

When it comes to listening to the radio, Argentinians scored highest with an average of 20.8 hours a week. Surprisingly, consumers in China spend the least time tuned in.

The results confirmed that Indians spend the most time reading – 10.7 hours a week on average. This could be as a result of self-help and aspirational reading. Koreans are at the other end of the scale, spending on average only 3.1 hours a week reading.



B10.4 Reading: The Haiti earthquake

- 1** Read the following factual report from a newspaper, and scan the report to answer the questions that follow. Write the answers in your exercise book.

‘Thousands dead’ in Haiti quake

PORT-AU-PRINCE, Haiti

January 13, 2010

Haitian President Rene Preval has said thousands of people are feared dead following a huge quake which has devastated the country’s capital.

Haitians piled bodies along the devastated streets of their capital on Wednesday after the strongest earthquake to hit the poor Caribbean nation in more than 200 years crushed thousands of structures, from schools and shacks to the National Palace and the UN peacekeeping headquarters. Untold numbers were still trapped.

It seemed clear that the death toll from Tuesday afternoon’s magnitude-7.0 quake would run into the thousands. France’s foreign minister said the head of the UN peacekeeping mission was apparently among the dead. International Red Cross spokesman, Paul Conneally, said a third of Haiti’s nine million people may need emergency aid and that it would take a day or two for a clear picture of the damage to emerge. The United Nations said the capital’s main airport was “fully operational” and that relief flights would begin on Wednesday.

Aftershocks continued to rattle the capital of two million people as women covered in dust clawed out debris, wailing. Stunned people wandered the streets holding hands. Thousands gathered in public squares to sing hymns. People pulled bodies from collapsed homes, covering them with sheets by the side of the road. Passers-by lifted the sheets to see if loved ones were underneath. Outside a crumbled building the bodies of five children and three adults lay in a pile.

The United States and other nations – from Iceland to Venezuela – said they would start sending aid workers and rescue teams to Haiti on Wednesday as the start of a major emergency operation. The International Red Cross and other aid groups announced plans for major relief operations in the Western Hemisphere’s poorest country.

Tens of thousands of people lost their homes as buildings that were flimsy and dangerous even under normal conditions collapsed in the shaking. Nobody offered an estimate of the dead, but the numbers were clearly enormous. “The hospitals cannot handle all these victims,” Dr Louis-Gerard Gilles, a former senator, said as he helped survivors. “Haiti needs to pray. We all need to pray together.”

Even relatively wealthy neighbourhoods were devastated. An Associated Press videographer saw a wrecked hospital where people screamed for help in Petionville, a hillside district that is home to many diplomats and wealthy Haitians as well as the poor.

At a destroyed four-storey apartment building, a girl of about 16 stood atop a car, trying to peer inside while several men pulled at a foot sticking out from rubble. She said her family was inside.

“A school near here collapsed totally,” Petionville resident Ken Michel said Wednesday after surveying the damage. “We don’t know if there were any children inside.” He said many seemingly sturdy homes nearby were split apart.

Unit 10 Newspapers and magazines

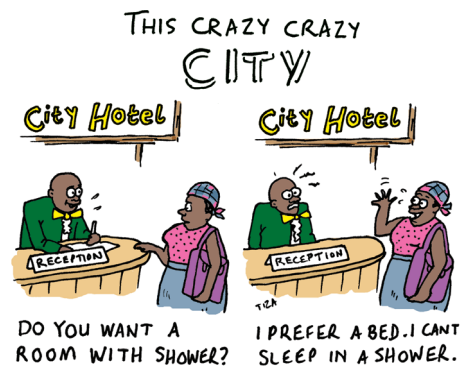
- 1 On what date was the earthquake?
- 2 How many people were affected?
- 3 How would relief be supplied to the victims?
- 4 What happened to the dead?
- 5 Who made plans for the relief of the victims?
- 6 Did the wealthy areas escape the devastation?
- 7 Where was the girl looking for her family?
- 8 What happened to the school building?



B10.5 Writing: A school newspaper

- 1 Many newspapers have a section for children, with articles of interest to children. Can you find examples of any of these in a newspaper?

- stories about children
- articles about the environment and personal hygiene
- news of exam successes
- school sports reviews
- children's letters and poems
- advertisements for pen pals
- jokes, cartoons and riddles
- quizzes, crossword puzzles and word searches
- entertainments section, with details of cinema, radio and TV programmes
- birthday greetings
- lost and found section.



- 2 Your teacher will divide the class into groups and give each group a task from the list below. Work in your group to write your own class newspaper, using as many of the above ideas as possible.

Group 1: Write some letters to the editor.

Group 2: Write 1-2 paragraphs about something important that is happening in your area.

Group 3: Write a poem or a report about an interesting event in your school.

Group 4: Write about something important that is happening in Ethiopia.

Group 5: Write the *Fun Spot*, with puzzles, jokes and riddles.

Group 6: Write advertisements for pen pals, lost and found items, birthday greetings, and so on.



B10.6 Speaking: Newspaper interview

Work with a partner. One of you is a reporter and the other chooses one of the newspaper stories in this Unit. Prepare an interview.

- Think about possible questions and answers.
- Practise your interview a few times.
- Perform your interview for another pair of students.

**B10.7 Writing:** A letter to a newspaper

Write a short article for a magazine in the form of an informal letter, responding to one of the newspaper stories in this Unit.

- Think about the point of view you are going to take.
- Think carefully about your main points: Choose one or two strong points to support your opinion.
- Think about the supporting points for each main point.
- Make a plan before you start writing.

B10.8 Study skills: Using a dictionary

A dictionary gives us a lot of information.

- The *headword* is the word being explained. It helps you spell the word correctly.
- The *pronunciation* of the word helps you to say it correctly.
- The *definition* tells you what the word means. If the word has more than one meaning, there is more than one definition.
- The *part of speech* tells you if it is a verb, noun, adverb, adjective or preposition.
- The *grammar* tells you what kind of verb or noun it is, for example: countable or uncountable noun, transitive or intransitive verb (raise children = T) (run to the shop = I).
- The *example sentence* shows you how to use the word in a sentence.

1 Look at this dictionary entry. Identify the headword, pronunciation, definition, part of speech, grammar and example sentence.

pollute /pə'lu:t/ v [T] to make air, water, soil etc dirty or dangerous: *companies that pollute the environment* | *The beach was polluted by an oil spill.* —**polluter** n [C]

2 Look at part of the entry for *slip* and answer these questions. Write the answers in your exercise book.

- 1 What part of speech is *slip* in this entry?
- 2 Which of these words does *slip* rhyme with: leap ship sheep tip
- 3 What is wrong with this sentence? *Brian run on the ice!*
- 4 Which prepositions can follow *slip*? Name three.
- 5 Which definition of *slip* is being used in these sentences? Give the number.
 - a Ibrahim arrived late, but he quickly slipped on his boots and ran onto the football pitch.
 - b The fish slipped through the water away from the fisherman's net.
 - c When Ahmed slipped and fell on the banana skin Liben had dropped, we all laughed.
 - d The glass slipped from my hand while I was carrying it, it fell on the ground and broke.
 - e We wanted the party to be a secret, but Desta let it slip at school and now the whole class is coming.

slip¹ /slɪp/ v slipped, slipping

- 1 [I] if you slip, your feet move accidentally and you fall or almost fall: *Be careful not to slip — I just mopped the floor.* | **+on** *Joan slipped on the ice and broke her ankle.* → see box at **FALL** → see picture at **SLIDE**¹
- 2 [I] to go somewhere quickly and quietly: **+out off/away/through etc** *Ben slipped quietly out of the room while his father was asleep.* | *No one saw Bill slip away when the police arrived.*
- 3 [T] to put something somewhere quietly or secretly [= slide]: **slip sth into/around etc sth** *Ann slipped the book into her bag.* | *He slipped his arm around her waist and kissed her.*
- 4 [I] if something slips, it accidentally moves or falls: *The knife slipped as he cut into the wood.* | **+off/down/from etc** *The ring had slipped off Julia's finger.*
- 5 [I,T] to put on a piece of clothing or take it off quickly and easily: **slip sth off/on** *Ken sat on the couch and slipped off his shoes.* | **+into/out of** *She slipped into her pyjamas.*
- 6 **slip your mind** spoken if something slips your mind, you forget about it: *I was supposed to meet her for lunch, but it completely slipped my mind.*
- 7 [I] to become worse or lower than before [= fall]: *Standards in our schools have been slipping.* | *The mayor's popularity is slipping.*
- 8 **let sth slip** informal to say something that is supposed to be a secret without intending to: *Don't let it slip that I'm in town.*

3 Work in pairs. Use your dictionaries to find out the information.

- 1 How do you pronounce *thorough*?
- 2 What is the noun for the verb *narrate*?
- 3 What is the main definition for *article*?
- 4 What part of speech is the word *through*?
- 5 Suggest two collocations for the word *cast* and give the definition for each.
- 6 What is the adjective formed from the verb *enjoy*?

B10.9 Reading: Poem – Haiti Survivor

- 1 After the earthquake disaster in Haiti, a number of people wrote poems about the tragedy. Here is one of the poems written by Elizabeth Padillo Olesen in January 2010. Read the poem aloud, then work in pairs to answer the questions below it.**

HAITI SURVIVOR

The earth shook
And the buildings collapsed
She and her friends were trapped
Total eclipse.

Light left no trace
In darkness she heard
herself and her friends
crying, sobbing, moaning
in pain so unbearable to bear.

She could not move her legs
Only her hands could touch
a stone, wanting to embrace
her friends but she could not.
Dusts filled her lungs
She coughed, yes, they coughed.
They continued to sob and moan
She screamed calling for help
She yelled in all despair
but nobody heard her.

Those outside had to survive
They were running to find
shelter from the after shocks.
They were pulling bodies
of those whose legs and hands
they could see and touch
But she and her friends were trapped
Down deep in the ruins of dark dungeon.
One week passed
The voices of her friends
were heard no more
Two weeks and three days passed



And there was no voice for her to shout.
 She prayed, she slept, she dreamed
 She saw light, she saw herself
 willing to start a new life
 Then she woke up
 to this new dream, to this last hope
 and to this new lease of life.

With the last hope in her voice
 She cried for help again
 And her last voice echoed
 to the ears of the French rescuers.
 Then slowly the light entered
 her will to live on won.
 Out from the ruins and rubbles
 she was pulled out from total eclipse
 to the full shining lights of sun and moon.

2 Answer the questions.

- 1 Why was the poet trapped?
- 2 Why was she in darkness?
- 3 Why were the survivors sobbing and moaning?
- 4 What part of her body was trapped?
- 5 What were the rescuers busy doing?
- 6 How long was she trapped for?
- 7 What gave her hope to call out again?
- 8 Who rescued her from the rubble?

3 In your group, discuss the similarities between this poem and the newspaper report in B10.4. What differences can you find? Share your conclusions with the rest of the class.

4 Practise reading the poem aloud, with plenty of feeling.

Assessment

1 Reading

Your teacher will give you an article from a newspaper and ten questions about it. Read it through twice and answer the questions.

2 Writing

Your teacher will give you a passage about newspapers. Complete the passage with words from the box.

Endangered animals

Part A

Objectives

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

- name and classify various animals
- match animal words and pictures
- listen and complete a chart about animals
- talk with your partner about your favourite animal
- use the past continuous tense
- revise the present perfect tense
- use *a*, *an* and *the* correctly
- use some animal expressions to compare things and people
- read about endangered animals
- use conjunctions to express cause and effect
- discuss some endangered animals in Ethiopia
- write a description of an animal.

A11.1 Introduction: Animal families

All animals belong to families. These are some of the most important animal families:
Mammals Birds Reptiles Insects Fish

1 Name these animals and decide which animal family they belong to.



2 What do you know about reptiles, such as the snake in question 1? Try to answer these questions about them.

- 1 Do they give birth to live young (babies) or do they lay eggs?
- 2 What is special about their skin? Is it smooth?
- 3 If you touch a reptile, is it warm or cold?
- 4 Do they eat plants or animals?

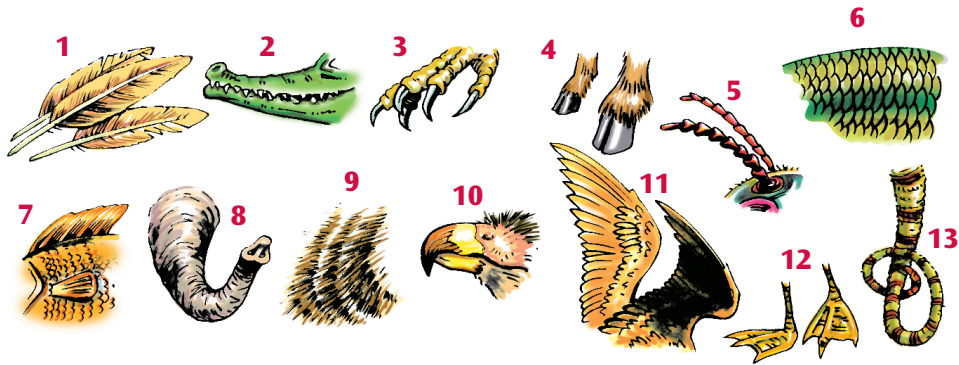
3 What do you know about crocodiles? Think about these questions.

- 1 How big are they?
- 2 Where do they live?
- 3 What do they eat?

A11.2 Increase your word power: Animal words

Match these words to the pictures. Write the answers in your exercise book like this: 1 = k.

- a claws
- b beak
- c tail
- d fins
- e wings
- f trunk
- g jaws
- h scales
- i fur
- j hooves
- k feathers
- l webbed feet
- m antenna



A11.3 Listening: Which animal is being described?

1 Copy the following chart into your exercise book, then listen to your teacher and complete the chart as much as you can. Note that not all of the columns will be relevant for each animal.

Animal	Size	Number of legs	Skin covering	What it eats

2 Work with your partner. Describe another animal, saying what it looks like without saying its name. Your partner must guess what the animal is.

Example:

This animal looks like a leopard. It has four legs, but its fur has stripes instead of spots.

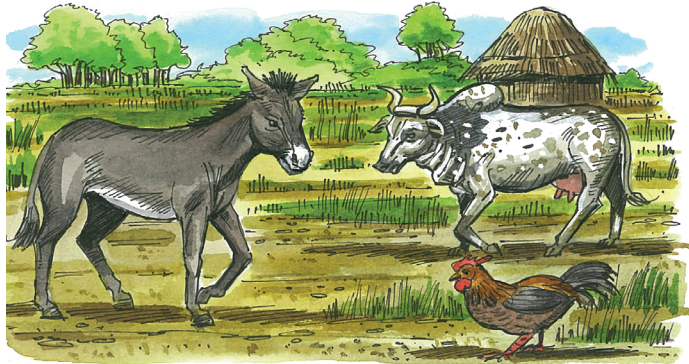
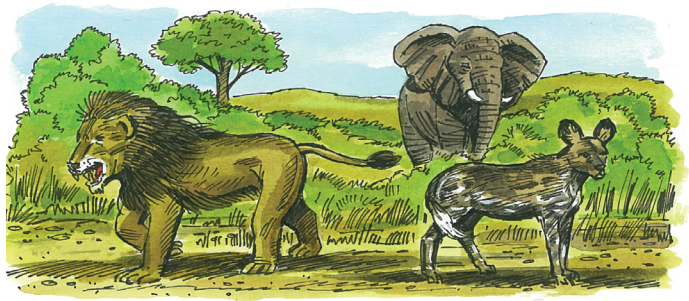
A11.4 Speaking: Talking about animals

1 Work with a partner. Talk about your favourite animal. Mention:

- what kind of animal it is
- what it looks like
- why you like it
- if you have ever seen one.

2 Talk about a time in the past when you met an interesting animal. It could be an animal in your house or compound, or an animal in the wild. Talk about:

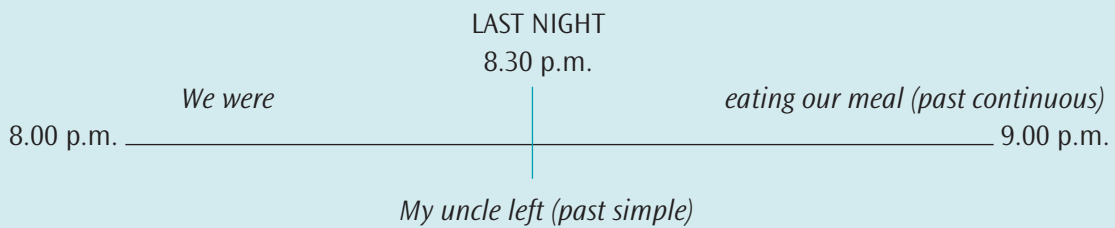
- when it happened
- what kind of animal it was
- what the animal looked like
- what the animal was doing
- what happened
- how you felt about it
- how you feel now when you see this kind of animal.



A11.5 Language focus: Past events

Look at this sentence:

We were eating our meal last night when uncle left.

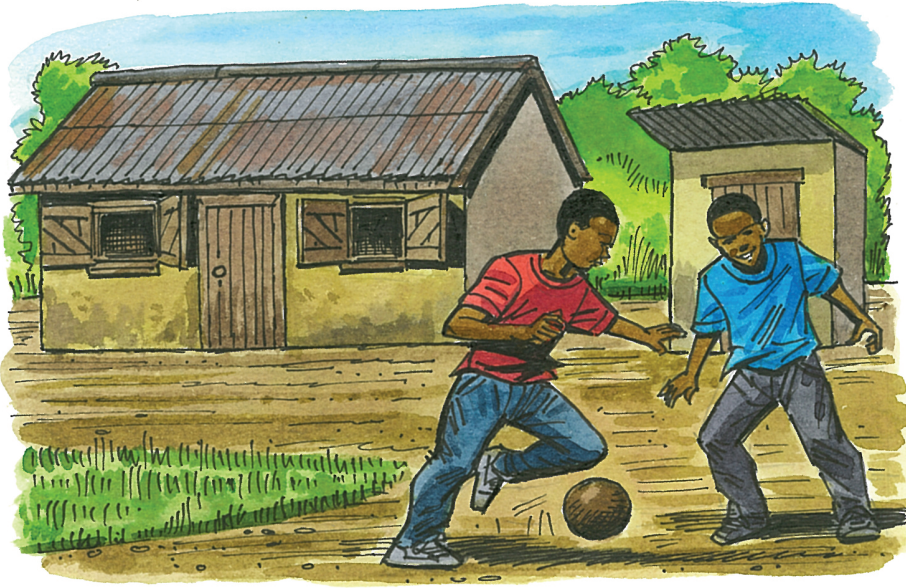


We use the *past continuous* tense when two actions continued for some time together.

Example:

While the deer were grazing, a leopard saw them.

- 1** Describe what was happening in the house while the children were playing outside. Use the past continuous tense.



- 2** Look at the pictures and work in pairs to make correct sentences.

Example:

Grandfather/sleeping on a sofa.

Grandfather was sleeping on a sofa while the children were playing outside.

Inside the house:

- 1** Uncle Abel / watching the television



- 2** Mother / reading the newspaper



- 3** Father / writing a letter



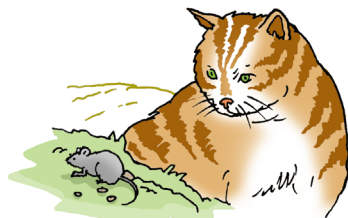
- 4** Grandmother / playing with the baby



- 5** dog / chewing a bone



- 6** cat / watching a mouse



3 Now copy and complete this short story in the same way.

I _____ (walk) home from school when I _____ (see) an accident. A man _____ (cycle) along the road when a car _____ (come out) from a side road. The car _____ (hit) the cyclist and the man _____ (fall off) his bicycle onto the road. Some people _____ (go) to help him. Everyone _____ (talk) excitedly when a policeman _____ (arrive). He _____ (ask) the crowd what had happened. A woman _____ (start) to explain. As she _____ (talk), the car suddenly _____ (drive) off so fast that no one could stop it.

A11.6 Language focus: Revising the present perfect tense

- We use the *present perfect tense* to talk about an action that took place in the past, but we don't know exactly when, for example:
The elephant has become extinct. (We don't know exactly when).
- Remember in the present perfect tense, we use *has* for one person or thing, and *have* for more than one, and change the form of the verb.

Change these sentences into the present perfect tense.

Example:

This is leading to a decrease in the number of elephants.

This has led to a decrease in the number of elephants.

- 1 My father is working in his office.
- 2 The people of Axum are building a new secondary school.
- 3 Weizero Eden is going to the court house.
- 4 The soldiers are repairing the bridge over the river.
- 5 Abeba and her father are going to Aksum.
- 6 The people are meeting at the king's palace.
- 7 Ato and Weizero Bontu are working in their vegetable garden.
- 8 Kasech is meeting her friend in town.
- 9 Ayana is singing in the choir.
- 10 I am going to Addis Ababa.

2 Now change your sentences into questions, and answer in the negative

Example:

Have they been to see Grandma? Yes, they have.

Has the teacher marked the books? No, he / she hasn't.

A11.7 Language focus: Using a, an and the

- Look at these rules for using *a, an* and *the*
- 1 We use *a / an* with singular countable nouns, i.e. things we can count, e.g. dogs, cats.
 - 2 We use *an* before a word that begins with a vowel, e.g. an elephant.
 - 3 We use *the* when it is clear which thing we are talking about, e.g. the students (in the class).
 - 4 We use *the* when there is only one of something, e.g. the Sun, the Moon
 - 5 We don't use *the* with proper names such as the names of people, countries and cities, e.g. Africa, Aksum.

1 Now match the rules with these sentences.

- a** Yesterday I read a book. The book was about a girl.
- b** Addis Ababa is the capital of Ethiopia.
- c** Nairobi is a city in Kenya.
- d** I like music.
- e** Would you like an orange?

2 Write the following paragraph in your exercise book. Put *a, an* and *the* in the gaps.

Last Saturday I was in _____ big shop in Addis Ababa with one of my brothers. We were talking to _____ assistant when _____ woman came into _____ shop. She was crying. She told us that _____ man had stolen her purse. We ran into _____ street. It was full of people and traffic. It was impossible to know where _____ man had gone. Just then _____ policeman came into _____ shop. He had _____ purse in his hand. When _____ woman saw him, she was very pleased. _____ policeman said that _____ man who had stolen it was _____ thief whom they had been trying to catch for a long time. Now he was at _____ police station.

3 Look at the list of animals in the box. Write three sentences for each animal using *a, an, the*.

elephant lion vulture deer eagle wolf gorilla

Example:

A crocodile lives in rivers and on land.

Crocodiles live in rivers and on land.

The crocodile is a very dangerous animal.

4 Which of the following nouns are countable and which are uncountable?

- lion
- goat
- wolf
- fur
- deer
- sheep
- water
- money

5 Now use the countable nouns in sentences.**A11.8 Increase your word power: Animal expressions****1 The expression *as dead as a dodo* means that there is no hope of life in something. Match up these animals with the adjectives to make similar expressions.**

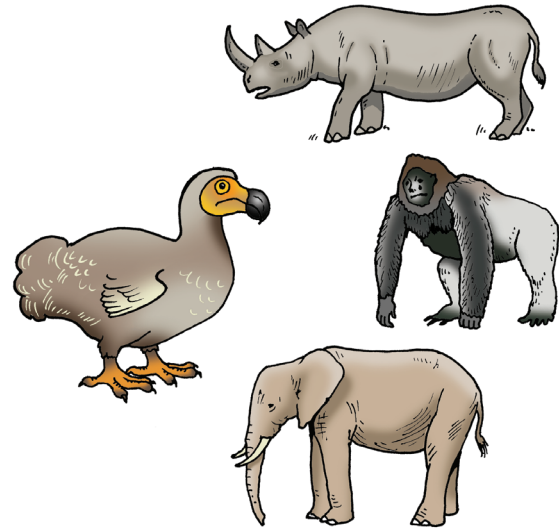
- | | |
|-------------------|-------------------|
| 1 mule | a cunning |
| 2 ox | b busy |
| 3 fox | c blind |
| 4 mouse | d stubborn |
| 5 tortoise | e timid |
| 6 bee | f slow |
| 7 bat | g strong |

2 Arrange these words in alphabetical order, then look up their meanings in a dictionary.

prey settler ivory domestic extinct skeleton tusk horn

A11.9 Reading: The world in danger

300 years ago, a bird called the dodo lived on the island of Mauritius in the Indian Ocean. It had a round body, short legs, a large head and a very large beak with a hook at the end. At that time there were lots of dodos on the island. Ships went to Mauritius and when the sailors went ashore, they hunted the dodos for fresh meat to eat. The dodos could not fly, so they were easy prey for the hunters. Later on, settlers arrived on the island with their domestic animals. Their pigs destroyed many of the eggs and ate the young dodos. After many years there were no dodos left on the island, and the bird became extinct. All that remains of the dodo today are some skeletons in museums, plus one head and two feet.



Today, elephants are in the same position that dodos were 300 years ago. People are killing so many elephants that soon there will be none left. Men kill elephants because they want the ivory from their tusks to make ornaments and jewellery. People who buy ivory pay the hunters to kill the elephants. When a mother elephant is killed, her newly born babies die too, because there is no one to look after them.

Rhinos are also in danger of extinction because some people in Asia believe their horns have magical powers. In the past there were dozens of different kinds of rhinos in the world. Today, although only five kinds survive, they are still hunted and killed for their horns. If we do not stop people killing elephants and rhinos, they may both die out, just like the dodo.

Some animals become extinct because men hunt them. Others die out because people destroy their food. A lot of animals live in forests, but all over the world people are cutting down and burning the forests. Every minute of the day 40 hectares of trees are destroyed in the world.

We must stop killing huge numbers of animals. The pictures show some of the animals which may die out if we do not stop killing so many of them. We must look after our forests. If we do not, more animals in the world will die out, including humans. Just like the dodo.

Answer the questions about the text

- 1 Where did the dodo live?
- 2 Why did sailors kill the dodos?
- 3 How did pigs help destroy the dodo?
- 4 Why will there never be another dodo?
- 5 In what way is the elephant like the dodo?
- 6 Do people kill elephants to make useful things?
- 7 Do you think that people should buy things which are made of ivory?
- 8 What will happen if we do not look after the animals and the forests?

A11.10 Language focus: Cause and effect

Conjunctions are words that link the different parts of a sentence to express cause and effect. The most important conjunctions are: *because, as, since,* and *so*.

Because, as, and *since* introduce a *cause*; *so* introduces an *effect*. They are used to join two complete sentences (or independent clauses) together. They are often used like this:

First sentence	Conjunction	Second sentence
I stayed at home	because	it was raining.
It was raining,	so	I stayed at home.

You can also reverse the order of the sentences with *because, as,* and *since*, for example:

Because it was raining, I stayed at home.

Note that this is *not* possible with *so*.

1 Join the following sentences with *because, as, since* or *so*. Write them in your exercise book.

- 1 Many species of wildlife are being destroyed. The rainforests are being destroyed.
- 2 People are destroying the habitats of animals. The animals are running away.
- 3 Pigs ate all the dodo's eggs. The dodos became extinct.
- 4 Many forests are being cut down. Animals no longer have food and shelter.

**A11.11 Speaking:** Endangered animals**1** Look at the pictures of these animals. They are all found in Ethiopia and are endangered. Work in groups to make sentences about where they live, what they eat and what they look like.

2 Discuss in your group why you think each animal is endangered and what the effect might be. You should agree or disagree with the points raised and give your reasons.

Use the following phrases to express your opinions:

- *In my opinion ...*
- *I think ...*
- *I believe ...*
- *I suggest ...*
- *It would be a good idea to ...*
- *We should / ought to ...*

Use the following expressions to give the counter arguments:

- *Yes, but don't forget ...*
- *That would be great, except ...*
- *That's a good idea, but ...*
- *Even if that is so ...*
- *That may be so, but ...*
- *Possibly, but ...*

3 Finally, discuss with your group any suggestions or recommendations on how the problem should be resolved. Share your conclusions with the class.

4 Using the expressions above, work in pairs to discuss a future plan which causes some argument.

Example:

- *You are going to have a party.*
- *Student A has a plan for the party.*
- *Student B has an objection or reservation: the neighbours might object.*
- *Student A uses a counterargument: invite the neighbours.*



A11.12 Writing: A description of an animal

1 Look at this description of a guinea pig by a student called Onyango. Read it silently and decide where in the paragraph there is some information about:

- movement and feet
- general features
- its head.



Description of a guinea pig

The guinea pig I observed is a female and it has white fur. It only about six months old and weighs about half a kilo. When it is still, it is about 20 centimetres in length but its body gets longer when it moves. The ears of the guinea pig are black and are not covered with fur. Its eyes are pink. In its mouth it has four long front teeth: two on the upper jaw and two on the lower jaw. Its back feet are about 4 centimetres in length and have three toes. Its front feet are only 2 centimetres long, but have four toes. Each toe has a long claw. It usually moves quite slowly, but it moves fast if it is afraid of something. It spends most of its time eating green leaves and resting.

2 Write a paragraph to describe an endangered animal, for example a Walia ibex or the Ethiopian wolf. Follow these steps:

- Read the information about writing a paragraph in Unit 9 **B9.8** again.
- Work with a partner to decide on the animal, then decide on the main topic sentence and what supporting ideas you want to include. Check your facts in an encyclopaedia or on the Internet.
- Make some notes about the animal, then sort them into a logical sequence.
- When you are ready, write your paragraph and draw a picture of your animal.

Part B

Objectives

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

- listen to a story about how the elephant got its trunk
- use expressions of quantity
- read an animal fable
- write about an endangered animal
- use the correct stress in sentences
- take part in a group discussion
- read and act a poem
- revise past tense verb forms
- revise verb contractions
- evaluate your speaking and writing skills
- do a word puzzle.



B11.1 Listening: How the elephant got its trunk

1 Your teacher will read you a short story. Listen and make notes of the main events. Discuss your ideas with the class and list them on the board.

2 Work with a partner to re-tell the main events of the story to each other.

3 Your teacher will select different students to re-tell the story to the class.

B11.2 Language focus: Quantities

Some and any

- We use *some* in positive sentences: *I've got some money.*
- We can use *some* in polite questions when we are offering or asking for something: *Would you like some water? Can I have some tomatoes, please?*
- We use *any* in negative sentences: *I haven't got any paper.*
- We also use *any* in questions to find out if something is or isn't available: *Have you caught any fish today?*

Unit 11 Endangered animals

1 Put *some* or *any* into these sentences. Write them in your exercise book.

- 1 I must buy _____ fruit.
- 2 We don't need _____ vegetables today.
- 3 Please can I have _____ flour?
- 4 Have you got _____ nice bread?
- 5 Do you know if there are _____ sweet potatoes in the market today?
- 6 There isn't _____ oil so we must go and buy _____.

Other quantity expressions

- We can describe an amount or quantity of something exactly, for example:
I'd like two kilos of tomatoes. I don't want any rice. I'd like three mangoes.
- We can also describe an amount or quantity with expressions like *a little, a few* instead of using an exact measurement, for example:
I'd like some tomatoes. I'd like a little rice. (uncountable) I'd like a few oranges. (countable)
Some of these quantifiers can only be used with countable nouns, like *tomato* and *tomatoes*, some can only be used with uncountable nouns, like *rice*, and some can be used with both.

2 Copy the table into your exercise book. Put the words and expressions in the box into one or both columns.

no / some / a few / one / both / a lot of / most / not many / not much / plenty of / any all

Countable nouns e.g. bananas	Uncountable nouns e.g. water
no a few	no

3 Complete the sentences with expressions of quantity.

- 1 Have you seen _____ elephants?
- 2 We've got _____ birds, but only _____ ibex in Ethiopia.
- 3 There's only _____ water left. We must buy _____ more.
- 4 We haven't got _____ tigers.
- 5 Can I have _____ food for the wolves, please?
- 6 There's _____ grass in the park because of the drought.
- 7 _____ lions and tigers belong to the cat family.
- 8 _____ of the crocodiles are lying on the river bank.
- 9 There aren't _____ babies on the river bank, only _____ younger crocodiles.
- 10 There are _____ wild animals in the Ethiopian game parks.



B11.3 Reading: How Lion and Warthog became enemies

1 This is an animal fable which explains why lions and warthogs don't like each other. Read the story and answer the questions below. Write the answers in your exercise book.

In the heat of the midday sun, as Warthog led his young back from wallowing in the mud at the waterhole, he came across Lion who was whimpering loudly. Fearful of Lion, Warthog was going to turn and go the other way, but Lion's crying made him curious.

He approached Lion from a distance ready to defend his young. Then he noticed that Lion's foot was caught in a trap. The more he had tried to free his tawny body, the more Lion had become trapped. The strong beast now lay exhausted on the dry grass, flicking his long tail.

"I have been lying here for days and I have not eaten," protested Lion. "Please save me, Warthog."

Warthog and his young stood still as they looked at suffering Lion.

"My body is growing weaker and weaker and I'll die soon," pleaded Lion. Then Warthog had pity on Lion who was weakened by hunger and suffering and he freed him from the trap.

As Warthog trotted away in search of berries, with his tail held up as straight as a tree, Lion watched his muddy youngsters trailing behind him. The sight of the little warthogs running through the long grass made him extremely hungry.

"You have so many warthogs in your litter!" said Lion, suddenly feeling stronger. "Please let me have one."

Warthog replied in disgust, "I have just saved your life and now you want to eat one of my young!"

When Lion began following them, the mother of the litter became anxious and said to Warthog, "Lion is a strong, powerful animal. We shall have to do what he wishes."

Warthog turned to face Lion and said, "When we reach our destination you may have one of my young, but first, let's have a look at that trap."

Lion began to show Warthog how the trap worked. "How did it trap you?" asked Warthog, curious.

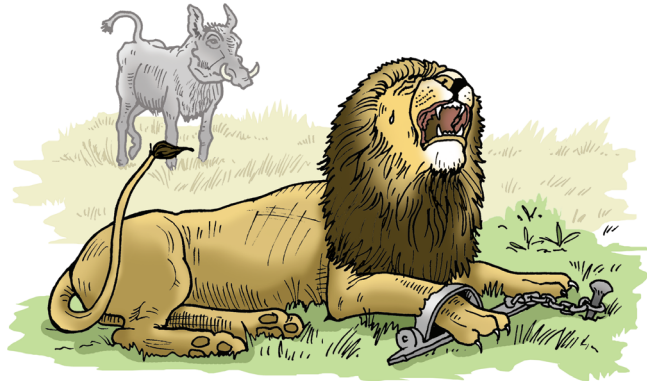
Lion held one end of a long thick stick and asked Warthog to take hold of the other and hold it down. "But how was your foot caught?" asked Warthog.

As Lion put his foot in the trap to show how he had been trapped when out hunting alone, Warthog took the stick away and Lion was caught once again.

When the warthogs trotted away, Lion pleaded with them to free him. "You cannot be trusted, Lion," said Warthog from a long distance away. "Free yourself. We set you free and in return you wanted to eat one of my young."

And so Lion stayed helpless in the trap for days and nights until his once powerful body grew weak and limp and he died.

To this day, Lion and Warthog are enemies. And if Lion happens to meet Warthog, he will not hesitate to eat him.



- 1 What was Lion doing when he was caught in the trap?
- 2 How long had he been trapped when Warthog saved him?
- 3 Why didn't Warthog run away as soon as he saw Lion?
- 4 Why did Warthog decide to help Lion?
- 5 What did Lion ask Warthog after he had been freed from the trap?
- 6 Why did Warthog agree to Lion's request?
- 7 How did Warthog prevent Lion from getting what he wanted?

Unit 11 Endangered animals

2 In your group, discuss the following questions.

- 1 Do you think either of the animals behaved foolishly? Why?
- 2 Who is the winner and who is the loser in this story?
- 3 What do you think is the moral of the story?
 - a Never trust a big, powerful animal.
 - b Look after yourself, not other people.
 - c Don't bite the hand that feeds you.

3 Which of these adjectives describes the behaviour of:

- a** Warthog **b** Lion

greedy	selfish	unselfish	trusting	deceitful
clever	stupid	friendly	inquisitive	cowardly

4 Find words in the story that mean the following:

- 1 a yellow-brown colour (adjective)
- 2 a group of baby animals born from the same mother at the same time (noun)
- 3 a strong feeling of dislike (noun)
- 4 to ask for something in an anxious way (verb)
- 5 not firm or strong (adjective)

5 Read the story again and list the key content words in the text, then re-tell the story.

6 Work in pairs to find and list the different tenses in the story and see how they are used.

B11.4 Writing: An endangered animal

- 1 Find out all the information you can about an endangered animal, for example, a gorilla, a rhino or an elephant. Use an encyclopaedia or the Internet to check your facts.
- 2 Pretend that you are that animal and write a story called *A day in the life of an animal*. Try to make the story interesting by using many adjectives and different tenses.

B11.5 Speaking: Group discussion

1 Copy these headings into your exercise book. Add expressions from the discussion above to the correct column. Add some more examples of your own to each list.

Asking for an opinion	Giving an opinion	Agreeing	Disagreeing
<i>What do you think ...?</i>			

2 Which of these expressions are polite and which are not polite? Write P or NP next to each of the expressions.

3 Practise these expressions by having a short discussion with your partner about each of these subjects.

- 1 Girls are better students than boys.
- 2 Blue is the best colour.
- 3 Watching violent films makes people violent.

Example:

Student A: Ask B's opinion on the subject.

Student B: Agree or disagree with the sentence. Say why.

Student A: Agree or disagree with B. Say why.



B11.6 Reading: A poem: *Law of the Jungle*

1 Read and act the following poem in groups of three, each person taking the part of either the poet, the prisoner or the judge.

Man has decided
He'll defend wild animals
And care very little
About fellow human beings. *Crazy... Crazy!*

For killing the innocent monkey
In that protected game reserve
You get three years imprisonment
With hard labour. *Imagine... Imagine!*

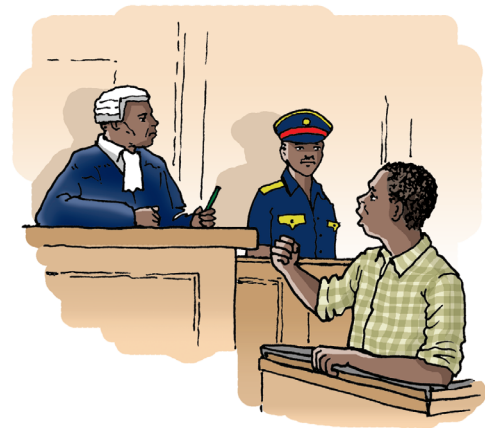
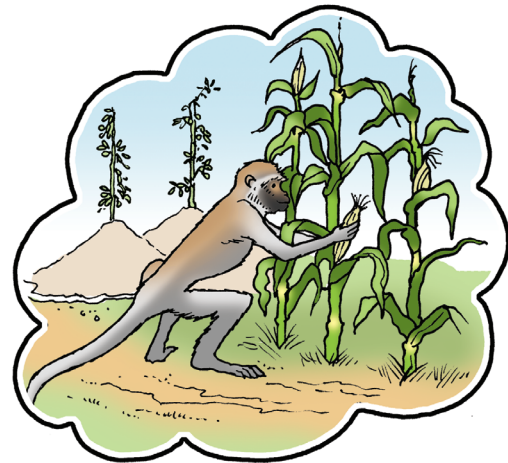
But the innocent monkey
Ate the crops in my small garden
It destroyed the little I had
To feed my wife and twelve children. *Right... Right!*

Why didn't you report
The monkey to the authorities?
Who gave you permission to kill
That innocent monkey? *What... What?*

And who gave that monkey
Permission to eat my maize?
Did you, my judge, did you? *True... True!*

For arguing with the judge
In this court of law
You get additional sentence,
Two plus three equals five
You'll rot in prison for five years. *Aaaah... Aaaah!*

Willie T. Zingani



2 Write the answers to the questions in your exercise book.

- 1 What has *Man* decided?
- 2 Why does the person speaking think this is crazy?
- 3 What is the sentence for killing a protected monkey?
- 4 What did the accused say the monkey had done?
- 5 How many children has the accused got?
- 6 Do you think the poet and the accused are the same person? Why?
- 7 Do you agree with the prisoner or the judge? Why?



B11.7 Writing: Revising verb forms

Complete the sentences with the correct form of the verb in brackets (*past simple, past continuous or present perfect*).

- 1 How many of the pens have you (give) your brother?
- 2 I (celebrate) my birthday last week.
- 3 The woman (wash) her baby already this morning.
- 4 Since you (arrive) here first, why didn't you knock at the door?
- 5 My aunt (feed) the baby in the room.
- 6 Last year the people (bring) a number of gifts to the chief.
- 7 This morning, Zebida (say) he (feel) very unhappy.
- 8 When I (get) there, the old man (demand) some money.
- 9 When she (see) me, she (think) I was you.
- 10 Are those the children who (play) behind the house?

B11.8 Study skills: Speaking participation

- 1 How many times did you take part in the Speaking activities in this unit? Look back at all the exercises, and mark in your exercise book your participation with a smiley face if you think you took part well in a discussion, or a sad face if you think you did not speak very much. Include in this survey not only the specific Speaking activities, but any times you answered questions or discussed an answer with your partner or in the group activities.
- 2 Keep a record of how much you speak in the next Unit and see if you can improve the number of times you take part in discussions and other speaking activities.

B11.9 Study skills: How well do you write?

- 1 Brainstorm in your group what skills you need to write well, and write the results in your exercise book. Now assess your own written answers in this unit, using smiley faces if you think you did well, or sad faces where you think you might need to improve your writing skills.
- 2 In your group, share writing strategies used by other members of the group and note them down. Then choose one of these strategies to work on to help you structure your own writing and improve it in future units.

B11.10 Fun with words: From one word to another

Copy the squares 1, 2 and 3 into your exercise book. Change the first word to the second word. You can only change one letter of the word at each step. Each time you change a letter, it must leave a known word. There are some clues to help you.

Example:

S	K	Y
S	A	Y
M	A	Y
M	A	D

1

M	A	N
B	I	T

- You can put this on the floor or sleep on it.
- A mouse with wings

2

C	O	A	T
M	I	S	S

- The price of something.
- The superlative of *more*.
- You can't see very far in this.

3

H	A	N	D
S	E	E	

B11.11 Language focus: Relative clauses

We use relative clauses to give additional information about something without starting another sentence. By combining sentences with a relative clause using relative pronouns such as *who*, *whom*, *which* or *that*, you can avoid repeating certain words.

Complete the following sentences with the relative pronoun who, whom, which or that.

- This is the bank _____ was robbed yesterday.
- A boy _____ sister is in my class was in the bank at the time.
- She told me _____ the man _____ robbed the bank had a gun.
- He wore a mask _____ covered his face and hair.
- The robber had come with a friend _____ waited in a car outside the bank.
- The customers _____ were in the bank were very frightened.
- One of the cashiers pressed an alarm _____ was connected to the police station.
- The robber in the bank grabbed the money _____ the cashier handed over to him.
- He ran towards the door _____ led outside into the street.
- He jumped into the car _____ was waiting outside the bank but he didn't know the police had already arrested his friend and were waiting for him!

Assessment**1 Speaking**

Your teacher will ask you to describe an endangered animal and state one cause of it being endangered; you will also be asked about the effect if this animal becomes extinct.

2 Writing

Your teacher will ask you various questions to help you write a paragraph about an animal or bird that you know. You will be expected to use topic sentences and supporting ideas.

Stigma and discrimination

Part A

Objectives

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

- answer questions about disability
- listen to an orphan's story and answer questions on it
- discuss discrimination in a group
- ask questions about a disability
- discuss how you can help the disabled
- write a guided essay about disability and discrimination
- use the present perfect continuous tense with *for* and *since*
- listen to a story about a disability
- pronounce polysyllabic words
- choose a topic and write an outline about it
- revise using the articles *a*, *an* and *the*
- revise the demonstrative *there is / there are*.

A12.1 Introduction: How much do you know about disability?

It is estimated that 10 per cent of Ethiopia's population, about 8 million people, live with a disability. Many disabled Ethiopian children and adults face an isolated and uncertain future because of the stigma of mental or physical disability. Some are hidden out of sight by their ashamed families and very few will attend school. In addition, the lack of adequate healthcare in Ethiopia means mobility aids like wheelchairs and crutches are not widely available. Those who are unable to walk unassisted are left to crawl or drag themselves around on the floor.

Work in pairs to answer the questions below. Write the answers in your exercise book.

- 1 How many disabled people are there in Ethiopia?
- 2 What are the two main kinds of disability?
- 3 What does it mean if a person carries a white stick?
- 4 How can a blind person read a book?
- 5 What is another name for an artificial limb?
- 6 What is the name for a person who has difficulty in reading?
- 7 What do you use to help you walk if you have a broken leg?
- 8 How does someone who is unable to walk get around?
- 9 How can people who are deaf understand when you speak to them?
- 10 Schizophrenia is an illness that affects which part of the body?



A12.2 Listening: An orphan's story

- 1 **Birtukan was born in Amhara Region, northern Ethiopia, one of the areas most affected by the famine 25 years ago. Over 1 million people died and tens of thousands of children like Birtukan were left orphaned. Work in pairs to predict what her story will be about. Make notes of your predictions.**

2 Listen to your teacher read Birtukan's story, then check your predictions.

3 Answer the questions below. Write the answers in your exercise books.

- 1 What caused the children to have swollen stomachs?
- 2 Why did Birtukan's parents leave her in the village?
- 3 What caused their deaths?
- 4 Why did Birtukan need to see a doctor?
- 5 What caused the doctor to amputate her leg?
- 6 Why did she cry with frustration and jealousy?
- 7 How did the carers at the orphanage help her?
- 8 What does Birtukan do now?
- 9 Why do you think she says that both the good and the bad parts of her life are a consequence of the famine?



A12.3 Speaking: Discrimination

1 In your groups, discuss the kinds of people that are discriminated against and why they suffer discrimination. Your teacher will then list them on the board. Can you suggest reasons for this discrimination?

- English has two types of articles: definite (*the*) and indefinite (*a, an*).
- *The* is used to refer to a *specific* when there is only one of something, or a *particular* group, for example, *the deaf, the poor*.
- *A / An* is used for single countable nouns and for non-specific items, for example *a pear, an apple*.
- *The* is very often used to describe groups of people that are discriminated against, for example, *the uneducated, the elderly, the mentally ill, the poor*. Can you add any further examples of this use of *the*?

2 Look at these pictures of people with special needs:



- 1 Work in a group and discuss what the needs of these people are, and how we can help them. Make a note of your ideas in your exercise book.

Example:

A deaf person needs to be helped to lip read.

Autistic people don't need to be looked after all the time.

- 2 Work with a partner and use a variety of expressions from Unit 11 to agree, disagree and express simple counter arguments to your ideas.



A12.4 Writing: Asking questions

Refer to the pictures of the disabled above. Choose one of these pictures and write some questions to ask that person about their disability and how they overcome their difficulties.



A12.5 Speaking: Helping the disabled

- 1 Make a list of as many disabilities as you can, then discuss in your group how you can help people who suffer from them.
- 2 Work in paired groups to ask and answer questions about disabled people. Group 1 uses the prepared questions from Writing 1 to ask Group 2. Group 2 play the role of the person / people with special needs, and reply to the questions. Students then change roles and ask and answer about a different disability.



A12.6 Writing: A guided essay about disability and discrimination

Write an essay about someone who is suffering from discrimination because of some kind of disability. Follow the writing scaffold below:

Introduction – Name of person and nature of the disability.

- Something about the person's age, background situation, and home or family circumstances e.g. how the disability occurred.

Paragraph 2 – What sorts of discrimination the person suffers from.

The causes or reasons for this discrimination.

Paragraph 3 – How the person has overcome or proposes to overcome this discrimination.

- People or organisations that can help the disabled person.
- Personal objectives.

A12.7 Language focus: The present perfect continuous tense with *for* and *since*

- 1 Look at this sentence:
She has been running since she left school and she has achieved great international success.
Which of these actions – *running* or *achieved*:

- a has not stopped, has been happening?
- b has happened, but we don't know when?

Using the present perfect

We use the present perfect tense:

- 1 To talk about actions which may or may not be finished, for example: *I've been doing my homework.*
- 2 To show how long something has been going on, for example: *I've been playing the guitar for a year.*
- 3 To show that actions are temporary, for example: *We've been living with my uncle for a few months.*

2 Look at this table and work in pairs to make sentences:

I You We They	have	been	running	since 10 o'clock.
He She It	has		studying	for an hour.

Using since and for

These are often used with the *present perfect tense*.

<p><i>Since</i> is used before a time when something happened, for example: <i>since</i> + yesterday five o'clock last year January I came to this school</p>	<p><i>For</i> is used before a period of time, for example: <i>for</i> + a week two hours a long time five minutes</p>
--	--

3 Make five different sentences from this table. Write them in your exercise book.

I Halima Almaz The boys My partner and I	has have	been	doing washing writing studying making	the clothes stew this exercise an essay geography	for two hours. since last year. since I got home. for half an hour. for a few minutes.
--	-------------	------	---	---	--

4 Rewrite these sentences in your exercise book, choosing the correct form of the verb.

- 1 My hands are dirty because *I've worked / I've been working* in the garden.
- 2 I must go home now. *I've played / I've been playing* football for two hours.
- 3 *I've finished / I've been finishing* my homework so I can go and meet my friends.
- 4 *I've eaten / I've been eating* your bananas but there are some left for you.
- 5 *I've eaten / I've been eating* your bananas. Sorry! There are none left!
- 6 Oh dear! *I've broken / I've been breaking* a glass!
- 7 *I've known / I've been knowing* Lishan since we were at primary school.
- 8 What *have you done / have you been doing*? You look awful!
- 9 I'm really tired. *I've studied / I've been studying* for two hours!

5 Work with a partner. Make up a short conversation like this one about activities that you take part in (for example, learning English, a hobby, a sport)

Example:

Playing in the school football team

Student A: *How long have you been playing in the school football team?*

Student B: *Not for very long. Only for about three months.*

Student A: *How do you like it?*

Student B: *It's good fun, but it takes up a lot of time after school.*



A12.8 Listening: Chala's story

Listen as your teacher reads *Chala's story*. Work in pairs to make sentences about Chala or about yourselves using *for* and *since*.

Example:

I have been using a hearing aid for two years.



A12.9 Speaking: Pronunciation – polysyllabic words

1 In Unit 10 we looked at the word stress for words of up to three syllables. A *polysyllabic* word has three or more syllables. In this unit we will find a number of examples of polysyllabic words. Put the words below into alphabetical order and then learn the words and their meanings:

- *organisation*: the structure of a society, the way things are arranged
- *consequence*: the result or outcome
- *unnecessarily*: not necessary or useful
- *discrimination*: when something is seen as different
- *schizophrenia*: a mental disorder where the patient loses touch with reality
- *academic*: theoretical rather than practical
- *artificial*: not real, manufactured
- *optimistic*: having a hopeful view of life
- *independent*: not subject to the control of others
- *disability*: to have a mental or physical problem
- *difficult*: not easy, hard to do or understand
- *misconception*: a misunderstanding
- *development*: a gradual growth or evolution
- *withdrawal*: to take away from or out of.

2 Listen to how your teacher says each of these words and copy his or her pronunciation.

3 Test your partner's knowledge of the spelling and meanings of these words.

4 Practise using each of these words in sentences.

**A12.10 Writing:** Topic sentences

Look at the following topic sentences. Discuss each one in your group and decide if each is a suitable suggestion. If you agree with them, write down the topic and a brief outline of the main idea.

- 1 Discrimination causes a lot of unhappiness.
- 2 Disabled people can lead very full lives.
- 3 People tested HIV positive should not be allowed to go out.
- 4 Children can even suffer stigma and discrimination at home.
- 5 It is wrong for cripples to be given a better education.
- 6 People who are blind are cursed from birth.

A12.11 Language focus: Using the articles *a*, *an* and *the*

1 Revise the rules for using *a*, *an* and *the* in Unit 11 A11.7.

2 Read the following passage, and match examples from the passage with the list of rules from Unit 11.

Example:

an article = rule 1

Last week I read an article about HIV and AIDS on the Internet. The article explained that a child can be born with the virus, but it can be controlled by taking the correct anti-viral drugs. The following is an extract from the article:

I've had my fair share of ups and downs since I was diagnosed as having HIV. I suppose HIV should be seen as a weakness, especially when it really starts to have an effect. But I see it as a strength. It has made me so determined to succeed in all I do and I always put in 110 per cent. I feel more grateful for the things I have and do. I believe everything happens for a reason and I wouldn't be who I am if I hadn't accepted what I am. I know it's no bed of roses; I've just learnt to appreciate life more and realise what is precious and important to me.

It's now been three years since the diagnosis and looking back to 2004, yes, it was a life-changing and bad beginning to the year, but I met fantastic people and had lots of fun too. I now realise that my life is worth living and every day is another chance to change my mistakes and achieve what I want, because although being HIV positive has changed my life it hasn't changed my dreams or the person I am, the person who is loved.

3 Complete the following passage using *a*, *an* or *the*.

There are two species of camels: _____ dromedary or Arabian camel has _____ single hump, and _____ Bactrian camel has two humps. Camels are native to _____ dry desert areas of West Asia, and Central and East Asia, respectively. Almost 14 million dromedaries alive today are domesticated animals (mostly living in Somalia, _____ Sahel, Maghreb, Middle East and Indian subcontinent). It is estimated that _____ quarter of _____ world's camel population is found in Somalia and in _____ Somali Region of Ethiopia, where _____ camel is _____ important part of nomadic Somali life. They provide _____ Somali people with milk, food and transportation. _____ camel's thick coat reflects sunlight, and also insulates it from _____ intense heat radiated from _____ desert sand. _____ shorn camel has to sweat 50 per cent more to avoid overheating. _____ camel's long legs help by keeping it further from _____ hot ground. Its mouth is very sturdy, able to chew _____ thorny desert plants. Long eyelashes and ear hairs, together with sealable nostrils, form _____ barrier against _____ sand of the desert. Their gait and their widened feet help them move without sinking into _____ sand.

A12.12 Language focus: Demonstrative *there is / there are*

- 1 Use *there is* for singular nouns – *There is a pen on the desk.*
- 2 Use *there is* for non-countable nouns – *There is water on the floor.*
- 3 Use *there are* for more than one item – *There are flowers in the vase.*

Complete the following sentences with *is* or *are*.

- 1 There _____ many animals in the zoo.
- 2 There _____ a snake in the grass.
- 3 There _____ a lot of people coming to the concert tonight.
- 4 There _____ some water in the jug.
- 5 There _____ only one correct answer.
- 6 There _____ little information available about the concert.

Part B

Objectives

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

- listen to an interview with a disabled person
- read an autobiographical account of someone living with AIDS
- read and discuss some traditional sayings
- express purpose using *to, so as to, in order to, so that, for*
- read about the developing help for special needs in Ethiopia
- learn about linking words or discourse markers in your writing
- write about how a disabled person feels
- read a poem expressing longing
- take part in a research and report on local disability
- revise quantities – *too much, too many, enough*
- complete a self assessment task
- enjoy some riddles.

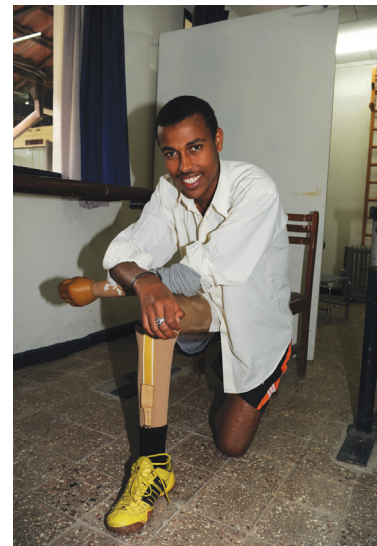


B12.1 Listening: An interview with Tesfahun Hailu

1 Tesfahun Hailu lost his leg and part of his arm six years ago in a landmine accident. Thanks to an artificial leg provided by the ICRC Special Fund for the Disabled, Tesfahun was able to return to school. Now 19, he is determined to become a doctor. Look at the picture and listen to the interview with Tesfahun Hailu. Who do you think is asking the questions? What are they talking about?

2 Listen to the interview again, and make notes of the key points. Work in a group and talk about the situation described in the interview. Tell your group if you have had any similar experiences, for example breaking a leg or an arm.

Tesfahun Hailu is fitted for a new prosthesis at the Prosthetic Orthotic Centre.



- 3** Imagine that you have had a serious accident involving the loss of a limb or of your eyesight. Draw up a list of questions to ask about the incident. Work in pairs to interview your partner about your respective situations.



B12.2 Reading: Stephanie's story

- 1** Read the following article about an Australian girl living with AIDS, and work in groups to report the key ideas to the class.

"I'm not like other schoolgirls," says Stephanie, an Australian teenager living with HIV. "Well, I am... but I also have to deal with secrecy, discrimination, uneducated attitudes at school, what to tell my negative friends, and the constant fear of being found out..."

Stephanie was born with HIV when Australia was in the grip of terror about the condition. Although a first-rate medical system has kept her healthy and strong, she has suffered at the hands of an otherwise caring community. "For any teenager, high school is hard, but the cloud of secrecy looms over my head every day," she says. "A fairly normal activity for an Aussie teenager – sleeping over at a friends' house – demands more planning than simply packing pyjamas and a toothbrush. It becomes a major issue, with having to hide medications from friends and their family."

At school, Stephanie has experienced the full extent of people's fear and ignorance about HIV – from cruel jokes to active discrimination. At her previous high school she disclosed her HIV status to the Vice Principal and was told that unless she informed the whole school, she would have to leave. So she left – but not before the staff was informed of her HIV status.

"There are many heart-breaking stories of little kids being humiliated because of a disease they inherited. But the HIV teenagers of Australia are not going down without a fight," she says. "The very fact that people like me are still here shows that people with HIV are some of the strongest people in the world..."

There is only one brief period in the year when Stephanie does not have to fear discrimination: that is when she goes to Camp Goodtime, the annual national camp for HIV-positive children and their families. "There is nothing like the bond between positive teenagers. When we get together there is no stopping the laughter, tears, support, and stories of past camps and members who have died," she says.

The camp means more to positive teenagers than their medicine. "Camp Goodtime means acceptance, love and the power of being able to speak freely, without fear," she says. Stephanie feels that she owes her survival to the camp, and to the support and strength she has received from her mother and HIV-positive friends. An inspired mentor who introduced her to a support group for HIV-positive women also helped her define her role as an advocate for teenagers living with HIV. "She opened my eyes to making the change for yourself instead of waiting for someone else to."

When she was 15-years-old, Stephanie addressed a group of HIV-positive women at the International Women's Summit. She challenged them with the words "My name is Stephanie. I have lived through the war of HIV and I have something to say to the world. Do you?"

from the 2008 UNAIDS Global Report – Link (EN)

- 2** Read the text again and note down any words you do not understand. Can you work out their meaning from the text? Make more sentences with these new words.

B12.3 Speaking: Are these sayings true?

1 There are many sayings that sound true, but may actually be false, giving an incorrect or misleading idea or opinion, which is based on inaccurate facts or invalid reasoning.

Read the list of sayings below, and work in a group to discuss what they mean. Say whether you think they are true or false, and why.

- Garlic prevents malaria.
- A bully is always a coward.
- Enough is as good as a feast.
- Handsome is as handsome does.
- Do not look a gift horse in the mouth.
- If a job’s worth doing, it’s worth doing well.
- Brevity is the soul of wit.
- It’s an ill wind that blows nobody any good.
- A trouble shared is a trouble halved.
- Beauty is in the eye of the beholder.
- The road to hell is paved with good intentions.
- Fortune favours the few.
- Truth is stranger than fiction.
- Silence is golden.
- It is more blessed to give than to receive.

2 Work in pairs to comment on each statement, using the phrases in the box below to introduce your arguments and the counter arguments.

Introductory phrases	Linking phrases
Many people think ... Some people say ... You’ve probably heard that ... It may seem ...	But in fact ... But actually ... But the truth is ...

Example:

Student A: Many people think lightning never strikes twice.

Student B: But the truth is that lightning can strike anywhere, even in the same place.

B12.4 Language focus: Expressing purpose with *to*, *so as to*, *in order to*, *so that*, *for*

We can talk about why something is done by using several different expressions. *to* is the most common. It is used as part of the infinitive of a verb, for example.

- *A hearing aid is used to help somebody hear.*
- *These products have greatly helped farmers to grow more.*

in order to and *so as to* do the same job but in a more formal style, for example:

- *In order to improve the quality of their daily lives, some people have been given prosthetic limbs.*
- *Many blind people have been given blind dogs so as to help them get around more easily.*

so that can also be used before a subject and a verb, for example:

- *People today are more tolerant and help orphans so that they can live normal lives.*

for can be used before a noun, not before a verb, for example:

- *Nitrogen is need for the growth of plants.*
- *A hearing aid is used for making sounds louder.*

1 Make sentences by joining the two parts of the sentences using *to* or *for*. Write them in your exercise book.



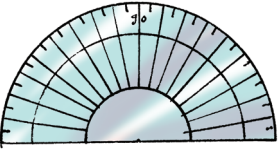
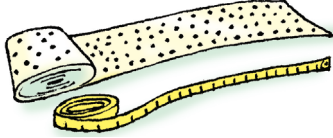
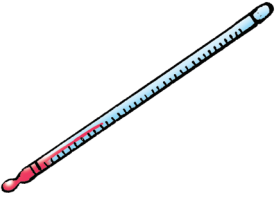

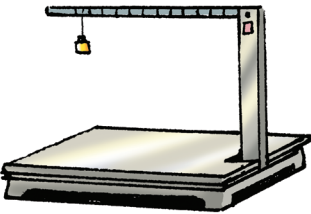
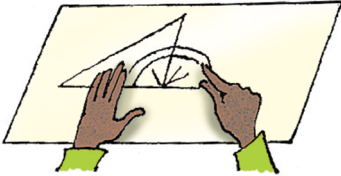
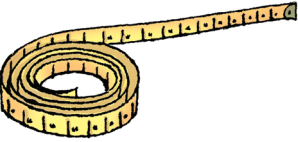
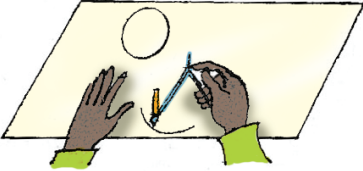
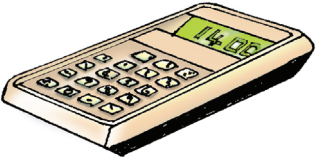
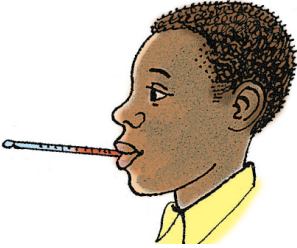
- | | |
|--|-----------------------------|
| 1 We need a beaker of water | a a holiday. |
| 2 We are going to the café | b put our equipment. |
| 3 You need to study science | c the experiment. |
| 4 We are going to the highlands | d have a picnic. |
| 5 Let's find a nice place | e be a doctor. |
| 6 We haven't got anywhere | f a cool drink. |

2 What do these pictures show?

Make two sentences for each picture to describe the objects and say what they are used for.



3 Look at the pictures in the table. Match pictures of the objects with their uses, then make sentences for each object using *to* and *for*. Write them in your exercise book.

<p>1</p> 	<p>a</p> 
<p>2</p> 	<p>b</p> 
<p>3</p> 	<p>c</p> 
<p>4</p> 	<p>d</p> 
<p>5</p> 	<p>e</p> 
<p>6</p> 	<p>f</p> 

Example:

A pair of compasses is used to draw circles.

A pair of compasses is used for drawing circles.

4 Complete these sentences with your own ideas. Write them in your exercise book.**Example:**

I've bought some paper in order to write a letter.

- 1 I want to finish my homework early in order to ...
- 2 We have prepared a lot of food for ...
- 3 I'm going to use this pot for ...
- 4 I'm going to the clinic to ...
- 5 I came home a different way so as to ...
- 6 You must take some food for the journey so as not to ...

**B12.5 Reading: Special needs development**

1 The following adapted extract is from a paper presented by Tilahun Tadesse, Ministry of Education, Ethiopia at ISEC 2000. Read the text and make a note of any words you do not understand. Check them in a dictionary.

Including the Excluded: The Challenging Reality in Ethiopia

Although some children with severe disabilities may need withdrawal from regular classroom or even from regular school, it is a recognised fact that most of them learn best in regular classroom situations with non-disabled children. Since including them in such a way has a number of social, economical and psychological benefits for children with special needs, most people recognise it as the most widely accepted modern method of educating them.

However, the society at large seems to be reluctant to bring this about for various reasons. Some think that children with special needs, particularly with disabilities, will not benefit from regular classroom instruction, for there are too many students in each classroom, around 100. Besides, since regular teachers do not know the necessary skills such as sign language, braille... needed by children with special needs, it seems unwise to expect instruction that can have an effect on their learning. Moreover, some regular teachers seem to be unwilling to accept children with special needs in to their classrooms thinking that teaching them is only the responsibility of special teachers. On the other hand, even if they are accepted, there aren't sufficient special educational materials and facilities that can improve special educational services. Likewise, the few children already admitted do not benefit from regular classroom instruction in the same way as their non-disabled peers.

Therefore, so much should be done to bring inclusive education to the attention of educational personnel, experts, regular teachers and the society at large.

2 Work in a group to discuss which are the most important points and which are the least important, then make a list in your exercise book to rank them in order of priority.

3 Analyse the text and identify the topic sentences and the supporting points.



B12.6 Writing: Linking words or discourse markers

- Some words and phrases help to develop ideas and relate them to one another. These kinds of words and phrases are often called *discourse markers* or *linking words*.
- Some discourse markers give expression to two ideas which contrast but do not contradict each other, for example: *although, however, in contrast, whereas, since, as*.
- Some discourse markers add information to what has been said, for example: *also, in addition, moreover, furthermore*.
- The use of these words is much more elegant than just making a list or using the conjunction *and*. Without sufficient discourse markers in a piece of writing, a text would not seem logically constructed and the connections between the different sentences and paragraphs would not be obvious.
- However, using too many of them, or using them unnecessarily, can make a piece of writing sound too heavy and artificial. They are important, but must only be used when necessary.

Use linking words (discourse markers) to join the following sentences.

- | | |
|--|-----------------------------------|
| 1 We went to watch the football match | we had not finished our homework. |
| 2 There was lots of cake to eat at the party | to all the sweets and jellies. |
| 3 Liben has not done well at school | he was diagnosed with HIV. |
| 4 Gebre wanted to watch the film on TV | it was after midnight. |
| 5 Almaz works hard at school | to her cousin Aamina. |
| 6 I want to train as a doctor | Neima wants to be a pop star. |
| 7 Jemal speaks Amharic very well | she speaks English as well. |



B12.7 Writing: What do they feel?

- 1 Look at the pictures of people with special needs in Part A again. Draw a head and inside that head, write what you think the person’s feelings are, for example *lonely, confused, anxious*. Beside the head write the external pressures the disabled person has to face, such as *challenges getting to or from work*.
- 2 Write a paragraph about your chosen person, using linking words and discourse markers. Then read your paragraph to the class, who must match your description to the correct picture.

**B12.8 Reading:** Poem – Song of a schoolboy

Birds are singing in the forest,
Waves are sparkling in the river,
And the leaves are all quivering
In the sun.

The clock's hands go on turning,
And the good boys go on learning,
But I'm yearning, simply yearning
For this lesson
To be done.

When I am older, stronger,
When I am at school no longer,
When lesson times and student days are over,
If there is singing in the forest,
If the waves are sparkling on the river,
If the leaves are quivering,
If the sun is out
I'll be out to greet the sun.

H. Yusuf



Work in pairs or groups. Imagine you are a disabled child. Write a poem about what you might feel and think about in the classroom.

**B12.9 Writing:** Group research and report on local disability

Work in groups to research the range of special needs in your area, the support systems that are in place and make recommendations for improving the situation. Then write an essay about your research and the findings.

Suggested paragraph topics might be:

- 1 Introduction
- 2 Support systems for children
- 3 Support systems for adults
- 4 Recommendations

B12.10 Language focus: *too much, too many, enough*

Complete the following sentences with *too much, too many* or *enough*.

- 1 There are _____ cars in Addis Ababa.
- 2 There isn't _____ furniture in the room.
- 3 Abeba has _____ clothes; she can't wear them all.
- 4 There are _____ adults in the dance hall.
- 5 I don't have _____ money to buy that new CD.

Unit 12 Stigma and discrimination

- 6 There are _____ big houses in this area.
- 7 Kasech's friend gave her _____ sweets so now she feels sick.
- 8 Your friend has _____ money and watches _____ videos.
- 9 I have read _____ books so now my eyes are hurting.
- 10 There is _____ milk in that jug – it will spill if you move it.

B12.11 Study skills: Self assessment

1 Copy the following table into your exercise book, and complete the table with your own self assessment of your skills. Draw a smiley face if you are satisfied with each skill, and a sad face if you feel you could improve.

Speaking	Listening	Writing	Reading

2 Discuss with your teacher and your group how you would like to improve in Grade 10 and what skills you think you need to concentrate on.

Assessment

1 Writing
Your teacher will give you a writing task about disability. You will be asked to write a guided essay in three or four paragraphs, using a writing scaffold for support.

2 Speaking
Your teacher will ask you to talk about this picture. You will be asked to talk about misconceptions relating to the picture.



Revision 4 (Units 10–12)



Listening

- 1 Listen to your teacher reading a short passage and write it down. (Dictation)**
- 2 Your teacher will read you an article from a newspaper. List the main points of the article and work with a partner to say whether you agree or disagree with the writer.**

Vocabulary and spelling

Answer these questions with words from Units 10-12. Write them in your exercise book.

- 1** Who is the person who decides what articles go in a newspaper?
- 2** What is the 'letters to the editors' section of the newspaper called?
- 3** How is the text of the newspaper arranged on a page?
- 4** What are the parts of a newspaper in large bold letters called?
- 5** What is the word for when a group of animals is no longer living?
- 6** What is the word for when there are very few examples left of a wild animal?
- 7** What is the word for where an animal lives in the wild?
- 8** What is the word for an animal that eats other wild animals?
- 9** What is the word for when someone cannot walk properly?
- 10** What is another word for someone who lacks the ability to hear?
- 11** What is the word for someone who is unable to perform everyday actions?
- 12** What is the word that shows prejudice and disgrace?



Speaking

Play a boasting game about your favourite sports team with your partner, using comparative and superlative adjectives.

Example:

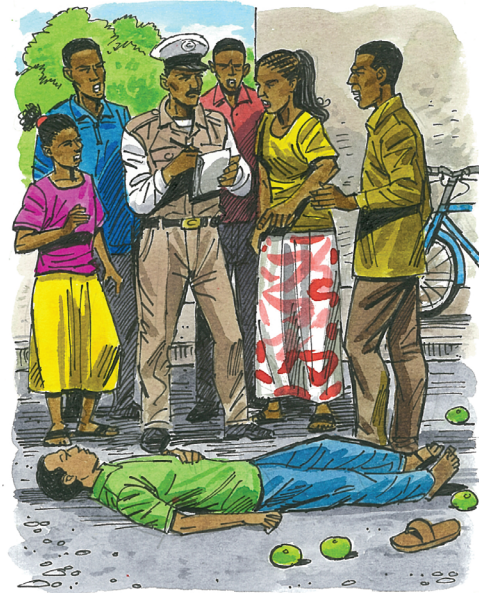
Student A: My team won the football match on Saturday!

Student B: My team is better – it won the local league cup!

Language use

1 Copy the following passage into your exercise book and underline any examples of the past continuous tense.

I was walking home from school one afternoon when I saw an accident. A man was lying by the side of the road, and a crowd was gathering nearby. Everyone was talking excitedly. A policeman arrived and tried to take down details of the accident in his notebook. But the people were too busy shouting at each other to give him a clear account. While they were arguing, the man quietly got up, picked up his bicycle and rode away. Nobody noticed him. An hour later, the crowd was still arguing.



2 Put the verb in brackets into the present perfect continuous tense.

- 1 The song is very difficult. We ... (learn) it for days.
- 2 The water ... (boil) for the past hour.
- 3 They ... (play) football since morning.
- 4 The dress designers ... (work) on those new designs for weeks.
- 5 My brother is a computer programmer. He ... (design) a new computer software program for months.

3 Write out these sentences using the verbs in brackets in either the simple past tense or the past perfect continuous tense, as appropriate:

- 1 When I ... (reach) the stadium, the players ... (play) for one hour.
- 2 The teacher ... (meet) the students before the head teacher ... (call).
- 3 I ... (read) this book before it ... (start) to rain.
- 4 The President ... (tour) the exhibition before he (listen) to the lecture.
- 5 The local football team ... (do) very well until their star player was injured.

4 Complete the sentences with the words from the box. Write your sentences in your exercise book.

all every no none both neither either

In my family (1) _____ the children are the same in some ways and different in others. I have three brothers and (2) _____ of them are slim. However, (3) _____ of my two sisters are slim and I'm not (4) _____. My sisters are (5) _____ pretty. (6) _____ of us in the family are tall. My father is medium height and my mother is very short. (7) _____ of us talk a lot, so there's always a lot of noise in the house. (8) _____ child in the family has done well at school and that makes my parents happy.



Reading

1 Read the following text.

Animal and plant species are being killed off faster than ever before as human populations surge and people consume more, a United Nations report said this week. By 2050, the global population is predicted to soar from 6.8 billion to 9 billion and two-thirds of people will live in cities. In China alone, 400 new cities with populations greater than 1 million have been forecast.

While Western countries are increasingly aware of the need to protect endangered species, the developing world's appetite for raw materials is destroying vulnerable eco-systems, so that a third of species could face extinction this century. The extinction threat affects living things as diverse as tree frogs, coral reefs and river dolphins. Humans would suffer too because many threatened species are important for food and raw materials.

The most recent study has found that 17,291 of the 47,677 species assessed are threatened with extinction. They include 2 per cent of all known mammals, 30 per cent of amphibians, 35 per cent of invertebrates and 70 per cent of plants. Of the world's 5,490 mammals, 79 are classified as extinct in the wild. A further 188 are categorised as critically endangered, 449 are endangered and 505 are classed as vulnerable. The fishing cat in south Asia, for example, has moved from vulnerable to endangered because of threats to its habitat from agriculture, pollution, excessive hunting and logging. The Iberian lynx, whose numbers have fallen to between 84 and 143 in Spain and Portugal, is critically endangered. Maritime eco-systems are under particular threat, with the south Asian river dolphin among the species whose numbers have plummeted due to damming and over-fishing.

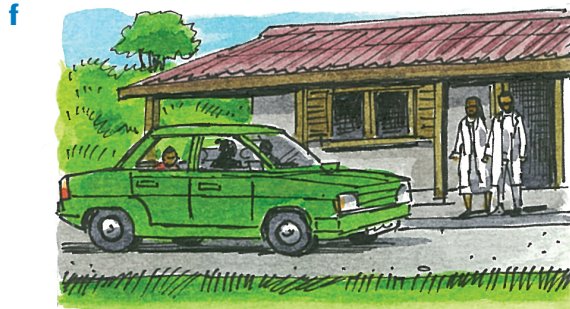
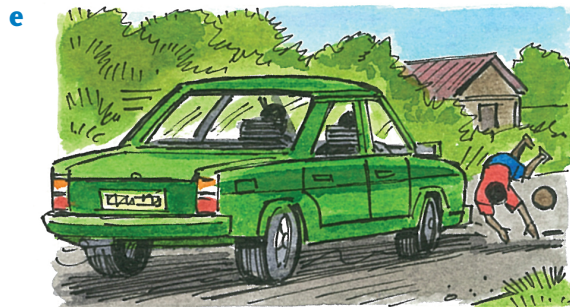
2 Answer the following questions about the text.

- 1 The greatest threat to animal and plant species is from:
 - a China
 - b soaring world population
 - c new cities
- 2 The developing world is destroying eco-systems because:
 - a Western countries protect them
 - b there are too many species
 - c they need raw materials
- 3 Humans could suffer from species extinction because:
 - a they are important for food and raw materials
 - b tree frogs live in coral reefs
 - c a third of the world's species live in the wild
- 4 The greatest number of extinct species are found in:
 - a the animal kingdom
 - b the plant kingdom
 - c invertebrates
- 5 The fishing cat is threatened because:
 - a it lives in Spain and Portugal
 - b it has moved to another country
 - c agriculture and pollution threaten its habitat
- 6 The Asian river dolphin suffers because of:
 - a over-eating
 - b over-fishing
 - c it lives in the sea



Writing

The following pictures tell a story, but they are in the wrong order. Look at them carefully and re-arrange them into the correct order, then write the story as an article for a newspaper. Don't forget to give your story a title.



Appendix 1

Form 1

Infinitive

burst
buy
catch
choose
come
cost
creep
cut
dig
do
draw
dream
drink
drive
eat
fall
feed
feel
fight
find
fly
freeze
get
give
go
grind
grow
hang
have
hear
hide
hit
hold
hurt
keep
kneel
know
lay
lead
lean
leap
learn
leave
let
lie (meaning to *lie down*)
light
lose
make
mean
meet
pay
read

Form 3

Past simple

burst
bought
caught
chose
came
cost
crept
cut
dug, digged
did
drew
dreamed
drank
drove
ate
fell
fed
felt
fought
found
flew
froze
got
gave
went
ground
grew
hung, hanged
had
heard
hid
hit
held
hurt
kept
knelt
knew
laid
led
leant, leaned
leapt, leaped
learnt, learned
left
let
lay
lighted, lit
lost
made
meant
met
paid
read

Form 5

Past participle

burst
bought
caught
chosen
come
cost
crept
cut
dug
done
drawn
dreamt
drunk
driven
eaten
fallen
fed
felt
fought
found
flown
frozen
got
given
gone
ground
grown
hung, hanged
had
heard
hidden
hit
held
hurt
kept
knelt
known
laid
led
leant, leaned
leap, leaped
learnt, learned
left
let
lain
lighted, lit
lost
made
meant
met
paid
read

Form 1*Infinitive*

ride
ring
rise
run
saw
say
see
sell
send
set
sew
shake
shine
shoot
shrink
shut
sing
sink
sit
sleep
slide
smell
speak
spend
split
spoil
spring
stand
steal
stick
sting
strike
swear
sweep
swim
swing
take
teach
tear
tell
think
throw
tread
wake
wear
weave
weep
win
wind
write
wet

Form 3*Past simple*

rode
rang
rose
ran
sawed
said
saw
sold
sent
set
sewed
shook
shone
shot
shrank
shut
sang
sank
sat
slept
slid
smelt
spoke
spent
split
spoilt, spoiled
sprang
stood
stole
stuck
stung
struck
swore
swept
swam
swung
took
taught
tore
told
thought
threw
trod
woke
wore
wove
wept
won
wound
wrote
wet

Form 5*Past participle*

ridden
rung
risen
run
sawn, sawed
said
seen
sold
sent
set
sown
shaken
shone
shot
shrunken
shut
sung
sunk
sat
slept
slid
smelt
spoken
spent
split
spoilt, spoiled
sprung
stood
stolen
stuck
stung
struck
sworn
swept
swum
swung
taken
taught
torn
told
thought
thrown
trodden
woken
worn
woven
wept
won
wound
written
wet

Appendix 2

Some important phrasal verbs

be afraid of; to be frightened by:

People have always been afraid of lions.

ask for; to request:

Ask him for some money.

break down: 1 to cry:

I broke down at my uncle's funeral.

2 to stop working (of machinery):

The car broke down outside Harar.

break in; to get inside a building by

damaging a door or window:

Thieves broke into the house.

break up; 1 to smash into pieces:

They are going to break up the old chairs for firewood.

2 to end or separate (of marriage):

Adem's marriage broke up after five years.

3 to stop an activity:

The police broke up the fight.

call for; to collect someone:

The taxi called for my parents to take them to the airport.

call on: to visit someone:

Zebida called on me last week.

carry on: to continue:

Carry on reading your book.

check in: to register at a hotel or airport:

My parents checked in at Addis in time for their flight.

check out: to leave a hotel and pay the bill:

My parents checked out of their hotel on Wednesday.

check up: to make sure that something is correct, or that someone is well:

Have you checked up on your friend since his illness?

come across: to find unexpectedly:

We came across our friend in town.

come down: to reduce in price:

The price of shoes has come down in the sale.

count up: to find the total number:

Every day the miser would count up his savings.

cross out: to remove from a list:

If you make a mistake, cross it out.

cut back: to reduce expenses:

He cut back on the money he spent on food.

cut down; 1 to make smaller:

The farmer cut down two trees.

2 to use less of:

We must try to cut down on the wood we use.

cut up: to divide into small pieces:

Martha cut up the banana so Baby could eat it.

do without: to manage without:

He did without breakfast.

draw out: to remove:

We drew some money out of the bank.

draw up to prepare in writing:

He drew up a report of the meeting.

fall behind: to drop back or be overtaken:

The bus fell behind the car.

fall out: to stop being friends:

Surur and Tofik have fallen out because they both like Isha.

feel like: to be in the mood for:

I feel like playing football.

fill in: to complete a form:

My sister is filling in a job application.

get across: to communicate:

Some advertisers are very clever at getting their message across.

get at: to reach:

Put the food where we can get at it.

get away with: to escape proper punishment:

Kedir cheated in his exams, but no one saw him so he got away with it.

get down: to alight from:

He got down from / off the bus.

get in / into: 1 to enter:

We got in the train.

2 to become involved in:

Don't get into trouble!

get on: 1 to board:

He got on the bus.

2 to be good friends:

Zinet gets on really well with her stepmother.

3 to succeed or make progress:

How did Aziz get on in/at his job interview?

get out of: 1 leave:

We all got out of the house before the fire burned it down.

2 avoid:

We managed to get out of doing homework.

get over to recover from an illness:

It took Mother three weeks to get over the flu.

get through: to pass a test:

He got through the driving test.

give back: to return something:

That is not your pen. Give it back.

give out: to distribute:

The teacher gave out the books.

give up: to stop doing something:

The enemy soldiers gave up fighting.

- go after: to pursue:
The police went after the thief.
- go on: to continue:
Your singing is lovely. Do go on.
- go out: to stop burning:
The fire will go out if it rains.
- hand in: to submit:
Hand in your papers at the end of the exam.
- handout: to distribute:
The teacher handed out the exam papers.
- hang on: to wait:
I'm not ready to leave yet. Hang on a minute.
- hang up: to end a telephone conversation:
When I asked if I could borrow his car, he hung up on me.
- join in: to participate:
We all joined in the game.
- keep on: to continue:
Don't keep on complaining.
- keep up with: to go at the same rate:
The dog kept up with the horse.
- let down: 1 to lower:
We let the bucket down the well on a rope.
2 to disappoint:
If you don't pass your exam, you will let your parents down badly.
- let in: to permit entry:
Please let me in out of the rain.
- let out: to release:
When will they let him out of prison?
- look after: to care for:
Doctors look after their patients.
- look for: to try to find:
Please help me to look for the money I have lost.
- look out: be watchful or careful:
look out! There's a car coming!
- look up: to try to find:
Look up new words in a dictionary.
- pay back: to return money:
Thank you for lending me the money. I shall pay you back next week.
- pay in: to put money in a bank account:
My sister paid her first wages in to her new savings account.
- pay off: to pay a debt:
Silas has finally paid off that loan from his father.
- pick out: to select something:
Pick out something nice in the shop for your birthday.
- pick up: 1 to lift something:
Pick up that bucket by the handle.
2 to give a ride:
My uncle picked us up in his new car.
- pull down: to demolish:
They pulled down our old house.
- pull out: to extract:
The dentist pulled out one of my teeth.
- pull up: to stop moving:
The car pulled up at the traffic lights.
- put aside: to save:
Each week he put money aside for a new bicycle.
- put down: to write down:
Be sure to put your answers down neatly.
- put forward: to offer:
He put his name forward for chairman.
- put off: to delay:
I am so frightened of the dentist that I keep putting off going, even though my tooth hurts.
- put in: to submit:
The parcel was damaged so he put in a claim to the Post Office.
- put on: to dress:
She put on a new skirt for the dance.
- put over / across: to explain:
The teacher put over / across the lesson very well
- ring up: to telephone somebody:
I must remember to ring Nejat up on her birthday.
- ring off: to end a telephone call:
I must ring off now; it's lunchtime.
- run away: to escape:
The animals have all run away from the zoo.
- run into: 1 to collide with:
I saw the lorry run into the bus.
2 to meet:
My mother and my aunt ran into each other in the market.
- run over: to knock down with a vehicle:
Poor Henry; he was run over by a car.
- send for: to order:
I'll send for a new copy of this book.
- set off: to begin a journey:
We set off for Addis in the pouring rain.
- show in: to let somebody in:
Show him in to the office.
- sit for: to take an exam:
Jonas sat for a place at university last week.
- take away: to subtract or remove:
Waiter! Take away those dirty plates.
- take down: 1 to record in writing:
The police took down the names of the men in the fight.
2 to take to pieces:
The builders have taken down the old bridge.
- take off: 1 (of an aeroplane) to rise from the ground:
Our flight took off at three o'clock.
2 to remove some clothing:
I took off my jacket when I got to work.
- take over: to take control of something:
My father has taken over the manager's job.
- take up: to begin to study or practise something:
Anwar has taken up marathon running.
- try on: to see how well some clothing fits:
That dress you tried on first suits you best.
- try out: to test:
This bike is very fast. Would you like to try it out?

Appendix 2

turn off: 1 to stop, or switch off, a machine or device:

Turn off the tap. You're wasting precious water.

2 to change direction:

You turn off at the second crossroads.

turn on: to start up, or switch on, a machine or device:

Turn on the television if you would like to watch the football match.

wear out: to use something until unusable:

If you always keep those shoes on, you will soon wear them out.

work out: to find the answer:

I can't work out the answer to this sum.

write back: to reply:

Cecile was so pleased with her pen friend's letter, she wrote back at once.

write down: to write on paper:

Write down in your diary what happened.

write in: to apply for:

If you want tickets for the concert, you need to write in for them.

write up: to make a report:

Write up the results of your experiment.

Appendix 3

Vocabulary list

Unit 1 Learning to learn

Brazil, Britain, Canada, China, Ethiopia, France, Ghana, India, Kenya, Mexico, Mozambique, Norway, Oman, activities, alphabetical order, argument, author, border, business, context, dictionary, discussion, effective, file, instruction, international, language, necessary, notebook, notice, obligation, panel, passage, politician, poster, programme, scientist, text, transport, underline, understand, visible

Unit 2 Places to visit

accessible, accommodation, alpine, camping, caverns, cisterns, compound, culture, customised, diversity, endemic, eucalyptus, facilities, fascinating, founded by, habitat, hominid, hospitality, hot springs, imperial, incredible, infrastructure, isolated, itinerary, lichen, locality, lodge, manuscripts, massif, medieval, monastery, murals, panoramic, questionnaire, recommend, remote, reservoirs, rugged, site, spectacular, stadium, summit, tourist, transport, travel agent, trek, unique, vacation, volcanic

Unit 3 Hobbies and crafts

activities, batik, casually, chess, choir, clay, crafts, cushions, design, diary, embroidery, explode, glaze, hobbies, impressed, jewellery, karate, kiln, logical, loom, mould, opponent, palettes, papyrus, plaits, pottery, raffia, sisal, statue, stomach, thread, threatening, tie and dye, wall hangings, wax, weapon, weaving

Unit 4 Food for health

balanced diet, calcium, calories, carbohydrates, cereals, conical, cultivate, dairy, diet, diseases, energy, fat, fibre, fizzy, fruit, meat, minerals, nutrient, nutrition, nutritious, orchard, protective, protein, raw, rinse, scent, vegetables, vitamins

Unit 5 HIV and AIDS

abstaining, AIDS, ailment, catastrophic, cells, clan, condoms, contaminated, contextualise, denial, diagnosed, differentiated, discrimination, exploit, HIV positive, hygiene, immune system, infection, media, myths, pandemic, predominant, prejudice, prevalence, prevention, proficiency, redundancy, secretions, semen, sex, sheer, sibling, statistics, stigma, sympathy, symptoms, syringe, tattoos, transmitted, unsterilised, utensils, vaginal, virgin, virus, wound

Unit 6 Media, TV and Radio

accomplishments, advertisements, aerial, article, banned, biased, broadcast, celebrity, channel, charismatic, column, communicate, community, controlled, creative, credit union, current affairs, dedicated, distribution, documentaries, economy, editor, eminence, expand, forecast, headlines, interest, journalist, licensed, limelight, literacy, loan shark, magazines, media, movies, network, newsreader, population, presenter, programme, remote-control, reporter, resisted, satellite-dish, scheduling, script, sovereign, stance, successes, uniformity, unrestricted

Unit 7 Cities of the future

access, air-conditioning, ambassador, beggars, bio-fuel, buildings, commerce, communication, congestion, density, destination, diarrhoea, disease, diversity, drain, environment, escalator, exhaust, extensive, facilities, fumes, generator, gymnasium, high-rise, located, mains drains, malaria, medieval, mosquitoes, motivation, mounds, pickpockets, pollution, revenue, ring-road, role model, rubbish, sanitation, shopping mall, sky-scraper, slums, solar-powered, stadium, traffic jams, transport, wind turbine

Appendix 3

Unit 8 Money and finance

account, aesthetic, ambitious, application form, assembly, assets, balance, bank account, bank teller, benefits, besieged, cash, cashier, charity, cheque book, commercial banks, commission, commodities, counterfoil, credit, credit card, credit union, currency, current account, customers, debt, deposit account, employment, enrolled, enterprise, entrepreneur, environment, exchange rate, expand, exported, finance, foreign currency, forgery, homonyms, impoverished, insurance, interest, invest, investment bank, lottery, migration, opportunity, payee, paying-in slip, poverty, product, profit, receipt, reserves, resources, rural, salary, service, signature, statement, techniques, textiles, transactions, transported, windfall, withdraw

Unit 9 People and traditional culture

altars, attain, cactus, carnival, celebrate, cemetery, ceramic, ceremony, colonial, constitute, consume, cuisine, culture, customs, deceased, declare, dervish, dispute, diverse, dough, durbar, emphasise, ethnic, festival, hearth, incense, indigenous, jewellery, masks, myths, palanquin, relations, ritual, sacred, scroll, secular, sequin, skeleton, status, subsistence, sumptuous, symbolise, tradition, waffles

Unit 10 Newspapers and magazines

advertisements, article, cartoons, classified, column, columnist, contents, correspondence, crossword, editor, editorial, evidence, facts, features, general knowledge, headline, jokes, journal, journalist, magazine, newspaper, opinion, photographer, quizzes, report, reporter, reviews, riddles, spokeswoman, verify, viewpoint

Unit 11 Endangered animals

antenna, authorities, bat, beak, blind, busy, claw, cunning, curious, destination, dodo, domestic, endangered, extinct, fable, fins, fur, game reserve, gorilla, guinea pig, habitat, hooves, horn, ivory, jaws, jewellery, litter, magical, mule, observe, ornaments, prey, scales, skeleton, strong, stubborn, survive, tawny, timid, tortoise, trunk, tusk, wallowing, warthog, webbed feet, whimpering

Unit 12 Stigma and discrimination

academic, advocate, amputate, artificial limb, attitude, autistic, benefits, blind, Braille, confused, consequence, controlled, cripple, crutches, deaf, development, diagnosis, difficult, disability, discrimination, economical, extract, facilities, frustration, healthcare, humiliated, inclusive, independent, invalid, isolated, jealousy, landmine, medications, mentor, misconception, mobility aids, objectives, optimistic, organisations, orphan, orphanage, positive, precious, psychological, responsibility, schizophrenia, secrecy, sign language, special needs, status, stigma, uneducated, unnecessary, withdrawal

Appendix 4

Listening texts

UNIT 1 Learning to learn

A1.2 Meeting others

My name is Neat and I am 45 years old. I live in the southern part of Ethiopia and I make pots which I sell to tourists.

My name is Ayantu. I live in the capital city, Addis Ababa, and am 32 years old. I am from Asosa and I work as a doctor in the main hospital in Addis Ababa.

My name is Musa. I live in the Somali region and am 28 years old. I am from Werder, where I work in a garage.

My name is Yohannes and I live in Dire Dawa. I am 79 years old and am a respected older member of my community.

UNIT 2 Places to visit

A2.2 Addis Ababa

Addis Ababa was founded by Emperor Menelik II in 1886, in a valley south of Mount Entoto. His wife Tatu built a house for herself near the hot mineral springs, where she and members of the court liked to bathe. Menelik expanded this house to become the Imperial Palace, which remains the seat of government today. Menelik planted numerous eucalyptus trees along the city streets. The town grew rapidly, and recently there has been a construction boom with tall buildings rising in many places.

A2.6 Debre Damo monastery

The most interesting part of my holiday was a visit to Debre Damo monastery. After a four hour drive from Axum – plus a further two hours stiff uphill climb from the point where the road ends – lies the spectacular monastery of Debre Damo, situated on an isolated mountain top in one of the wildest parts of Tigray.

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

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

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

Appendix 4

Giving directions

Exercise 1

- 1 “I’m looking for the stadium. Can you tell me where it is, please?”
“Yes, of course, it’s not far away in Menelik Road next to the Sports club.”
- 2 “Excuse me. Is the bus station near here?”
“Yes, it’s on the corner of Haile Selassie Avenue and West Street, about 500 metres from here.”
- 3 “Please can you tell me where the Half Moon Hotel is?”
“Yes it’s very near here in Frame Street.”
“Thanks very much.”
- 4 “Would you mind telling me where the post office is, please?”
“It’s quite near here. It’s in Flame Street, opposite the Technical College.”
- 5 “I need to find a bank, Can you help me please?”
“No problem. There’s one in Government Road, opposite the Ministry of Education.”

Exercise 3

- 1 “Could you tell me the way to the Ministry of Health, please?”
“Turn left outside the station and go along Haile Selassie Avenue. Take the third turning on the right into West Street. Go straight along and into East Street. It’s on the left.”
- 2 “I’m sorry to trouble you, but can you tell me the way to the Crocodile Café?”
“Of course. If you’re coming from Acacia Street, it’s on the right hand side, on Patriot’s Road.”
- 3 “Please can you help me? I need to go to Independence High School and I don’t know the way.”
“Go out of the station and turn left. Take the first turning on the right into Frame Street. Go straight along and into City Way and then Bati Road. The school is on the left, opposite the park.”
- 4 “Please can you direct me to the Palm Tree Restaurant?”
“Yes, turn left outside the station and go straight along Haile Selassie Avenue. At the crossroads turn right into West street. It’s on the left.”
- 5 “Can you please tell me how to get to the Police Station?”
“Yes, of course. Come out of the station and turn right. Then take the first turning on the left into Acacia Street. It’s on the left.”

UNIT 3 Hobbies and crafts

A3.2 My favourite free-time activity

Demissie

I don’t really have any hobbies. During my free time, I usually help my father on the farm. There is always a lot of work to be done on a farm. We grow onions, peppers, squash and cabbages and also have a couple of cows. I help my father prepare the soil for planting, and I make sure there are no weeds among the growing plants. When the crops are ready, we harvest them and take them to the nearest town to sell in the market. We also keep bees on our farm and have half a dozen beehives which produce honey which we also sell in the market. I enjoy looking after the bees as they are very fascinating to watch. But we must be careful when we take away the honey combs from the hives or we could get badly stung! I sometimes play football with my friends in my free time, after I have done my homework.

Fanose

I don’t belong to a club but my hobby is cooking. I always loved watching my mother prepare our food when I was a child and she used to give me little things to do like peeling vegetables and cutting them up. Gradually, I learnt how to make things and now I often make meals for the family. My speciality though is cakes. I made a cake once for my cousin’s birthday and a friend of hers who was at the party asked me to make one for her. I now make birthday cakes quite often and I get paid for them! I suppose you could say my hobby not only pays for itself now but in fact it also makes me some money! But I have to buy expensive ingredients and I’ve bought one or two pieces of cooking equipment. So the money I make is not all profit. I also help look after our animals and every morning before school I help milk the cow.

Ibrahim

About two years ago our school was given a computer. A few months later one of our teachers, Mr Hailu, started a computer club and I was the first to join! Now I'm on the club committee. Of course, we only have one computer, but we have to take turns. Mr Hailu has taught us some basic things like how to turn it on and off, how to create a document and also how to use the Internet. I now send emails to my cousin in the south of the country. Everyone's favourite thing though is computer games! We aren't allowed to spend much time playing them as that's not what the club is for. Mr Hailu is always showing us something new about what the computer can do and I am very interested. We have to pay a small subscription every month to be in the club, but that's it. I would like to have a computer of my own at home but that would be far too expensive.

Zebida

I don't have a proper hobby but the thing I like doing best in my free time is reading. I read anything that I can get hold of! I go to the school library and change my book every week. I love detective stories and romantic stories. I also read books about things like nature. I read the newspaper, too. My sister usually brings one in when she comes home from work. Then I collect magazines as well. I'm not allowed to buy new ones, but when I can, I buy an old one and add it to my collection. My mother is getting annoyed by all the magazines, comics and books in my room; she says I should sell them. But when I have nothing new to read I read some of my old things again, so I don't want to sell them.

UNIT 4 Food for health**A4.3 Quiz**

- 1 This vegetable is very hot and can burn your mouth if you are not careful!
- 2 The middle part of this is yellow and can grow into a baby chick.
- 3 Mice like to eat this, and it helps to make your bones strong because it contains a lot of calcium.
- 4 These green leaves keep you healthy and are full of iron.
- 5 This fruit has a large stone in the centre and is very juicy!
- 6 Having too much of these white crystals makes your teeth rot!
- 7 Babies love to drink this and it helps keep your bones strong.
- 8 Eating too many of these is not good for your weight or your teeth!
- 9 This green vegetable gives you lots of vitamins.
- 10 Some people say this is a fruit, others that it is a vegetable. It can be green, yellow or red and always tastes delicious, either raw or cooked.

A4.5 A talk about nutrition**Food and health (Part A)**

It gives me pleasure to be with you today, because this school has a very good reputation for the quality of its education. I need hardly say how important the subject of nutrition is, and how essential a balanced diet is for good health. Are you getting enough of the right kind of food? A person who does not get enough food, or gets food of the wrong kind, will be sick and weak. Now there are three main food types. First of all, I would like to mention protein. Protein provides the body with material for growth and repair. Secondly, there are carbohydrates – carbohydrates provide the body with materials for energy and warmth. Finally, there are vitamins – vitamins give the body health and protection from disease.

Food and health (Part B)

Now, our diet in this country is often short of protein. Proteins come from two main sources – animals (milk and meat are examples), and vegetables (for example, beans and groundnuts). Protein is a very important part of a balanced diet. Young people need protein to help them to grow. An expectant mother needs protein to make the baby's body, and later to make the milk to feed the baby. A sick person needs protein for a quick recovery.

To protect our bodies, and to grow healthy, as well as to have enough energy to work and play, we need a balanced diet. We need to eat some foods containing protein, some containing carbohydrates and some containing vitamins, every day. Therefore, a person who wishes to keep well and strong should eat a variety of foods each day.

Appendix 4

As I have already explained, our protein requirements can be obtained from meat and milk. There are a number of other foods valuable for the protein they contain. For example, fish, cheese, beans and nuts are all rich in protein. Generally, we do not lack carbohydrates in our diet. Yam, cassava, bread, rice, potatoes and sugar all provide us with energy-giving food. But we should eat fresh fruit, such as oranges, guavas, bananas and mangoes, as well as fresh vegetables, such as spinach and other green leaves, carrots and pumpkins, if we are to get enough vitamins to protect our bodies from illness. Of course, milk is a good food, because it contains carbohydrates, protein and vitamins.

B4.3 Dictation

- 1 Beans have many seeds inside. They are full of protein.
- 2 Spinach is a leafy green vegetable. It is full of iron and vitamins.
- 3 Cheese is often soft and crumbly. It is made from goat's milk.
- 4 Mangoes are sweet and juicy. They make very good fruit drinks.
- 5 Peppers can be red or green. They have a very hot flavour.
- 6 Sugar can be made into sweets. They are bad for your teeth

UNIT 5 HIV and AIDS

A5.2 Facts about HIV

HIV is a virus and viruses in the body are difficult to kill. When it enters the body it destroys the immune system, which protects our bodies against disease. The virus works slowly and it may be many years before a person carrying it becomes ill. When the person becomes very ill with many diseases, then they have AIDS and will probably die.

The virus is transmitted or passed from person to person through body fluids like blood, semen and vaginal fluid. It is not transmitted through vomit, urine, faeces or pus.

HIV is usually transmitted when two people have sex. That is why it is very important not to have sex with anyone unless both you and that person have had an HIV test. You must be in a strong long-term relationship and you must be certain the other person (and you) is not having sex with anyone else. However, sex is not the only way in which HIV is transmitted from person to person. Using a syringe or a razor that has been recently used by someone with HIV, or being in a road accident with someone with HIV, can put you at risk. Also, some babies born to mothers with HIV may be born with the virus. It is one of the many myths about HIV to think that having sex with a virgin is safe. HIV is not spread by other normal everyday contact with a person such as touching or kissing or sharing cups and plates.

When a person is HIV positive they should not give up hope. To some extent how long they can stay healthy is up to them. By eating well, taking exercise and getting plenty of rest, by getting quick treatment for any illnesses and thinking positively, they may not get AIDS for many years. Making plans and living life to the full are an important part of this. Anti-retroviral drugs can delay AIDS even further. All this means that someone with HIV may have many healthy years.

A person with HIV will sometimes feel depressed. You can help them by being a good friend, by listening and offering support and cheering them up when they need it. You can also help them stick to their healthy lifestyle by eating healthy food with them and doing sports with them. A person with HIV who feels well may want to have sex if they meet someone they like. There are two things to remember: firstly, they may re-infect themselves with the virus and this may mean they get AIDS quickly. Also, they must tell their boy or girlfriend about their HIV. Using condoms can help to prevent the spread of the virus but it is not 100 per cent safe. It is better to abstain from sex if you are HIV positive.

B5.9 Study skills

Exercise 5

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

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

The fox looked down the well and said, "How can I get down there?"
The rabbit said, "Just jump in the bucket and you'll get down here all right."

UNIT 6 Media, TV and radio

A6.3 Famous people

- 1 Lulu Gezu, some Internet sources say Lulu, a psychology student at Mekele University, won the title of *Miss World Ethiopia 2009* after stiff competition. The twenty-five contestants were trained in choreography and on the catwalk for only two weeks before the event. Lulu Gezu believes that she prevailed over the other contestants by her confidence and the way she answered questions, in addition to her external beauty.
- 2 Kibnash Tolossa began making a few extra injera when she was preparing food for her family. She sold them from a stall in front of her house near the centre of Adama. A local hotel asked her to make theirs, so she borrowed some money to buy teff and fuel and began to work full-time. Kibnash has been such a success in her work that she is now part-owner of a shopping mall in little under ten years.
- 3 Born in Gondor in 1960, Aster Aweke's family moved to Addis Ababa where, as a child, she developed a deep love for singing. As a teenager she sang with the Hager Fikir Theatre, then later with various groups. She recorded several albums before going to the USA in 1979, where she settled in Washington and performs in clubs and restaurants for the Ethiopian expat communities. She often returns to Ethiopia, and in 2009 performed in front of a crowd of 10,000 people at the Millennium Hall in Addis Ababa.
- 4 Kenenisa Bekele is the reigning two-time Olympic champion over 10,000 metres and many consider him to be one of the greatest distance runners of all time. Bekele is renowned for his ability to accelerate very quickly at the end of a long distance race. When he won the 3,000 m at the World Indoor Track & Field Championships in Moscow in 2006, he became the first athlete in history to be Olympic champion, world outdoor track champion, world indoor track champion, and world cross country champion. On 18 November 2007, Bekele married Ethiopian film actress Danawit Glegziabher at the Sheraton Addis, in Addis Ababa. About 5,000 guests and celebrities attended the picturesque ceremony at the park near the national palace and the African Union building.
- 5 Making pots is basically women's work where Tabita Hatuti lives in Shento. She first learned the art as a young girl and is now a skilled potter. Her specialty is making large pots for brewing beer. Twice a week she collects the clay she requires, then working at a remarkable speed, she builds the walls of the pot until she has obtained a near-perfect symmetry. She leaves the pot to dry, then polishes it with a smooth stone. Tabita fires her pots on the morning of the local weekly market. The actual firing last about 45 minutes and takes great skill, but she is often assisted by her husband Busho or one of her five sons.
- 6 Lulseged Retta was born in Addis Ababa in 1952. He attended the Addis Ababa School of Fine Arts and after graduation worked as a stage designer at the Yehager Fiker Theatre. In 1979 he was awarded a scholarship to study art in St Petersburg, Russia. After his return to Ethiopia, he served as a civil servant at the Ministry of Culture and Information as well as the Ethiopian Tourism Commission, where he established a fine reputation as a graphic artist. Lulseged now runs a private studio in Addis Abeba, and has developed a particular interest in mosaics and concern for African motifs. His paintings are noted for their exaggerated, wide-opened eyes which we see everywhere in his work.

A6.8 A news programme

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

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

It is with regret that we announce the death of Tilahun Gessesse at the age of 68. He had been the country's most dominant force in Ethiopian music for more than half a century, and will receive a state funeral later this week. Over the years, his plaintive tenor voice sang of love, family and friendship, as well as the more public themes of liberty, unity and justice. He had been in poor health in recent years and was receiving medical treatment abroad. Tilahun passed away when he was being taken to hospital after he felt

Appendix 4

sick on Sunday April 19, 2009. The majority of Tilahun's recordings are in Amharic, though he has recorded a number of songs in Afan Oromo.

Athletics, Ethiopian pair Feyisa Lelisa and Atsede Bayisa claimed men's and women's titles at the Xiamen International Marathon. Teenager Lelisa, in only his second marathon, lowered his personal best to 2 hrs 8 mins 47 secs, while Bayisa clocked 2:28:53.

Ethiopia is the latest country to be caught up in 'Pop Idol' mania, as hopefuls of all ages audition every week to win the coveted title. Of the 2,000 people who registered for Ethiopian Idols, some 600 contestants have made it through to the second round. Contestants are encouraged to highlight Ethiopia's traditions. Organiser Jamal Ahmed says that no one language is favoured over any other in the contest. The winner could be anyone from anywhere in the country – whoever is the most talented, he says. At just 14, Radiet is one of the younger contestants. She says taking part so far has been a positive experience – she overcame her nerves to make it through to the second round. "At first, I was not impressed with the show but then I saw many young people taking part, so I decided to join in," she said. The current round of judging is only just beginning but it will be a long time before the contestants – and thousands of TV fans around the country – know who has been chosen as the winner.

A fire has broken out in the Merkato district. The flames spread rapidly and many shops and kiosks have been destroyed. Fortunately, nobody has died. Thirty firemen are still trying to put out the fire. The Government has expressed its sorrow about the incident and has promised to assist those whose properties have been damaged.

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

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

A radio interview

B6.3

- Interviewer:** Good evening, listeners. Welcome to our programme 'Ethiopia talks'. This evening's interview is with a friend and admirer of that great Ethiopian singer, Tilahun Gessesse. What can you tell the listeners about him, Sir?
- Tilahun's friend:** Well, his real name was Dandana Ayano Gudata. He was born on 29th September 1940, and had been interested in music since he was a child.
- Interviewer:** Who encouraged him to take up music?
- Tilahun's friend:** He told me that Mr Shedad, the Principal of Ras Gobena School first encouraged him. Then, when artists from the Hager Fikir Theatre came to the school to perform, he took the opportunity to discuss his interest in music with Ato Eyoel, who said he should go to Addis Ababa if he wanted to pursue a career in music.
- Interviewer:** So what happened next?
- Tilahun's friend:** Tilahun left school and hid in the back of a loaded truck to get to Addis Ababa. He got his first job with the Hager Fikir Theatre, where he soon became a leading star singer.
- Interviewer:** And after that?
- Tilahun's friend:** He moved to the National Theatre, where his singing made him the most popular tenor singer of the age. During the 1970s and 1980s he helped raise large sums of money to aid famine victims. He received an honorary degree from Addis Ababa University in appreciation of his contribution to Ethiopian music, and won a lifetime achievement award from the Ethiopian Fine Art and Mass Media Prize Trust.
- Interviewer:** Yes, we can say that Tilahun was the most dominant figure in Ethiopian music for more than half a century.

- Tilahun's friend:** During his life, he recorded over 400 songs about love, social and national affairs, among other issues. His death on 19 April 2009 was a great shock for all his friends and admirers. He was honoured with a state funeral attended by thousands of his fellow citizens.
- Interviewer:** But he still lives on though his recordings of his unforgettable works. Well, thank you very much for giving us so much of your time, Sir. We must sign off now, but next week we will be looking at the life of another Ethiopian celebrity, so don't forget to tune in at the same time to *'Ethiopia talks'* ...

UNIT 7 Cities of the future

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

London, the oldest of the three cities, is situated on the banks of the River Thames. London is the capital of England and the United Kingdom and is Britain's largest and most densely inhabited city. London has an enormous number of different peoples, cultures, and religions living there, and more than 300 languages are spoken within its boundaries. A major settlement for two thousand years, its history goes back to its founding by the Romans, who called it *Londinium*. London's centre, the ancient City of London, known as the *square mile*, retains its medieval boundaries. The *City* is a major centre for international business and commerce. London is a major tourist destination for both domestic and overseas visitors, who enjoy visiting the Tower of London; the historic buildings of Greenwich; St Paul's Cathedral; Westminster Abbey; Buckingham Palace; and Kew Gardens. To celebrate the start of the 21st century, the Millennium Dome and the London Eye were built. London is an important city because the Government of the United Kingdom is located in the Houses of Parliament. London's buildings do not follow any particular architectural style, having been built over a long period of time. With a system serving 270 stations, the London Underground is commonly referred to as The Tube. Dating from 1863, it is one of the oldest, longest, and most widely spread out of underground railway networks in the world.

New York City is situated on a large natural harbour on the Atlantic coast. It is geographically the largest city and most densely inhabited in the United States. New York City is famous as a financial, cultural, transportation, and manufacturing centre. As host of the United Nations headquarters, it is also an important centre for international affairs. The buildings most closely associated with New York City are its skyscrapers. As of August 2008, New York City has 5,538 high-rise buildings, with 50 skyscrapers taller than 200 metres, including one of the tallest buildings in the world, the Empire State Building. This is more than any other city in United States, and second in the world behind Hong Kong. Many districts and landmarks in the city have become well-known to outsiders. The Statue of Liberty, unveiled on October 28, 1886, has greeted millions of immigrants as they came to America in the late 19th and early 20th centuries. Wall Street, in Lower Manhattan, has been an important global financial centre since World War II. New York is notable among American cities for its high use of mass transportation, most of which runs 24 hours a day, and for the overall density and diversity of its population. In 2005, nearly 170 languages were spoken in the city and 36 per cent of its population was born outside the United States. Sometimes referred to as *The City that Never Sleeps*, the city has also been nicknamed the *Capital of the World*, and the *Big Apple*.

Hong Kong, in southern China, consists of Hong Kong Island, the Kowloon Peninsula, the New Territories, and over 200 offshore islands, of which the largest is Lantau Island. Hong Kong's population is 95 per cent ethnic Chinese and 5 per cent from other groups. It is frequently described as a place where *East meets West*, reflecting the mix of the territory's Chinese roots with the culture brought to it when it was a British colony. As much of Hong Kong is hilly to mountainous, less than 25 per cent of its area is built over, with about 40 per cent of the remaining land area reserved as country parks and nature reserves. Hong Kong's long, irregular coastline provides it with many bays, rivers and beaches. Most of the urban development is on Kowloon Peninsula, along the northern edge of Hong Kong Island, and in the New Territories. The high density and tall skyline of Hong Kong's urban area is due to a lack of available space, with the average distance from the harbour front to the steep hills of Hong Kong Island only 1.3 kilometres, much of it reclaimed land. This lack of space caused a demand for dense, high-rise offices and housing, and has resulted in 7,650 skyscrapers.

Appendix 4

More people live or work above the 14th floor than anywhere else on Earth, making it the world's most vertical city and a centre for modern architecture. Hong Kong has a highly developed transportation network, with over 90 per cent of daily travels (11 million) on public transport. The Star Ferry service operates four lines across Victoria Harbour while Hong Kong Island's hilly terrain has some unusual ways of getting up and down the steep slopes. It was at first served by sedan chair, then, since 1888, the Peak Tram provided a vertical rail transport between Central and Victoria Peak. In the Central and Western district, there is an extensive system of escalators and moving pavements, including the Mid-Levels escalator, the longest outdoor covered escalator system in the world.

B7.2 Living in Addis Ababa

My name is Abebe and I live in Addis Ababa. Addis is the largest city in Ethiopia, with a population of around 3 million. It is often called *the capital of Africa*, because of its historical, diplomatic and political importance for the continent. Many people from different regions of Ethiopia live in the city, which has recently had a construction boom with tall buildings rising up everywhere. There are more educated, middle class people living in Addis now than at any other time. The architecture is as varied as the city itself. Tall office buildings, elegant villas, functional bungalows, flats, fashionable hotels, conference halls, shopping malls and theatres, many of which have gleaming marble and metal clad walls, catch your attention. These modern buildings contrast with the traditional homes of wattle and daub, roofed with corrugated iron patched with plastic bags and surrounded by cattle, sheep, goats, and chickens, which are set outside the compound walls of the larger buildings. The city is not divided into rich and poor neighbourhoods; over half of the population of Addis lives in slums. Beggars set up a regular pitch outside churches and on street corners, but traffic lights are prized as prime spots from which to make enough money to feed their children. Daily life in Addis begins before dawn. Each morning, the smoke of cooking fires finds its way through the many gaps in the roofs. By night, the sounds of families going early to bed gives way to the howling and barking of dogs across the city, driven to distraction by the hyenas coming down from the mountain to scavenge under cover of dark.

UNIT 8 Money and finance

A8.2 The importance of money

Money is important in many ways. It can help relieve the suffering that comes with poverty, and prevent cold and hunger. It can help relieve sickness and ill health, and can provide us with the satisfaction of helping other less fortunate people. With money we can get a better education that will help us get a good job and live in a comfortable home. Having enough money also gives us more time to spare for sport, culture and art.

But how do we acquire money? Some people may have inherited money from their parents, but they still need to work hard to make sure that they do their best to improve the fortunes of their families and nation. Everyone should try to increase his or her wealth by getting a job and earning money. Some people may spend their earnings on their daily needs. Others will save their money to pass on to their children, while some prefer to give their money to charity. Whatever their reasons, everyone who is able to earn money should also learn how to manage it properly, so that they have the freedom to choose what they want to with it.

B8.1 A famous Ethiopian entrepreneur

Interviewer: Good evening, listeners. I would like to introduce you this evening to a 30-year-old Ethiopian entrepreneur, Bethlehem Tilahun Alemu. Can you tell me Alemu what gave you the idea to set up the 'SoleRebels' factory?

Alemu: Well, recycling is a way of life here – you don't throw away things you can use again and again. I was trying to think of an Ethiopian product that could become a useful business, when I remembered that the tradition in Ethiopia has been for everyone, from farmers to guerrilla fighters, to turn worn-out rubber truck tyres into cheap, long-lasting footwear. By adding cotton and leather uppers to recycled tyre soles, I have sold many thousands of pairs of handmade flip flops, sandals, shoes and trainers to foreign customers.

Interviewer: How did you start your business?

Alemu: By following international shoe fashion trends on the web, I designed a range of footwear. Nearly all the materials are locally sourced. I found a supplier who could deliver old truck tyres and tubes, and

hired women to spin, weave and dye pieces of locally-grown cotton, jute and hemp, using skills passed on through generations.

Interviewer: Did your family help with your business?

Alemu: My brother packed pairs of cotton and suede trainers into boxes to be sent to US customers. Shops there agreed to stock the shoes, which were imported duty-free. As word spread, individual customers began to buy directly from the SoleRebels website.

Interviewer: As a former accountant, you have been remarkably successful in this enterprise. Have you received any financial support?

Alemu: I had no outside support other than a government line of credit to help meet large orders. But it was a struggle at first to compete with cheap Chinese imports. SoleRebels negotiates directly with retailers, and we ensure that most of the final sales price remains in Ethiopia. As a result, I can pay my staff good wages by local standards. In turn, the government earns more taxes, helping to encourage more development.

Interviewer: How is the company doing today?

Alemu: Just five years after start-up, SoleRebels employs 45 full-time staff who can produce up to 500 pairs of shoes a day. More will be hired after next month once the footwear range goes on sale online in the UK and Japan.

Interviewer: Do you only market your products abroad?

Alemu: SoleRebels decided to concentrate on the export market, where I reasoned customers would pay good money for uniquely designed products. Workers at the SoleRebels 'factory' – a small house on the outskirts of Addis Ababa – frantically cut, sew and glue sandals to fulfil Internet purchases from customers as far away as Canada and Australia.

Interviewer: What about the future?

Alemu: Our success has enabled SoleRebels to begin construction of a solar-powered factory near the current workshop, to allow for expanded production. People buy SoleRebels because they are good, not just because they are from Ethiopia. Our product speaks for itself.

UNIT 9 People and traditional culture

A9.2 Traditional dances around the world

Juanita: I come from Spain where we are very fond of dancing. Our traditional dance is called the flamenco. In this dance the woman and the man have wooden castanets on their fingers which they click to the rhythm of the dance. The woman wears a gorgeous dress with a full skirt and many frills, while the man wears a traditional black costume. On their feet they wear special shoes which make a tapping rhythm as they dance to the music of the guitar.

Katarin: I live in Brittany which is in the far west of France. Breton people have their own languages and culture. In our traditional dances, men and women dance in a circle with their little fingers linked together. Each town in Brittany has its own costume. Sometimes the girls wear multi-coloured striped skirts, or skirts with rich embroidery, others wear aprons trimmed with lace. On their heads they wear caps of hand-made lace, some of which can be quite tall, while men wear a costume of black or blue, often with a straw hat called a boater.

Masao: I come from the Masai people of Kenya. We have many traditional dances, for example to celebrate when a lion is killed by the warriors, for the blessing of cattle, and dances performed at wedding ceremonies. Most Masai dances are pretty simple, but the best known is usually called the 'jumping dance'. It is performed by the men of the village wearing red cloaks, who leap into the air to show their strength and stamina as warriors. Each young man will jump as high as he can while the others stand in a circle and sing. The voices of the men get higher as the jumping increases. The beads that both the men and women wear create a jingling sound while the Masai jump and dance.

Jemal: In Ethiopia we also have many traditional dances. Possibly the best-known Ethiopian dance is the 'eskista', as performed by the Amhara and Tigray people of the Ethiopian Highlands. The dance involves rapid movements of shoulders, neck and head, and is unlike any other African dancing in sub-Saharan Africa. During the three-day annual Festival of a Thousand Stars, which takes place in

Appendix 4

December at Arba Minch, tribal groups from Southern Ethiopia, many from remote areas, perform their traditional songs and dances. The millennium Festival of a Thousand Stars involved over 1,000 performers representing more than 56 ethno-linguistic groups from all over the south of Ethiopia. People such as the Kafacho (performers from the Kaffa region of south west Ethiopia), the Konso, the Wolaita, the Aari, and the Dawuro dancers entertained the crowds with their dancing.

Dalaja: In my country, India, we have many different dances, from folk dances to classical Indian dances performed at religious festivals. Folk dances celebrate the arrival of the seasons, the birth of a child, a wedding and festivals. The dances, although very simple with a minimum of steps or movement, are full of energy and vitality. Some dances are performed separately by men and women while in some, men and women dance together. On most occasions, the dancers sing themselves, accompanied by musicians with instruments. Each form of folk dance has a special costume and rhythm. Most of the costumes worn for folk dances are very colourful with many jewels and different designs.

Ian: I come from Scotland, where the Highland Sword Dance is a part of our culture and tradition. Popular legends say kings and heroic warriors danced a Highland Sword Dance before a great battle. Dancers executed precise, complicated steps over and between two crossed swords. When the dance went right, a combat was victorious, but when the dancer kicked a sword, it was a bad omen – the chief of the clan would expect to lose the battle. The dancers wear the traditional Highland dress of a pleated tartan skirt called a kilt, tartan stockings, a waistcoat and a white shirt and dance to the music of the bagpipes.

UNIT 10 Newspapers and magazines

A10.2 A news story

At 5.30 this morning, the owner of the Central Jeweller's shop telephoned the police. He said that thieves had broken into his shop and that they had stolen 40 watches.

Inspector Abeba and two policemen went to the shop to see what had happened. When they arrived, they found glass all over the pavement. The owner and his night watchman met them outside the shop. Inspector Abeba took out her notebook and asked the night watchman what had happened.

The night watchman said that he was sitting in his room at the back of the shop when, at about four o'clock this morning, he heard the sound of breaking glass. He tried to switch on the lights, but somebody had turned off the electricity at the main switch, so he picked up his stick and went out into the shop. Somebody grabbed him from behind and put a cloth over his mouth and he subsequently fainted. He thought the cloth was probably soaked in drugs. When he recovered, he saw that the thieves had broken the glass and had opened the shop door. He thought that after this they had come into the shop and turned off the electricity. Then they had drugged him, broke into the cupboards and stole a lot of watches. When he felt better, he had telephoned the owner of the shop and told him what had happened.

Inspector Abeba asked the owner of the shop what he had done. The owner replied that he came as quickly as possible and saw what had happened. The thieves had only stolen the expensive watches. They had left the cheap ones. Then he telephoned the police.

The inspector then turned to the night watchman and asked him to show her the main switch. The night watchman said that the switch was in his room at the back. But Inspector Abeba did not follow the night watchman into the back room. Instead, she turned to the other policemen and told them to arrest the night watchman, who was the thief. He had stolen the watches. One of the policemen put some handcuffs on the offender, and he was taken to the police station.

UNIT 11 Endangered animals

A11.3 Which animal is being described?

- 1 It has got four legs. It is large. It has got four stomachs. It usually eats grass. It is very useful to humans.
- 2 It is long and thin. It has got scales. It hasn't got legs. It has got a long thin tongue. Some are poisonous.
- 3 It is a very big bird with a large beak. It flies very high in the sky looking for something to eat. It eats dead animals. It is often seen in groups.

- 4 It is a big, green insect. It has got very long back legs, and wings which it rubs together to make a loud noise.
- 5 It is a very large, grey animal with a trunk. The females live in groups. It lives to a very old age. It eats leaves and grass. It likes bathing in rivers and waterholes.

B11.1 How the elephant got its trunk

A long time ago, elephants had no trunks. Mother Elephant warned her child never to go near the river because that was where Crocodile lived. For a long time Baby Elephant obeyed his mother and stayed away from the river. However, one day he was very thirsty and he decided to go to the river for a drink. While he was drinking, the Crocodile swam silently up to him and grabbed Baby Elephant's nose with his teeth. Baby Elephant screamed and tried to pull his nose free. Both animals pulled as hard as they could, and Baby Elephant's nose grew longer and longer. At last Baby Elephant pulled his nose free, but it was now a very long trunk. From that day to this, elephants have a long trunk instead of a nose.

UNIT 12 Stigma and discrimination

A12.2 An orphan's story

Birtukan says that Ethiopia is still haunted by the famine of 1984-85. "Both the good and bad parts of my life are the direct consequences of the famine," she says. "In my village, there were children with swollen stomachs and people deranged with hunger. Everyone was dying, so my parents left with my two older sisters to search for food and water. But they died of malnutrition in a resettlement camp. A few weeks later, I was run over by a car. It was days before I could get to see a doctor. When I finally did, my leg was so infected, it had to be amputated. So I lost my leg and my family, but still, I was one of the lucky ones. I was picked up and taken to a local orphanage by an aid worker. I used to cry with jealousy and frustration when other children were adopted from the orphanage and wonder why I was never chosen. But the carers at the orphanage taught me to believe in myself. They funded me through school, where I excelled academically, and they provided ongoing financial support so I could train for a profession. I have a prosthetic limb, but I'm alive." Today, proud and independent, Birtukan speaks without a shred of self-pity, and is optimistic about the future. "I work for the government's education division and now have a boyfriend who loves me as I am. It makes me so proud to be able to support myself financially. I could never have imagined things would work out so well."

A12.8 Chala's story

Chala Roba, 13, had been crawling on his hands and knees since contracting polio in early childhood. He had never been to school or played with other children. Remembering his childhood he says, "When I tried to play with my neighbours' children their parents forbade them to play with me, thinking that my disability was contagious. After some time I was hidden in a room at home to keep my parents' dignity and to prevent my disability from spreading to others.

"Fortunately, my parents heard the Cheshire outreach team was nearby and took me there. They told me my legs could be corrected. I didn't trust them but I was happy to be taken to the Menagesha Home. It is not overstated to call it living in paradise. I saw the children performing drama, presenting poems and dancing in front of the staff. I was surprised at their confidence but eventually I developed the same courage."

Chala has gone through all processes of rehabilitation and has been given walking appliances. He was being provided with gait training during the interview. He was eager to return home and start formal education.

"The staff taught me to read and write. Now I am excited to be going back to my community and to show them all the miracles Cheshire brought to my life. Hopefully all will put their hands to their mouths, being so surprised. I no longer discriminate myself and never allow others to deny my rights. I will teach other people that I don't deserve pity but respect."

Appendix 4

B12.1 An interview with Tesfahun Hailu

How old were you when you lost your leg?

I lost my leg when I was thirteen years old – six years ago. I was playing with a landmine that my friends and I had found. I was curious. I heard some rattling and wanted to see what was inside. When I tried to open it, it exploded.

How much do you remember?

I remember it very clearly. Surprisingly, I didn't feel any pain, probably because the nerves in my leg were burned. I mostly felt shock because it happened so fast and I didn't expect it.

Where do you live?

I live in a small village and it took a while to get treatment. We first had to see the police, to report the accident. When we reached the hospital, 25 minutes away, they told me I couldn't be treated there. I had to go to another hospital that could help me.

What did you do before the accident?

My mother died when I was five years old so I was always working, doing odd jobs like shoe shining. After the accident I wondered how I could continue to work.

Is it difficult walking with an artificial leg?

I was so eager to walk. When the limb-fitting centre gave me my first artificial leg, I started running and the thing broke! But it wasn't difficult to learn how to walk with an artificial leg. I could do it immediately, even though the first one was heavy and not very comfortable.

How often do you have to replace the artificial limb?

I have had to get a new leg every six months. There have been seven so far, because I've grown so quickly. I'm one metre ninety now, but I don't think I will need to replace it so often because I've stopped growing.

What advice can you give other people in a similar situation?

First, people need to learn about the dangers of landmines. Both parents and children must know what can happen if they hold or play with one. If they are injured like me, they need to accept that they are disabled and not let it defeat them.

Do you think disabled people should be pitied?

A lot of disabled people sit at home and feel useless because society doesn't give them a chance. But if they are given a chance they can really lead full and active lives. They must exercise and practise using their artificial limbs so they can be independent.

What about the future?

Even with a disability, you can do almost everything, but it does take hard work. Me, I plan to go to university to study to become a doctor. In the village where I live, there is only one doctor for 6,000 people. We need more doctors.



