
- 4 I've broken ...
- 5 I've cut ... (*myself*)



**B9.2 Reading:** Poem Yaa, the Adowa dancer

**Adowa is the name of a Ghanaian dance. The poem below is a *sound picture* in which the movements of the dance are described. Read the poem and answer the questions about it.**

The tune of *Adowa*  
Drives Yaa to frenzy,  
Her legs alternate –  
    they close  
    they cross  
    they open  
    they part.  
Oh what a dancer,  
The dancer of *Adowa*.  
Her trunk goes –  
    to the left  
    to the right  
    to the front  
    to the back.

Oh what a dancer,  
The dancer of *Adowa*.  
Her hands move –  
    backwards  
    forwards,  
    upwards  
    downwards.  
Oh what a dancer,  
The dancer of *Adowa*.  
Her head turns –  
    to the east  
    to the west  
    to the north  
    to the south.  
Oh what a dancer,  
The dancer of *Adowa*.

*L.M. Asiedu*

- 1 How is the rhythm of the dance suggested?**
- 2 Describe a dance that you are familiar with, either in poetry or in prose, so that the reader (or listener) feels that he / she can hear the music and join in the dance.**

**B9.3 Speaking:** Asking for clarification

**1** Sometimes we are not quite sure of the meaning of something, or have not heard what has been said very clearly. We can use a range of expressions to ask for repetition and clarification, such as:

- *Please repeat that.*
- *Sorry, I didn't catch the last part.*
- *Sorry, you've lost me.*
- *What was that again?*
- *Are you with me?*
- *Is that clear?*
- *Okay so far?*
- *What I mean is.*
- *What I meant was.*
- *Let me put it another way.*

**2** Your teacher will model some of these expressions. Work with a partner to make sentences using the above expressions, being careful to say them with the correct stress and intonation.

**3** Work with your partner to practise giving instructions. Give instructions on how to draw a picture. (It could be a picture of your village, your school, a sport for example.) Your partner must interrupt you frequently to ask for clarification. Respond by rephrasing some of your instructions.

**For example:**

*Student A: I want you to draw a picture of our village. First draw the road through the village. Then draw the number of houses on each side of the road.*

*Student B: Sorry, I didn't catch the last part.*

*Student A: Draw the houses on each side of the road. Is that clear?*

*Student B: Yes, okay. What next?*

*Student A: Now draw the position of our school in the village.*

*Student B: What was that again?*

*Student A: What I meant was. Draw where our school is in the village ...*

**B9.4 Reading:** Three different traditions

**1** Find the following countries in your atlas: Turkey, Japan, Mexico.

**2** Work in a small group and read *one* of the following passages about a local tradition from one of these countries. Make notes about the main points. Ask and answer questions with another group to find out about the local festival they have read about.

**The Whirling Dervishes in Turkey**

The Mevlevi, one of the best-known of the Sufi orders of Islam, was founded in 1273 by the Sultan Veled Celebi. The centre for the Mevlevi order is in Konya, in Turkey. The Whirling Dervishes perform annually in Konya on December 17th. They believe that union with God can be attained in a dance and music ceremony called *sema*. The dance of the dervishes is one of the most impressive features of life in Islam, and the music accompanying it is of great beauty, beginning with the

## Unit 9 People and traditional culture

great hymn in honour of the Prophet and ending with short, enthusiastic songs, some sung in Turkish. Sufi whirling is practised by both men and women. The dancers wear traditional dress: a sleeveless white frock, a long sleeved jacket, a belt, and a black overcoat which is removed before the whirling begins. At the start of the dance, the dervish puts on a felt cap in addition to a turban wrapped around the head. The dancer has bare feet and does not have any food or drink for three hours before whirling.

The sheikh, who leads the ritual, stands in the most honoured corner of the dancing place, and the dervishes pass by him three times, each time exchanging greetings, until the circling movement starts. Sufi whirlers begin with hands crossed onto shoulders and may return their hands to this position if they feel dizzy. The whirling is performed on the right foot, with accelerating speed until the whirler's whole body becomes a moving spinning top, and the dancer falls into a trance. There is no fixed time for the whirling – it can go on for hours or even days – but dancers usually continue for at least an hour to get fully into the feeling of the energy whirlpool.



### The Japanese tea ceremony

The tea ceremony is a very special event in Japanese culture. The ceremony takes place in a room usually within a teahouse, in the garden away from the main building. A gong or a bell tolls to summon the guests to the teahouse.

When guests arrive, they are led into a waiting room where they choose one person to act as the main guest. They are then led into a garden where they wash themselves in a stone basin before they enter the teahouse through a small sliding door. To enter everyone has to bow, to show that all are equal regardless of status or social position. The last person to enter puts the latch on the door.



There are no decorations in the teahouse except for a scroll painting which is carefully chosen to reveal the theme of the tea ceremony. Each guest admires the scroll, the kettle and the hearth, then they are seated and exchange greetings with the host and other guests.

In the tea ceremony, the green tea is kept in a small ceramic container covered in a fine silk purse. The host enters carrying the tea bowl, then cleans the tea container and tea scoop with a fine silk cloth. He fills the tea bowl with hot water and places three scoops of tea per guest into the tea bowl. He ladles enough hot water from the kettle into the tea bowl then passes the bowl to the main guest first, who bows and accepts it. The main guest drinks some of the tea, wipes the rim of the bowl, and passes it to the next guest, who does the same thing. When all the guests have tasted the tea, the bowl is returned to the host who rinses it, and cleans the tea scoop and tea container. The guests then leave the teahouse. The host bows from the door, and the ceremony is over.

### Mexico – The Day of the Dead

*El Día de los Muertos* (the Day of the Dead) is Mexico's popular two-day holiday to honour the dead on November 1st and 2nd. The celebrations start after sunset on November 1<sup>st</sup>, when everyone heads to the large Municipal cemetery. The road leading to it becomes full of people carrying enormous bunches of colourful yellow flowers. A kilometre before the cemetery gates, a carnival is in full swing with amusement rides, music, games of chance, and stalls selling cooked cactus, little cross waffles, flowers, and incense. Inside the cemetery gates, the graves glow with hundreds of candles. Sweet incense fills the air. Prayers are continuously repeated over a loudspeaker and musicians play through the night.

The locals mark the occasion by building altars in their homes. Candles, incense, fruit and nuts, and special foods the dead enjoyed are placed on the altar, perhaps even a cigar, and always a glass of water – the dead get thirsty! Altars also contain sugar skulls with sequin eyes, and *pain de muertos* (bread of the dead: a roll with a little wooden figure baked into the dough.) There are also humorous skeleton figures made from painted beans that make fun of the dead.



Mexicans believe that the spirit of the departed, if honoured at this time, can return home for a visit. Celebrations take place in public, at home, where there is a feast, and in the cemetery. Families spend much of the holiday in the cemetery, crowding around the graves, cooking meals, sleeping, praying, and telling stories about those who are gone. Mexican bands move through the grounds playing favourite songs of the deceased while children dressed as skeletons eat candy skulls.

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## B9.5 Language focus: More about adverbs

- Look at these sentences:  
She is a *slow* worker.      She works *slowly*.  
She is a *good* cook.      She cooks *well*.
- *slow* and *good* are both adjectives – they tell us more about the noun.
- *slowly* and *well* are both adverbs – they tell us more about the verb.

### Regular adverbs

- Many adverbs are formed by adding *ly* to the adjective: *bravely*, *coldly*, *quickly*, *rudely*, *slowly*, *sweetly*.
- Some adjectives that end in *ll* form their adverbs by adding *y*, for example: *full*, *fully*.
- Most adjectives that end in *ll* are unchanged as adverbs, for example: *small*, *still*, *tall*.
- Adjectives that end in *y* form their adverbs by replacing the *y* by *ily*, for example: *busily*, *easily*, *greedily*, *happily*.
- Adjectives that end in *ible* and *able* replace the final *e* by *y*, for example: *legibly*, *capably*, *formidably*, *miserably*.
- Adjectives that end in *ic* form their adverbs by adding *ally*, for example: *economically*, *frantically*, *photographically*.

### Irregular adverbs

- Some adverbs are irregular and are not formed from the same root as the adjective, for example: *He is a good worker.* [adjective] *He works well.* [adverb]
- Some adverbs and adjectives are the same, for example: *far*, *near*, *deep*, *fast*, *little*, *tall*, *hard*, *soft*, *high*, *low*.
- Adverbs and adjectives of time are the same: *daily*, *weekly*, *monthly*, *yearly*.



**1 Complete the following table with the correct adverb or adjective.**

Adjective	Adverb
eager	<i>eagerly</i>
dirty	
beautiful	
good	
easy	
bad	
quick	
nasty	
small	
terrible	

**2 Complete the following sentences with an adverb from the box. Write them in your exercise book.**

patiently	noisily	well	softly
beautifully	politely	badly	

- The teacher was pleased that the boys behaved very \_\_\_\_\_ in class.
- While they were cooking, they talked \_\_\_\_\_ to each other.
- Desperate with hunger, the children waited \_\_\_\_\_ for their supper.
- My sister always dresses \_\_\_\_\_.
- The girl spoke so \_\_\_\_\_ that nobody could hear what she was saying.
- The boys ran out of the kitchen, \_\_\_\_\_ upsetting the pans as they did so.
- The teacher said that all those who behaved \_\_\_\_\_ would be allowed to attend the concert.



**B9.6 Reading: Using an encyclopaedia**

When we want to find out the meaning of words, we use a **dictionary**. When we want to find out facts, we either use an **encyclopaedia** or look it up on the Internet. Look at the following articles adapted from *Wikipedia*, an encyclopaedia on the Internet:

**African People**

Main articles: *African people* and *demographics of Africa*

The vast majority of Africa’s inhabitants are of indigenous origin. Africa is home to many *tribes*, *ethnic* and *social groups*, some representing very large populations of millions of people, others are smaller groups of a few thousand. Some countries have over 20 different ethnic groups, and are greatly diverse in beliefs.

**African Art and Crafts**

Main article: *African art*

Africa has a rich tradition of *arts* and *crafts*. African arts and crafts find expression in a variety of *woodcarvings*, *brass* and *leather* art works. They also include *sculpture*, *paintings*, *pottery*, *ceremonial* and *religious headgear* and *dress*.

African culture has always emphasised personal appearance and *jewellery* has remained an important personal *accessory*. Many pieces of jewellery are made of *cowry* shells and similar

materials. Similarly, masks with elaborate designs are an important part of African culture. Masks are used in various ceremonies representing ancestors and spirits, mythological characters and deities.

In most traditional arts and crafts of Africa, certain themes are repeated, including a couple; a woman with a child; a male with a weapon or animal; and an outsider or a stranger. Couples may represent ancestors, married couples or twins. The couple theme rarely shows intimacy of men and women. The mother with the child or children reveals the intense desire of the African women to have children. The man with the weapon or animal theme symbolises honour and power.

### **Folklore and traditional religion**

*Further information: African traditional religions and Religion in Africa*

Like all human cultures, African folklore and folktales represent a variety of views of African culture. Like almost all civilisations and cultures, flood myths have been circulating in different parts of Africa. For example, according to a Pygmy myth, a Chameleon, hearing a strange noise in a tree, cut open its trunk and water came out in a great flood that spread all over the land. The first human couple emerged with the water. Similarly, a myth from Côte d'Ivoire describes how a charitable man gave away everything he had. The God Ouende rewarded him with riches, advised him to leave the area, and sent six months of rains to destroy his selfish neighbours.

### **Cuisine**

*Main article: African cuisine*

Africa is a huge continent and the food and drink of Africa reflect local influences, with glimpses of colonial food traditions, including the use of food products like peppers, peanuts and maize introduced by the colonisers. The African cuisine is a combination of traditional fruits and vegetables, milk and meat products. The African village diet is often milk, curds and whey. Exotic game and fish are gathered from Africa's vast area.

Traditional African cuisine has starch as a focus, accompanied by stew containing meat or vegetables, or both. Cassava and yams are the main root vegetables. Africans also use steamed greens with hot spices. Dishes of green vegetables, peas, beans and cereals, starchy cassava, yams and sweet potatoes are widely eaten. In each African country there are numerous wild fruits and vegetables which are used as food. Watermelon, banana and plantain are some of the more familiar fruits.

Differences are also noticeable in eating and drinking habits across the continent of Africa. Thus, North Africans have different food habits to Saharan Africans who consume a subsistence diet. Nigeria and coastal parts of West Africa love chillies in food. The non-Muslim population of Africa also uses alcoholic drinks, which go well with most African cuisine. The most familiar alcoholic drink in the interior Africa is the Ethiopian honey wine called Tej.

Traditionally, East African cuisine is distinctive in the sense that meat products are generally absent. Cattle, sheep and goats were regarded as a form of currency, and are not generally eaten as food. Ethiopians lay claim to the first regular cultivation of coffee, and they have a form of coffee ceremony, like the Japanese tea ceremony. From Ethiopia, coffee spread to Yemen; from there it spread to Arabia, and from there to the rest of the World.

- 1** Why do you think certain words and phrases in the encyclopaedia text are underlined?
- 2** Make brief notes of the main points in each paragraph.
- 3** Using your notes, summarise each article and then present your findings to the class.

### B9.7 Language focus: Using *ago*

The word *ago* is a useful way of expressing *an indefinite point in time in the past*. It is placed *after the period of time*, for example *a long time ago, a week ago, three years ago, a minute ago*.

**Example:**

*Liben left home five minutes ago.*  
*A week ago, I played football.*  
*I passed my swimming exam eight years ago.*

**1** Work in pairs to make sentences using *ago* and the time periods and phrases in the table below.

three days	broke my / her arm
a week	passed my / his English exam
two months	learned to play tennis
ages	went to the concert
sometime	played in the hockey team
a year	had a bad cold

**Example:**

*Amina broke her arm two months ago.*

**2** Work with a partner to make similar sentences about a past activity, using *ago* and a period of time.



### B9.8 Writing: Writing a paragraph

A paragraph should contain:

- a topic sentence
- supporting details
- a closing sentence.

When you write a paragraph, focus on the main idea, think carefully and organise your ideas for your paragraph before you begin writing. Here are some tips for writing a good paragraph:

1 Ask yourself:

- What question am I going to answer in this paragraph?
- How can I best answer this question?
- What is the most important part of my answer?
- How can I make an introductory sentence (or thesis statement) from the most important part of my answer?
- What facts or ideas can I use to support my introductory sentence?
- How can I make this paragraph interesting?
- Do I need more facts on this topic?
- Where can I find more facts on this topic?
- What else do I want to say about this topic?
- Why should people be interested in this topic?
- Why is this topic important?

- 2 Choose the most important point you are going to present in your paragraph. This is called the topic sentence.
- 3 Look for facts and ideas to support the topic sentence.
- 4 When you have chosen the facts and ideas put them in an appropriate order.
- 5 Write clear and simple sentences to express your meaning. Then read your paragraph and make sure it follows the above suggestions.

**1** Your teacher will give you some topic sentences. Write down what you would expect to read in a paragraph about the topic sentences given.

**2** Look at the paragraphs about the three different traditions earlier in the Unit. Write topic sentences for each paragraph.



### **B9.9 Writing:** An Ethiopian tradition

**1** Look at the description of the Japanese tea ceremony earlier in the Unit. Now write a similar paragraph about the Ethiopian coffee ceremony, using the reading text as a guideline. Mention in your description: who takes part; where it takes place; what happens; if there are any special clothes or equipment required; and so on.

**2** Work with a partner to identify the topic sentences in your respective paragraphs. Identify the same key points and any differences. Give appropriate feedback to your partner.

### **B9.10 Fun with words:** A preposition game

Write *in*, *on* and *at* on separate sheets of paper. When your teacher gives you a time phrase, choose the correct preposition and hold it up. Students who choose the wrong preposition are out of the game.

**Example:**

Teacher: *the weekend* Students hold up the word *at* to make *at the weekend*.

### **B9.11 Study skills:** Vocabulary strategies

Work with a partner to test each other on the new words you learned in the last Unit. Did you meet your target? Explain to your partner what strategies you used and whether they were successful.

## B9.12 Study skills: Focus on speaking

- 1** Work in a group to list the kind of speaking activities used in the classroom. Evaluate each item on your list using faces. Smiley faces should represent activities that you think have been successful; unhappy faces should represent those that have been unsuccessful.
- 2** In your group, brainstorm ways of improving the speaking activities used in the classroom. Write down your group's suggestions in your exercise book, highlighting the ones you use yourself.
- 3** With your group, decide which strategy hasn't been used before or regularly, and practise it in the following lessons.

## Assessment

### 1 Reading

Your teacher will give you an extract about traditions from an encyclopaedia. Read it and make basic notes of the main points.

### 2 Speaking

Listen as your teacher repeats the information about traditional dances from around the world. If there is anything you hear that you do not understand, raise your hand and ask for repetition or clarification using the structures you have learned in this Unit.

#### Examples:

- I'm sorry. I didn't understand about the use of castanets.
- Can you read that again, please?
- Sorry, but you've lost me.
- What was that about the jumping warriors?



# Revision 3 (Units 7–9)



## Listening

- 1 Listen to your teacher reading a short passage and write it down. (Dictation)**
- 2 Your teacher will read you a text about Mancala. Listen and decide whether the following statements are *True* or *False*.**
  - 1 Mancala is a board game.
  - 2 It is only played in East Africa.
  - 3 It has been played for thousands of years.
  - 4 It is played with four rows of holes.
  - 5 It is played by three players.
  - 6 Three seeds are placed in each hole.
  - 7 Seeds are sown in holes by each player.
  - 8 You put seeds in your store, but not in your opponents.
  - 9 The winner is the person who has no seeds left in his or her hole.

## Vocabulary and spelling

**Answer these questions with words from Units 7-9. Write your answers in your exercise book.**

- 1 Give another name for the people who live in a country.
- 2 Dust and dirt in the air.
- 3 A moving staircase.
- 4 Places in cities where the very poor live.
- 5 Roads that go around the edge of a town or city.
- 6 Somebody who starts a new business.
- 7 The amount of money in your bank account.
- 8 The money a bank charges a customer to change from one currency to another.
- 9 The currency of Ethiopia.
- 10 A traditional time of rejoicing.
- 11 The person who keeps order during a debate.
- 12 Another word for *holy*.



## Speaking

- 1 Describe someone you know – without giving his or her name! Your description should include:**
  - a general appearance, such as: height, build, face, hair, complexion
  - b other details such as the way your friend walks, talks or behaves
  - c his or her interests or hobbies.
- 2 See if your partner can guess who you are describing.**

## Language use

**1 Complete these sentences using the verb in brackets in the present perfect tense. Write them in your exercise book.**

**Example:**

*I have just finished my homework.*

- 1 The boy \_\_\_\_\_ the car. (wash)
- 2 The tourist \_\_\_\_\_ in Ethiopia. (arrive)
- 3 The cyclist \_\_\_\_\_ the race. (win)
- 4 The artist \_\_\_\_\_ a goat. (draw)
- 5 The man \_\_\_\_\_ a fish. (catch)
- 6 The weaver \_\_\_\_\_ a piece of cloth. (make)
- 7 The builder \_\_\_\_\_ the new house. (build)
- 8 The priest \_\_\_\_\_ some prayers. (say)

**2 Match an *if* clause from column A with a main clause from column B. Write the answers in your exercise book.**

A	B
1 If the work is not difficult ...	... the whole country will benefit.
2 If the women are better educated ...	... I shall go to university.
3 If I get good exam results ...	... we can sit outside.
4 If it doesn't rain ...	... I shan't need your help.
5 If the trees are all cut down ...	... the place will look bare.

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

**1 = a.**

- 1 We must always be on time and not late because \_\_\_\_\_ is important.
  - a punctuality
  - b punctually
  - c punctual
- 2 The factory in our town does not \_\_\_\_\_ children.
  - a employment
  - b employer
  - c employ
- 3 The library is a good place to find \_\_\_\_\_.
  - a inform
  - b informed
  - c information
- 4 I have decided \_\_\_\_\_ at home this evening.
  - a stay
  - b to stay
  - c staying
- 5 I don't enjoy \_\_\_\_\_ in a bus for hours.
  - a to sit
  - b sitting
  - c sit

- 6 Please stop \_\_\_\_\_. It is the end of the lesson.  
a writing  
b to write  
c write
- 7 Please \_\_\_\_\_ the door.  
a to close  
b you close  
c close
- 8 \_\_\_\_\_ the fat in the saucepan.  
a Heat  
b To heat  
c Heating
- 9 Don't \_\_\_\_\_ the eggs in cold water.  
a to put  
b put  
c you put
- 10 I \_\_\_\_\_ looking after my younger brother. He is a good child.  
a can't stand  
b don't mind  
c hate
- 11 I \_\_\_\_\_ it. The taste is awful.  
a can't stand  
b love  
c don't mind
- 12 While I \_\_\_\_\_ to school, I saw a snake in the road.  
a was walking  
b walked  
c walk
- 13 When we \_\_\_\_\_ it was raining.  
a were going out  
b went out  
c going out
- 14 When you phoned me we \_\_\_\_\_ dinner.  
a eating  
b ate  
c were eating
- 15 I did my homework \_\_\_\_\_ I got home.  
a then  
b while  
c when
- 16 \_\_\_\_\_ the teacher arrived, the class was quiet.  
a As  
b As soon as  
c first
- 17 \_\_\_\_\_, our team played well.  
a First  
b When  
c At the start
- 18 We \_\_\_\_\_ wear our uniforms to the concert. We can wear what we like.  
a must  
b don't have to  
c can

- 19 You \_\_\_\_\_ borrow my bicycle, if you want.
- can
  - must
  - don't have to
- 20 You \_\_\_\_\_ drink that water. It looks dirty.
- must
  - don't have to
  - shouldn't



## Reading

### 1 Read the following text.

Festivals are times for people to renew their loyalty and pay homage to their chiefs. They also mark the beginning of the harvesting of a staple food, for example teff. Festivals are also occasions for remembering and mourning the dead. They serve as periods for purification of the people and of the land. The purification is meant to strengthen people spiritually and socially, so as to enable them to face the coming year successfully. People also seize the opportunity to settle disputes, quarrels and differences between relatives or friends. They are also occasions that provide the youth with opportunities to make friends and choose partners.

During festivals people resolve to correct their mistakes and plan for the future. Festivals are meant for the transmission and conservation of culture. Either consciously or unconsciously it is during this time that the youth learn and preserve their culture. By taking part in the various activities, they learn about their cultural practices.

Festivals are an occasion for merrymaking or entertainment. These days some modern touches have been added to the celebrations. Football matches, drumming and dancing, picnics, concerts and other forms of entertainment feature prominently. There is always much to eat and drink.

### 2 Match the following words from the text with their meanings.

1 homage	a making clean again
2 mourning	b importantly
3 purification	c decide
4 disputes	d taking part in
5 resolve	e respect
6 conservation	f arguments
7 participation	g keeping safe
8 prominently	h a period of grief



## Writing

Write a description of the traditional Ethiopian coffee-making ceremony.

## Part A

## Objectives

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

- discuss what you know about current affairs
- listen to a report about a robbery from a jeweller's shop
- agree, disagree and give your opinions about a topic
- use *all, every, no, none, both, neither, either*
- pronounce words related to newspapers and magazines
- re-arrange sentences to write a paragraph about a bank robbery
- read an article about newspapers
- use the correct word stress
- play a game of *Bingo*.

## A10.1 Introduction: What do you know about current affairs?



Work in small groups and discuss your answers to these questions.

- 1 How often do you:
  - a read the news section in the newspaper?
  - b listen to the news on the radio?
  - c watch the news on TV?
- 2 Do you think it is important to take an interest in what is happening in your country and the world?
- 3 How many of these questions can you answer?
  - a Name all the presidents of:
    - all the countries in East Africa
    - South Africa
    - the USA.



**Unit 10** Newspapers and magazines

- b** Name two news stories which are current:
  - in Ethiopia
  - in other countries in Africa
  - in the world
- 4** Do you have any opinions about any of the stories currently in the news?



**A10.2 Listening:** A news story

- 1** Your teacher will show you a number of cards relating to a report in the newspapers. In turn, pick a card at random and read it to the class. The rest of the class must guess what the article is about. When you all agree, listen to the article and see how close your predictions were.



- 2** In your groups, discuss how Inspector Abebe knew that the night watchman had stolen the watches.

• *Sequencing words* are words that help to link the information in the text so that it follows a logical order and people can follow your ideas. The most common sequencing words are: *first, first of all, to begin with, second(ly), then, next, after, last(ly), finally* and *in the end*.

• *Other sequencing words and phrases include: subsequently, beforehand, prior to this.*

- 3** Listen to the text again, and write down the sequencing words that help you follow the structure of the text.
- 4** Using these sequencing words, work in a group to re-tell the story orally.



**A10.3 Speaking:** Agreeing, disagreeing and giving opinions

- 1** Revise giving your opinion using expressions such as, *I think, I like, I prefer*. Revise expressions for agreeing and disagreeing, for example, *I agree, I don't agree with you*. Work with a partner to make sentences using each of these expressions:

**Example:**

*Student A: I think learning to swim is a waste of time.*

*Student B: I don't agree with you. It could save your life one day!*

**2 Learn the following structures for giving your reasons for actions or viewpoints:**

- *The reason why ...*
- *Because ...*
- *That's why ...*
- *For this reason ...*
- *Plus the fact that ...*
- *In addition ...*
- *Also, ...*
- *Not only that, but ...*

**3 Imagine that your classroom has a line on the floor which shows how much you agree or disagree with something. Your teacher will read out some simple statements on controversial subjects.**

- Move to a position on the line which shows how strongly you agree or disagree with each statement.
- Change your position with each new statement.
- At each new position, think of some reasons to justify your opinion. Your teacher will ask individual students why they hold the opinions they do.

**A10.4 Language focus:** Using *all, every, no, none, both, neither, either*

The words *all, every, no, none, both, neither, either* go in front of *nouns* and *adjectives + nouns*. They give us information about the noun.

**All and Every**

**Examples:** *All students feel nervous before exams.*

*Every student feels nervous before exams.*

*All the shops are open now*

*Every shop is open now.*

**No and none**

**Examples:** *No buses run to the school on Sundays.*

*No computer operates without power.*

*None of the students in this class live (or lives) near the school.*

*How many bottles are left? 'None.'*

**Both, neither and either**

**Examples:** *Both email and the Web use the Internet.*

*Both (of the) websites were useful for my project.*

*Both (of the) computer(s) are working at the moment.*

*Neither Kasech nor Berihun like(s) ice-cream.*

*Either Aret or Almaz will meet you at the bus stop.*

*Does either of your parents speak English?*

**Unit 10** Newspapers and magazines

**1** Complete these sentences using *all* or *every*.

- 1 \_\_\_\_\_ child needs love.
- 2 \_\_\_\_\_ drinking water should be clean.
- 3 Not \_\_\_\_\_ computers are linked to the Internet.
- 4 Not \_\_\_\_\_ student has passed the exam.

**2** Complete these sentences with *no* or *none*.

- 1 \_\_\_\_\_ of my photographs are good.
- 2 I had \_\_\_\_\_ wrong answers in the test.
- 3 I didn't enjoy the party because \_\_\_\_\_ of my friends were there.
- 4 I had \_\_\_\_\_ difficulty learning how to use a computer.

**3** Complete the sentences with *both*, *either* or *neither*.

- 1 Can \_\_\_\_\_ of you go to the shop for me? I don't mind who it is.
- 2 \_\_\_\_\_ of my brothers lives with us.
- 3 \_\_\_\_\_ Uganda and Ethiopia have a border with Kenya.
- 4 I watched two videos last night and \_\_\_\_\_ was at all enjoyable.

**4** Make sentences about each of the pictures using the given words. Write your sentences in your exercise book.

- 1 All *the children are slim.*
- 2 Every \_\_\_\_\_
- 3 None \_\_\_\_\_
- 4 No \_\_\_\_\_
- 5 All \_\_\_\_\_
- 6 Both \_\_\_\_\_
- 7 Only \_\_\_\_\_
- 8 Both \_\_\_\_\_
- 9 Neither \_\_\_\_\_
- 10 One \_\_\_\_\_



**5** Make sentences about your class using these words.

**Example:**

- None of my friends likes football.*  
*Both of my friends like watching television.*



**A10.5 Speaking:** Pronunciation practice

- 1** Your teacher will write a number of words on the board related to newspapers and magazines. In groups of nine, choose one word each and then stand in the alphabetical order of the words chosen. Your teacher will select groups to check the order and to hear you say the words to check for correct pronunciation.
- 2** If you do not know, or are unsure of the meaning of any of the words on the board, look them up in a dictionary.

**A10.6 Writing:** A bank robbery

These sentences tell the story from a magazine article about a bank robbery. Work in a small group to rearrange the sentences to make a paragraph, then add sequencing words (*first, then, next, after that, finally, etc.*).

- 1** Abel watched the cashier give the man a withdrawal form.
- 2** The bank manager gave Abel a reward, and helped Abel open a deposit account.
- 3** The cashier called the bank manager.
- 4** Abel was waiting to be served at the enquiries counter in the bank.
- 5** The bank manager told the guard to stop the man leaving the bank.
- 6** The man signed the withdrawal form and the cashier gave him some money from the safe.
- 7** He saw a tall thin man join the queue at the next counter.
- 8** The bank manager thanked Abel for helping to stop the man.
- 9** He wanted to ask about opening a bank account.
- 10** Suddenly the cashier noticed that the signature was a forgery.
- 11** Abel watched the man leave the counter and go towards the exit.
- 12** Abel told the bank manager that the man was about to escape.

**A10.7 Reading:** What is a newspaper?

## Unit 10 Newspapers and magazines

### 1 Read the following article and answer the questions below.

There are many different kinds of newspaper: daily, weekly, Sunday, local and national. Magazines and journals often come out weekly or monthly, and are usually only about one subject, such as sport, music, cars or fashion, but newspapers report on any subject. People who collect the news are called reporters. They are sent to report on different events every day. Photographers take pictures of people and events to be printed in the newspapers.

When the reporters have written their stories, the editor chooses which stories and which photographs to print. Then the editor decides what will go on the front page. Headline news, such as a story about the President, is usually on the front page. Sports pages are usually near the back of a newspaper. In the middle, the editor comments on the main news items in the editorial. Regular features may include a correspondence section of letters to the editor, weather report, local and national news, items for sale, women's articles, classified advertisements, job opportunities, a crossword puzzle and a lost-and-found column.

### 2 Answer the questions in your exercise book.

- 1 How many different kinds of newspaper are there?
- 2 What is the difference between a newspaper and a magazine?
- 3 What do reporters do?
- 4 What is the job of the editor?
- 5 Where in a newspaper do we find stories about sports?
- 6 What is usually on the front page?
- 7 What is an editorial?
- 8 What are classified advertisements?



## A10.8 Speaking: Debate

### 1 Your teacher will split the class into groups of eight. In your group select one of the following topics:

- There should be more articles for young people in the newspapers.
- We no longer need newspapers now we have the Internet.
- Newspapers don't always tell the truth.
- Magazines are more interesting than newspapers.

### 2 Divide your group so that:

- three students argue *for* the topic
- three students argue *against* the topic
- one student makes notes of the points made in support of the argument
- one student makes notes of the points made in opposition of the argument.

### 3 Within your group debate your chosen topic; the note-takers should report what was said, using indirect or reported speech.

#### Examples:

*Yeshi said that few newspapers had a children's page.*

*Zebida felt that there were not enough articles about international news.*





## A10.9 Speaking: Pronunciation – word stress

### 1 Look at this information about syllables and stress.

- Words in English (and other languages) have syllables.
- Some words have only one syllable, like these: *yes, not, town*
- Other words have two or more syllables:  
Pro- nun- ci- a- tion  
1 2 3 4 5
- Not many words in English have more than five syllables.
- Words with more than one syllable always have one strong syllable which is stressed.  
Many words are stressed on the first syllable, *but* not all:  
SYLL – a – ble, ex – AM – ple
- Long words usually don't change their stress with the addition of an extra beginning or ending.  
But some do:  
'kind 'kindness 'humid hu'midity  
'photograph pho'tography 'product pro'ductive

### 2 Look at these words: *tall, English, relative, education, characteristics*.

- 1 How many syllables are there in each one?
- 2 Underline the stressed syllable in words with more than one syllable.
- 3 Say the words with the correct stress.

### 3 Put the words in the box below into columns according to the stressed syllable. Write the columns in your exercise book.

breakfast	begin	September	university	newspaper
magazine	machine	family	prepare	information
history	language	understand		

#### 1<sup>st</sup> syllable

*breakfast* \_\_\_\_\_

\_\_\_\_\_

#### 2<sup>nd</sup> syllable

\_\_\_\_\_

#### 3<sup>rd</sup> syllable

\_\_\_\_\_

### 4 Practise saying the words in each column with the correct stress.

## A10.10 Fun with words: Play Bingo!

- Draw a bingo card with nine squares (similar to Unit 2) in your exercise book and complete it with words relating to newspapers and magazines.
- Your teacher will call out the definition of a word, and you must cross out the word on your bingo card to which it applies.
- When you have crossed out all the words, shout *Bingo!*
- Your teacher will check if you have chosen the correct words for each definition.

**Part B**

**Objectives**

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

- read and match newspaper headlines and reports
- identify fact from opinion
- read about the Haiti earthquake
- design and write a school newspaper
- conduct an interview by a newspaper reporter
- write a letter to a newspaper
- revise the use of *have*
- develop your dictionary skills
- read and enjoy a poem.

**B10.1 Language focus: Past, present and future**

How well do you know your tenses? You have five minutes to complete the following table.

	Past	Present	Future
to go			
to buy	bought		
to sing		am singing	
to travel			will travel
to think			
to sweep			
to study			
to write			

Now work with your partner to make sentences with each form of these verbs.

**Example:** (*to go*) *I went to a party last week. I am going to a party today. I will go to a party tomorrow.*



**B10.2 Reading: Newspaper reports**

How often do you read a newspaper? It is a good idea to look at one as often as you can. It will increase your general knowledge and help your reading skills. You don't need to read the whole paper, just the parts that interest you. Reading the headline can help you to decide if the article is going to be interesting or not.

**1** Work with a partner. Look at these headlines and talk about what the articles are about.

- |                         |                                      |
|-------------------------|--------------------------------------|
| <b>a</b> Salaries taken | <b>d</b> ISLAMIC COLLEGE WIN         |
| <b>b</b> HIV CLUB OPENS | <b>e</b> 2,000 PASS                  |
| <b>c</b> BOY DIES       | <b>f</b> LAUGHTER THE BEST MEDICINE. |

**2 Now match the headlines above to these newspaper articles below. Write your answers in your exercise book like this: 1 = b.**

**Article 1**

A post-test club has been opened by the AIDS Information Centre at City Hospital with support from some AIDS NGOs. "It is a voluntary club for anyone who has tested HIV positive. All are welcome to come for information and support in a friendly place," said a spokeswoman.

**Article 2**

For the fifth year, the Provincial Volleyball Tournament has been won by Islamic College. "They are hard to beat," said Desta Tadesse, captain of the runners-up Southern High School, "but next year we will be in a better position to do it." Islamic college captain Fatima Iqbal said all the team had worked hard and played their best, "I am proud of them," she said.

**Article 3**

Provincial Governor Abebe awarded 2,156 certificates to successful students at the provincial adult literacy programme, last Saturday, at City Hall.

**Article 4**

Scientists in USA have proved that people who laugh for 15 minutes every day have stronger hearts and live longer. They have also said that depressed people are more at risk of dying of heart failure.

**Article 5**

Police have arrested a security guard, whose 10-year-old son was killed accidentally on Thursday when he shot himself with his father's gun. A police spokesman said that it was the man's responsibility to make sure his gun was kept in a safe place.

**Article 6**

A salary clerk working for Africa Chemicals is missing after the 5,386 birr theft of staff salaries from the company. Police are now looking for Dadnawech Bekele, who has not been seen since the day before the theft was discovered.

**3 Find the answer to these questions in the newspaper articles.**

- 1 Who gave out 2,156 certificates?
- 2 How much money was stolen from Africa Chemicals?
- 3 Who did not keep his gun in a safe place?
- 4 What should we do for 15 minutes every day?
- 5 Who has won what for the last five years?
- 6 Where is the new HIV club?

**4 With the rest of the class, share your opinions about some of the articles above and compare them using comparative and superlative adjectives.**

**Examples:**

*The first text is more interesting than the others, because it because gives information about a new AIDS Information Centre.*

*The second article is the best because it talks about sport.*

**5 Work in a group and choose one of the articles above. Answer the following questions:**

- 1 What is the article about (content)?
- 2 Write down two facts from the article.
- 3 Write down one opinion given in the article.
- 4 What do you think about the writer's opinions?

**B10.3 Reading:** Fact or opinion?

- A *fact* is something that can be proven to be true, for example: *At 4,620 metres, Ras Dejen in the Simien Mountains is the highest peak in Ethiopia.*
- An *opinion* is a belief or judgement that is not based on, or supported by, evidence, for example: *The natural beauty of the Simien Mountains stirs the heart of every visitor to this remote and unique national park.*
- When reading, it can be difficult to tell whether something is based on fact or opinion, as writers often use both in the same piece. Therefore when someone says that something is true, it is always important to question if this is actually the case. They may be expressing their opinion rather than stating a fact.
- Language can help us tell the difference between fact and opinion. It can help us to identify whether a statement is someone's own point of view, or whether there is evidence to prove that it is true.
- We can use particular language to express facts, for example:
  - Scientists have just *discovered*...
  - *According* to the report...
  - The data *confirms*...
  - The results of the survey *demonstrate*...
- We can use other language to express opinion, for example:
  - The members of the committee *suspect* that...
  - Most specialists *claim* that...
  - In the witness' *view*...
  - Some experts *argue* that...
- Beware! Language can be used to manipulate facts and opinions, so that opinions can appear to be facts because of the language that has been used.

**Example:**

*Recent reports issued by the committee confirm that most drivers want further speed restrictions to be imposed.*

Although the language used indicates that it is a factual statement, there is no evidence to suggest that drivers have been questioned and their opinions recorded. The only part of the statement based on fact is that the committee have recently issued reports on the subject of speed restrictions.

**1** Work in your group to suggest some statements. The rest of the class should decide into which category each statement should go: *fact* or *opinion*.

**2** Here is a sample news article. It includes facts from a survey that can be verified, together with statements expressing the opinion of the writer. Copy the article into your exercise book, underline all the items you think are facts and put in *italics* all those you think are opinions.

**Media habits around the world**

NOP World yesterday announced the results of a survey that they carried out during December 2004 to February 2005, involving 30,000 people in 30 countries.

According to the survey, consumers in Taiwan spend more of their leisure time on the Internet than any other country, averaging 12.6 hours a week.

It is interesting that consumers in the UK and the US spend on average less time on the Internet than other countries.