

## Part A

## Objectives

By the end of this part of Unit 9 you will be able to:

- answer a questionnaire about seas and rivers
- listen to a talk on the Rift Valley Lakes
- ask questions about fishing
- role-play an interview about fishing
- take part in a guessing game
- identify and use place names
- read about rivers of the world
- use different verb patterns
- write about the water cycle
- write a story to describe a river.

## A9.1 Introduction: What do you know about seas and rivers?

**1** Work in teams of four to answer the following quiz. The first team to answer all the questions correctly is the winner!

- 1 What are the names of the five oceans of the world?
- 2 What is the longest river in the world?
- 3 Where is the source of the Nile?
- 4 What is the largest lake in Ethiopia?
- 5 What is the largest lake in the world?
- 6 What is the name of the waterway that connects the Mediterranean Sea with the Red Sea?
- 7 Where is the Dead Sea?
- 8 What is the name for where a river joins the sea?



## A9.2 Listening: The Rift Valley lakes

Your teacher will read you a text about the Rift Valley lakes. Listen, then answer the questions below.

- 1 How long is the Great Rift Valley?
- 2 In which country does the northern part of the Rift Valley start?
- 3 What two kinds of terrain can be found in the Rift Valley?
- 4 How many lakes are there in the Rift Valley?
- 5 Is the water in the Ethiopian Rift Valley lakes fresh or alkaline?
- 6 Which is the deepest Ethiopian Rift Valley lake?
- 7 Where can you find most of the Central African Rift Valley lakes?
- 8 What is the largest of the Kenyan Rift Valley lakes?
- 9 How many lakes are there in Kenya?
- 10 What can you see on the shores of the Eastern Rift Valley lakes?

- 11 Which lake is the deepest and oldest of the Rift Valley lakes?
- 12 Which lakes are part of the Nile River basin?
- 13 Which animals are found only in the Rift Valley?



### A9.3 Speaking: Asking questions

Work in groups of five. One group acts the role of a minister and interviewer, the other group acts the role of a sea, river or lake fisherman. Group A prepares questions to ask members of Group B, who try to prepare in advance answers about their jobs based on facts about their daily lives.

**Examples:** *Are you worried about the decrease in the number of fish?  
How many fishermen do you employ?*



### A9.4 Speaking: Role-play

- 1 Work in groups to find out about the jobs of the following people:

river fisherman    marine biologist    pearl diver    shipbuilder    fishmonger

- 2 Now work in pairs to choose one of these jobs. Student A interviews Student B about the job and completes the following fact file, based on the answers given by Student B, who must role-play the person being interviewed.

Name	
Age	
Job	
Duties	
Biggest challenge or difficulty	
Best day or greatest success	



### A9.5 Speaking: A guessing game

**1** Listen to your teacher using a number of expressions to guess what an object might be.

**2** Work in pairs. Look at each picture and take it in turns to decide what it shows, using the following expressions:

I'd say ...

Could it be ...?

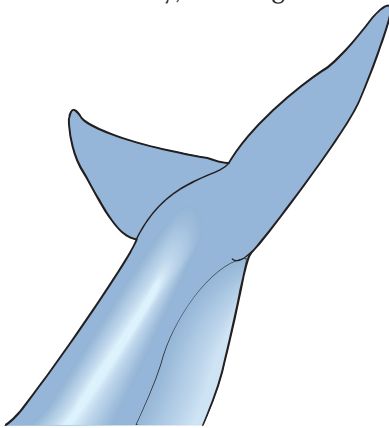
Perhaps it's ...

I think it's ...

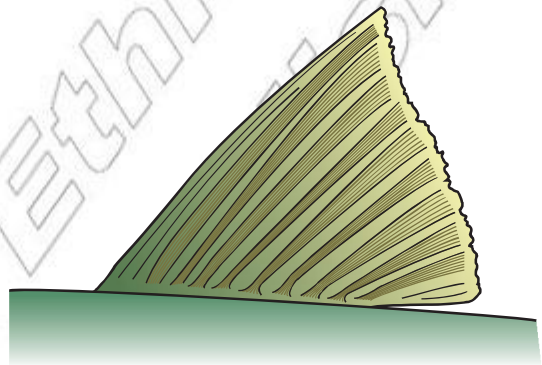
It looks like ...

It's difficult to say, but I'd guess ...

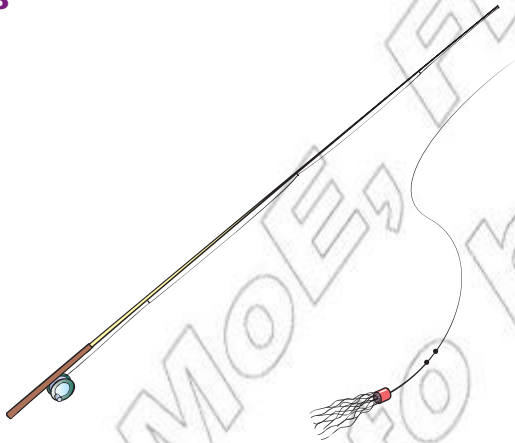
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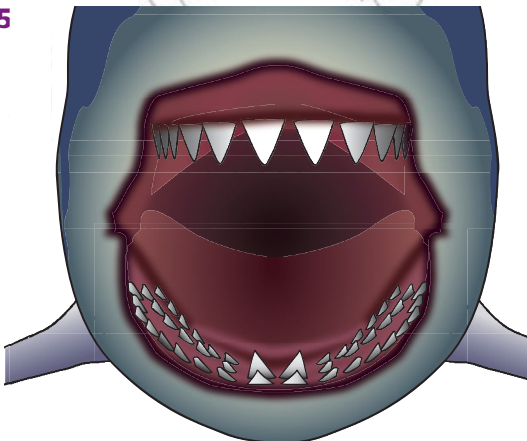
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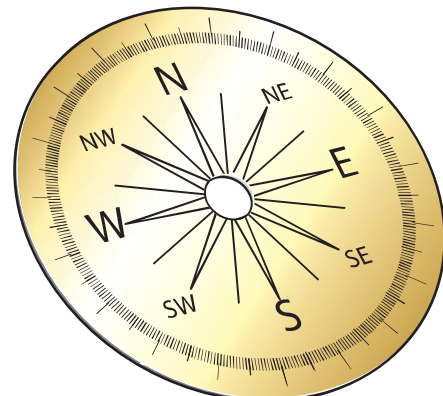
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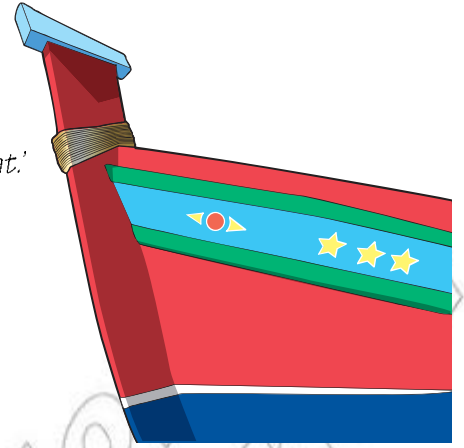
**Example:**

*'Could it be part of a whale?'*

*'No, it can't be an animal. It looks like part of a boat.'*

*'It's difficult to say, but it might be the prow of a fishing boat.'*

*'You're right. It looks like the prow of a boat, so it must be a fishing boat.'*



- 3** Ask members of your group some difficult questions that they may not know the answers of. They try to guess the answers using the expression listed above.

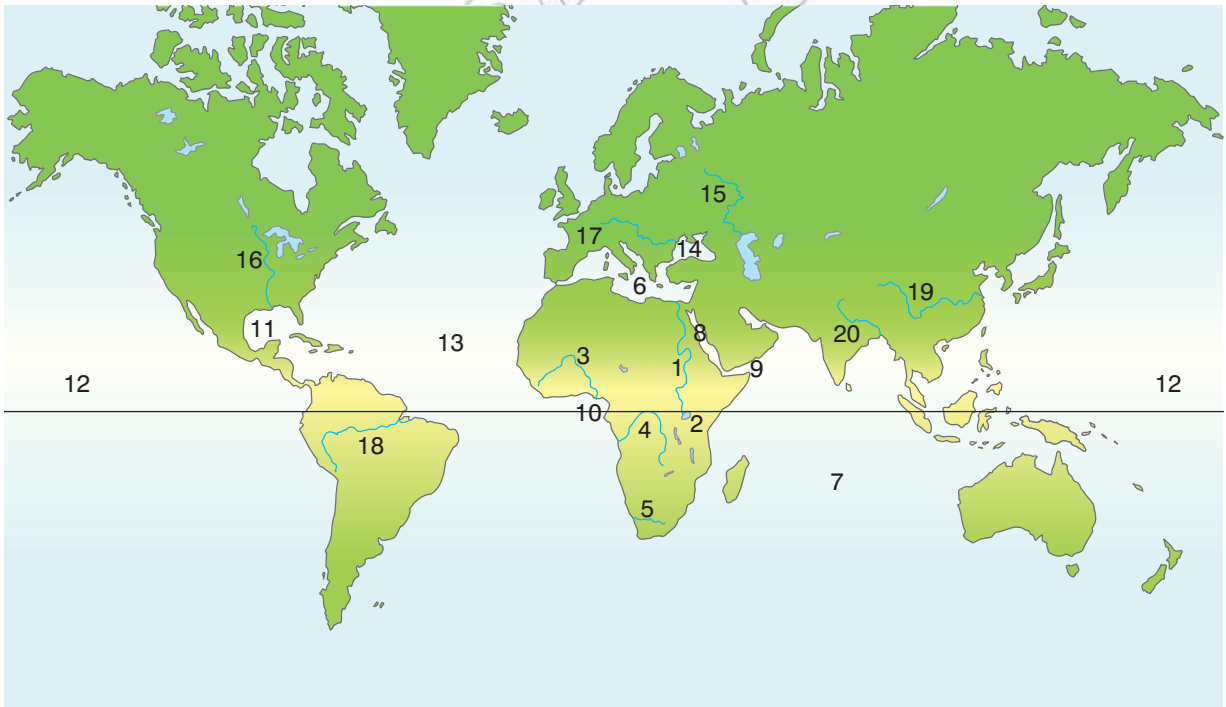
**Example:**

*What do you think the population of Kenya is?*

**A9.6 Language focus:** Using *the* with place names

- 1** Look at this world map and write the names of the important rivers, lakes, seas and oceans like this:

1 = River Nile



**2 Look at these names of places and note which ones start with *the*.**

**Countries**

Ethiopia  
South Africa  
The United States

**Towns**

Harar  
London  
Dar es Salaam

**Seas, rivers, mountains**

The Indian Ocean  
Lake Tana  
The River Nile  
The Simien Mountains

**Places in a town**

High Road  
Independence Avenue  
Addis Ababa University  
The chemist

**3 Write these place names in your exercise book. Put *the* in front of them if necessary.**

Kenya	Atlantic Ocean	University of London
United States	Ras Dashen	National Museum
Great Britain	Congo River	Central Station
Netherlands	Bale Mountains	Mediterranean Sea

**4 Your teacher will write the names of some other places on the board. Decide whether they should use the article *the* or not before each one.**

**5 Write this story in your exercise book. Use the words *a*, *an* or *the* or no article in the blanks.**

Today (1) \_\_\_\_\_ new girl arrived in our (2) \_\_\_\_\_ classroom. (3) \_\_\_\_\_ girl had (4) \_\_\_\_\_ small box in her (5) \_\_\_\_\_ bag. We wondered what was in (6) \_\_\_\_\_ box. She would not tell us.

Later, our (7) \_\_\_\_\_ science teacher asked to her to come up to (8) \_\_\_\_\_ teacher's desk to help her with (9) \_\_\_\_\_ experiment. While she was helping with (10) \_\_\_\_\_ experiment, I looked in (11) \_\_\_\_\_ box. There was (12) \_\_\_\_\_ egg in it. (13) \_\_\_\_\_ egg was (14) \_\_\_\_\_ bright blue in colour.



**A9.7 Reading: Rivers of the world**

**1 Skim through the passage and find the places mentioned in the passage on the world map in A9.6 Note that not all the rivers in the text are shown on the map.**

**2 Read the following passage and answer the questions below it in your exercise book.**

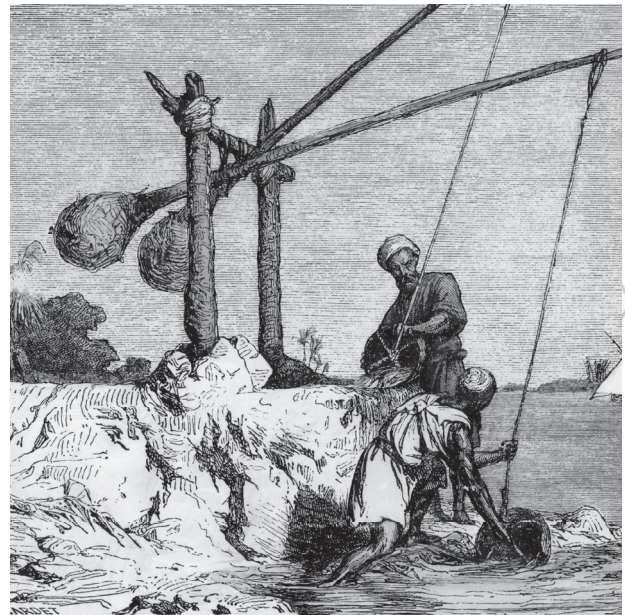
One of the most important natural resources nature has endowed mankind with is rivers. In ancient times, great civilizations developed in fertile river valleys. Thus the ancient civilization of Egypt developed in the fertile Nile river valley. The people of Egypt depended heavily on the Nile for their sustenance. They obtained fresh water and fish from it, and developed a system of drawing water from the Nile river to irrigate their lands. When the river was in flood, it deposited alluvial soil on its banks. The Egyptian farmers learned to use the rich soil to grow their crops. They had water to feed their animals – cows, camels, sheep, donkeys and goats. There is a saying that ‘Egypt is the Nile and the Nile is Egypt’.

In some parts of the world, rivers provide alluvial gold and diamonds. After floods have subsided, people living near the banks of the rivers collect and wash the alluvial soil and the sand of the river beds. Fragments of gold and diamonds are collected and sold to gold and diamond



dealers. Some people today still use this method, but more frequently the job is done by powerful dredging machines.

There are many important rivers of the world. They include the world's largest, the Amazon in South America; the Missouri, the Mississippi and the Tennessee in the United States of America; the Rhine and the Volga in Europe. Others include the Yangtse River in China and the Ganges in India. In Africa, the important rivers include the Nile, which vies with the Amazon for the title of longest river in the world, the Congo in Central Africa, the Niger and Volta in West Africa, the Zambezi and Limpopo in southern Africa. The great city of London is on the banks of the River Thames.



One of the greatest uses that mankind has put rivers to is the production of hydro-electric power. It involves the construction of a dam and the creation of an artificial lake behind the dam. A dam provides a constant and reliable supply of water to turn turbines in the dam to produce cheap electric power. In Africa, the following dams readily come to mind: the Aswan dam on the Nile, the Kainji dam on the Niger, whale, dolphin, octopus, wave, lighthouse, harbour, beach, the Akosombo on the Volta and the new Tekeze dam in Ethiopia.

The Akosombo lake, created as a result of the damming of the River Volta in Ghana, is the longest man-made lake in the world. Fishing in the lake is a very lucrative business. Fishermen use dug-out canoes, fish traps, baskets, and hooks and lines to catch the fish, and every day traders from all over Ghana go to the various inland ports on the lake where it is sold fresh, fried, smoked or salted. By far the most popular species of fish is the tilapia.

A navigable river is an important means of transport. Unfortunately, many of the rivers in Africa are not navigable, being full of cataracts and rapids. One of the greatest explorers in history, Mungo Park, died in West Africa when the boat he was sailing in capsized at one of the rapids on the Niger.

In spite of the immense benefits derived from the rivers, human activities are destroying this important natural resource. Lumbering and farming activities have exposed some rivers to massive evaporation. Some rivers dry up in the course of the year. Some fishermen use unorthodox methods in fishing, for example by using very dangerous chemicals to poison the fish, while others use dynamite to kill large quantities. The rivers are thus polluted, which results in health hazards for the people who use the water from the rivers.

- 1 Where did great civilizations develop?
- 2 What does the saying 'Egypt is the Nile and the Nile is Egypt' show?
- 3 How do people get alluvial gold?
- 4 Which two rivers claim to be the longest in the world?
- 5 What are the two ways that dams are useful?
- 6 How does the lake behind a dam help to produce hydro-electric power?
- 7 Why are many rivers in Africa not navigable?
- 8 What is the name of a famous explorer in West Africa?
- 9 Which two activities of man have exposed some rivers to evaporation?
- 10 What unorthodox methods do some fishermen use to catch fish?

**3 In your group, discuss the following questions.**

- a Why is it cheaper to transport heavy materials like cement, iron rods and petroleum products on rivers?
- b Some activities of man like lumbering are causing damage to rivers. What should governments do to stop such people from their negative activities?
- c What use can people make of rivers where there are cataracts and rapids?

**A9.8 Language focus: Verb patterns**

We saw in Unit 3, A3.7, that when one verb directly follows another, the form of the second verb can vary. Study the information in the box, then complete the exercise below.

**Verb + verb pattern**

- a The second verb is sometimes in the *-ing* form. Examples of verbs always followed by the *-ing* form are *enjoy, avoid, consider, delay, dislike, miss, suggest*.

**Example:** *Avoid filling yourself up with fatty food.*

- b Other verbs like *want* are always followed by the infinitive.

**Example:** *You don't want to drink salty seawater.*

Some verbs can be followed by an object + the infinitive.

**Examples:**

*I will warn her to wait at the post office.*

*She said she would teach me to swim.*

- c Other verbs can be followed by the *-ing* form or the *to* infinitive. Sometimes there is no or little change in meaning.

**Examples:**

*I like fishing is more or less the same as I like to fish.*

*Many teenagers love playing football or Many teenagers love to play football.*

Sometimes there is a change in meaning depending on which you use.

**Example:** *I've stopped drinking cola. I stopped to drink a cola.*

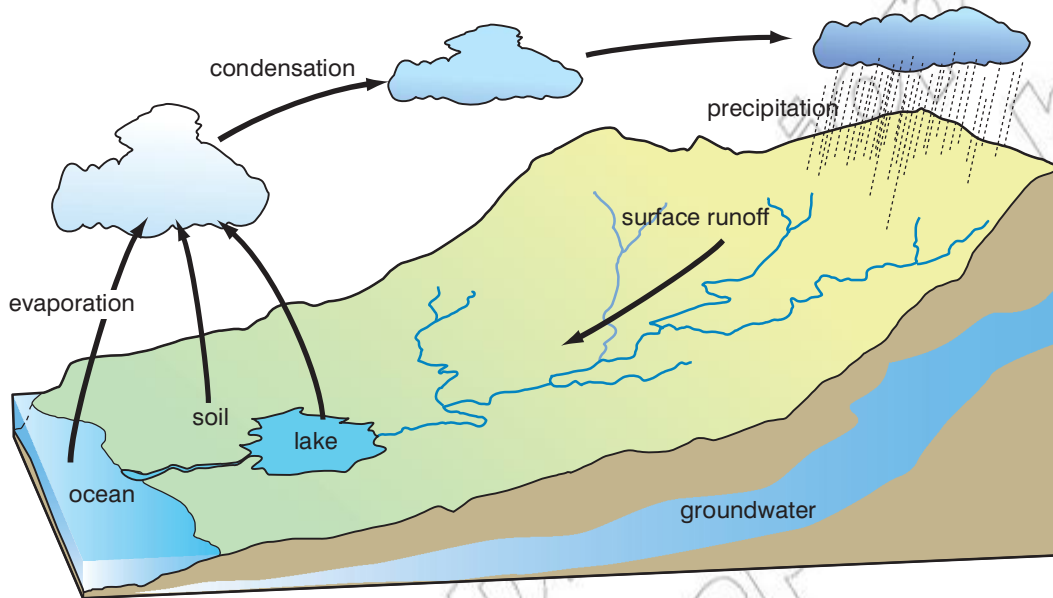
**Copy and complete these sentences in your exercise book with the correct form of the verbs in brackets: the *-ing* form or the *to* infinitive.**

- 1 I try \_\_\_\_\_ (learn) some new words every day.
- 2 I enjoy \_\_\_\_\_ (try) to use them in different situations.
- 3 I have stopped \_\_\_\_\_ (look up) every new word in a dictionary!
- 4 I first try \_\_\_\_\_ (work out) the meanings of new words myself.
- 5 Sometimes I forget \_\_\_\_\_ (write down) all the new words in my vocabulary book.
- 6 But at the end of each unit, I check \_\_\_\_\_ (see) if there are any that I have missed.

### A9.9 Writing: The water cycle

Look at the following diagram and use words from the box to complete the passage below.

clouds	ground	water	vapour	snow	evaporates
precipitation	oceans	condense	rivers	atmosphere	ice
lakes	runoff	rain	ground	springs	



The heat from the sun \_\_\_\_\_ water from the \_\_\_\_\_ and \_\_\_\_\_, the soil, trees and plants. The water rises up into the air in the form of water \_\_\_\_\_. The tiny droplets \_\_\_\_\_ together and form \_\_\_\_\_ which rise higher into the \_\_\_\_\_. The wind blows them over the mountains, where they condense into \_\_\_\_\_ which freezes and falls as \_\_\_\_\_ and \_\_\_\_\_. This is called \_\_\_\_\_. The water soaks into the \_\_\_\_\_ where it is trapped between layers of rock or clay. This is called \_\_\_\_\_. But most water flows downhill as surface \_\_\_\_\_ (above or underground) which eventually collects into \_\_\_\_\_ and \_\_\_\_\_, eventually returning to the seas.

### A9.10 Writing: The story of a river

- 1** Write three paragraphs about the story of a river, from its source in the mountains to its delta. Use as many descriptive adjectives as you can.
- 2** Exchange your work with your partner and count up how many adjectives he or she has used in their description. Who used more?



## Part B

### Objectives

By the end of this part of Unit 9 you will be able to:

- identify and label pictures connected with the sea
- add prefixes and suffixes to words
- listen to a text about the *Titanic*
- read a story about a shipwreck
- add prefixes and suffixes to words
- read a poem about coastal erosion
- set yourself a vocabulary target
- improve your listening skills
- complete a puzzle about words.

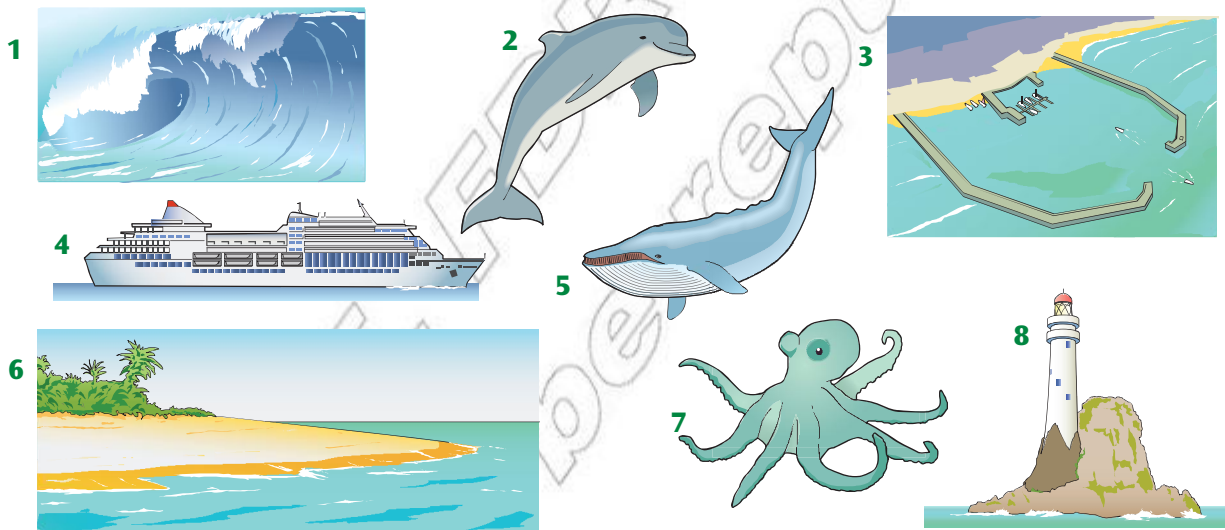


### B9.1 Writing: Sea pictures

**1** Look at the following pictures connected with the sea and label each one.

**Example**

1 =



**2** Your teacher will dictate some sentences connected to the sea. Listen, then write down each sentence.

## B9.2 Study skills: Improve your listening skills

- 1** Work in groups to brainstorm ideas for improving your listening skills, for example listen for content words, try and predict content before listening, be aware of the body language and facial expressions of the speaker, listen for gist before listening for details.
- 2** In groups, choose one of these strategies, then listen as your teacher reads the Listening passage in B9.3 about the *Titanic*.
- 3** After you have completed the comprehension questions, discuss in your group the advantages or disadvantages of the strategy your group employed and compare it with the listening experiences of other groups. Record your listening scores for this unit in your exercise book, so that you can compare it with scores in future units.
- 4** Set yourself a listening goal for the next unit, for example to improve your listening scores, or use a new listening strategy, or do some extensive listening outside the class, for example listening to a broadcast or speech in English.



## B9.3 Listening: Lost at sea

- 1** Listen as your teacher reads a text about a tragedy at sea.
- 2** Listen again, then draw up a timetable to show the sequence of events leading to the final sinking of the *Titanic*.
- 3** Work in pairs to answer the following questions.
  - 1** What was one of the main reasons there were so many deaths from the tragedy?
  - 2** Give two reasons why the ship sank.
  - 3** Why did the passengers not worry at first about the collision?
  - 4** How far away was the nearest ship which could offer assistance?
  - 5** What was the rule at the time for boarding the lifeboats?
  - 6** How long did it take the ship to sink from the time when it first struck the iceberg?
  - 7** Give three reasons why so few of the lifeboats were fully laden.
  - 8** How did the *Titanic* finally sink?

**B9.4 Speaking:** An interview

Listen to the text about the *Titanic* again, then using the notes you have made, role-play an interview with a survivor about their experience on the *Titanic*.

**B9.5 Writing:** A survivor's story

Imagine you were a passenger on board the *Titanic*. Write a story in two or three paragraphs about the event – what happened, how you felt about it, etc.

**B9.6 Reading:** Shipwrecked!**1** Read the following story and answer the questions below.

The storm raged overhead as the men tried to clamber aboard the upturned life raft. There was no trace of their ship, which moments before had turned turtle and slipped under the waves. The sailors clung to the hull of their frail craft in desperation as the waves hissed and tossed them aloft or they plunged into the deep troughs between the raging billows. They did not know how long the storm lasted, but gradually the wind fell and the waves grew quieter. Thankfully the men clambered aboard their frail craft, grateful for the warmth of the sun that dried their sodden clothes. Warily they stretched themselves out in the bottom of the boat and gradually fell asleep.

When they woke, the full horror of their situation sank in. The weary sailors elected the strongest man as captain, who arranged for the men to take it in turns to keep watch and look out for any passing ship. Then he assessed their situation. They were miles from land, in the middle of the ocean with no food and little water – only a small bottle that had been jammed under the thwarts of the boat. Suddenly one man pointed across the surface of the sea at a small triangle which jutted above the surface of the ocean. “Shark!” he cried as the other craned their necks to follow his pointing finger.

A gentle bump against the side of the boat gave them even more cause for worry. They had heard many tales of sharks and how even one drop of blood scented by these jackals of the sea could be the cause of all their deaths. Now they saw a number of sharks clustered around the boat as if waiting for their moment when they could gorge themselves on the bodies of the shipwrecked sailors.

“Grab that spar,” shouted the captain elect. “If we keep splashing the water we will drive the cowardly creatures off.” A rota was quickly arranged; one man kept a lookout for passing ships, the other kept splashing the surface to deter the sharks. Then the sailors faced the problem of food and drink. They did not know how long they would be afloat while waiting for rescue. One man devised a small fishing rod with a bent pin as a hook, which he trailed overboard, eventually with some small success. They shared his prize fish between them, tearing the raw flesh and devouring it in quick gulps, but the problem of thirst was becoming acute. The captain measured out a small amount of water from the bottle. It tasted foul and brackish, but he would only let each man have a single sip, as he knew their lives depended on using the water sparingly.

As the day wore on the sun grew hotter overhead. The men tried to escape its rays by making a small patch of shade from a piece of canvas they found tucked under the thwarts. At first they laughed and joked when they had completed this task, but as they day wore on and the heat increased, they fell silent, each man nursing his own sombre thoughts. The sharks kept a respectful

distance from their boat, but now there were many more of them circling round the helpless craft. The day passed slowly, and night fell, bringing some relief from the searing heat as a gentle breeze ruffled the surface of the water.

Three days and nights passed, as the men grew weaker and suffered from a raging thirst. Some even tried to drink sea water, but this only made their thirst worse. They knew that death stared them all in the face unless rescue arrived very soon.

On the morning of the fourth day, the lookout saw a small smudge on the horizon, the smoke from the funnel of a ship! Wildly the men cheered and waved as the vessel grew larger, but their hearts sank as the ship sailed on steadily without altering course in their direction. The dejected men slumped into the bottom of the boat, too weary even to use the spar to splash the water and deter the sharks. These fearsome creatures now grew bolder and approached their frail craft, even bumping against the side of the vessel. It seemed as if they wanted to overturn the small boat, but by now the men were becoming resigned to their fate.

Then on the sixth day, when one or two of their comrades had succumbed to hunger and thirst and their bodies thrown overboard to appease the ravenous sharks, another ship was seen in the distance. Again the frantic men waved their ragged shirts aloft, and great was their joy when the vessel altered course in their direction. Soon it loomed over them; a rope was thrown from the decks, and a gangway lowered. The weary sailors scrambled painfully on board the vessel, too weak to stand alone and unassisted, but safe at last after their dreadful ordeal.

- 1 What do you think was the cause of the shipwreck?
- 2 How did the men save themselves from drowning?
- 3 What was their worst problem on the life raft?
- 4 What other enemy did they face?
- 5 How did they deter the sharks?
- 6 How did the men try to escape from the sun?
- 7 Why do you think the first ship did not rescue them?
- 8 Why did the sharks become more daring?
- 9 How did the men attract the attention of the second ship?
- 10 How did the sailors feel after their rescue?

**2 Find the following words in the text and practise saying them in pairs, then match them with their definitions.**

- |                 |                                      |
|-----------------|--------------------------------------|
| 1 turned turtle | a take stock of                      |
| 2 sodden        | b salty                              |
| 3 assess        | c a dirty mark                       |
| 4 devise        | d soaking wet                        |
| 5 brackish      | e discourage                         |
| 6 sparingly     | f a means of getting on board a ship |
| 7 smudge        | g given up hope                      |
| 8 dejected      | h a little at a time                 |
| 9 deter         | i to capsize                         |
| 10 resigned     | j a test of endurance                |
| 11 gangway      | k construct                          |
| 12 ordeal       | l depressed                          |

**3 Work in pairs to use the above words in sentences of your own.**

## B9.7 Increase your word power: Adding prefixes

We saw in Unit 2, **B2.10**, how we can add prefixes to words to make words with the opposite meaning. We can also use other prefixes to change the meaning of words.

### Examples:

*over*fishing, *under*developed, *de*forestation, *une*conomic, *il*legal, *im*moral, *in*valid.

### 1 Read the following sentences and work out the meaning of the words written in bold from the context.

- The men in the boat **overcame** their fear of the sharks around the boat.
- The shipwrecked men suffered from thirst and **dehydration**.
- The sailors **underwent** the torment of dying of thirst.
- Their joy was **unimaginable** when at last they were rescued.
- The fish they ate raw was almost **inedible**.
- The strength of the wind during the storm was **immeasurable**.

### 2 Match the prefixes to the words in the table below, then look up their meanings in your dictionary before you complete the sentences.

1 over-	<b>a</b> mobile
2 under-	<b>b</b> arm
3 de-	<b>c</b> logical
4 un-	<b>d</b> enthusiastic
5 in-	<b>e</b> hand
6 im-	<b>f</b> nominate
7 il-	<b>g</b> elegant
8 dis-	<b>h</b> equal

- The football team was so \_\_\_\_\_ they cheered every time their side scored a goal.
- The way he won the money was mean and \_\_\_\_\_.
- The strongest man in the boat was \_\_\_\_\_ captain.
- The two sides were very \_\_\_\_\_ so it was not surprising that the home team won the match.
- The way she danced was very \_\_\_\_\_ and clumsy.
- The boat lay \_\_\_\_\_ on the sea because there was no wind.
- The way they accused the captain of deceiving them was very \_\_\_\_\_.
- The soldiers managed to \_\_\_\_\_ the pirates when they boarded the ship.



**B9.8 Increase your word power:** Word building

You know many more words than you think!

We can change the form of many words in English by adding an ending. For example:  
 We can make nouns from some verbs by adding *-ion*, *-ation*, *-ent*, *-er*.  
 We can make nouns from some adjectives by adding *-ness*, *-ity*.

- 1** Copy this table into your exercise book and complete it by adding endings to verbs and adjectives to make nouns. Be careful with spelling.

verb	noun	adjective	noun
<i>pollute</i>	<i>pollution</i>	<i>environmental</i>	<i>environment</i>
<i>employ</i>	<i>employment, employer</i>	<i>happy</i>	<i>happiness</i>
<i>educate</i>	<i>education</i>	<i>similar</i>	
<i>inform</i>		<i>sad</i>	
<i>improve</i>		<i>punctual</i>	
<i>discuss</i>		<i>dark</i>	
<i>govern</i>		<i>weak</i>	
<i>hesitate</i>			
<i>arrange</i>			
<i>organise</i>			

- 2** Copy these sentences into your exercise book and complete them with nouns from your table.

- 1 You must always be on time for school. \_\_\_\_\_ is very important.
- 2 If you want to know something, go to a library; it is full of \_\_\_\_\_.
- 3 The twins look like each other. You can easily see the \_\_\_\_\_ between them.
- 4 All children should be able to enjoy themselves. Childhood should be a time of \_\_\_\_\_.
- 5 You have worked hard and there has been a big \_\_\_\_\_ in your work. Well done!

- 3** With the help of a dictionary, mark the word stress for each of these nouns, then practise saying these words individually and in sentences.

**Example:**

em'ployer – employ'ee

- 4** Think of some more nouns with these endings.



## B9.9 Reading: A poem

- 1** The setting of the poem below is Keta in Ghana's Volta Region. Keta stands on the coast, which the sea has been eroding for generations. The town and its people are constantly under threat. Keta is the home town of *Kofi Awoonor*, a leading Ghanaian poet, and in this poem he highlights the deep sense of insecurity felt by Keta's inhabitants.

The sea eats the land at home  
 At home the sea is in the Town,  
 Running in and out of the cooking places,  
 Collecting the firewood from the hearths  
 And sending it back at night.  
 The sea eats the land at home:  
 It has eaten many houses:  
 It came one day at the dead of night,  
 Destroying the cement walls.  
 And carried away the fowls,  
 The cooking pots and the ladles.  
 The sea eats the land at home.  
 It is a sad thing to hear the wails,  
 And the mourning shouts of the women,  
 Calling on all the gods they worship,  
 To protect them from the angry sea.  
 Aku stood outside where her cooking pot stood,  
 With her two children shivering from the cold,  
 Her hands on her breast,  
 Weeping mournfully.  
 Her ancestors have neglected her,  
 Her gods have deserted her,  
 It was a cold Sunday morning,  
 The storm was raging,  
 Goats and fowls were struggling in the water,  
 The angry water of the cruel sea:  
 The lap-lapping of the dark water at the shore,  
 And above the sobs and the deep and low moans  
 Was the eternal hum of the living sea.  
 It has taken away their belongings,  
 Abena has lost the trinkets which  
 Were her dowry and her joy,  
 In the sea that eats the land at home,  
 Eats the whole land at home.

*by Kofi Awoonor*



- 2** Answer for the following questions.

- 1 What does the first line of the poem mean?
- 2 Give three examples of what the sea has washed away.
- 3 Why was Aku weeping with her children?
- 4 When was the storm which caused the destruction by the waves?
- 5 What sounds does the poet describe?
- 6 What was Abena most sorry to lose?

**B9.10 Study skills:** A vocabulary target

- 1** How well have you met your vocabulary target that you set yourself in Unit 7?
- 2** Work in pairs to add to your vocabulary books any other words related to seas, rivers, weather and storms that you have learned in this unit.

**B9.11 Fun with words:** Word square

Make as many words as you can from the letters in the square. Each word must contain the letter in the middle. Also try to make one word using all nine letters. Write your words in your exercise book.

N	O	I
D	A	B
S	G	R

**Assessment**

- 1** **Speaking**  
Your teacher will ask you some questions about the topic of seas and rivers. Listen, and write the answers in your exercise book.
- 2** **Reading / writing**  
Your teacher will give you a text about a major oil disaster. Read it, then write a commentary of 2–3 paragraphs to express your views on the situation.

# Revision 3 (Units 7–9)



## A Listening

- 1 Listen to your teacher reading a short passage and write it down.**
- 2 Listen to the passage your teacher will read you, then answer the following questions.**
  - 1 When and where did the oil spill occur?
  - 2 What creatures are at risk from the oil spill?
  - 3 Why is the oil spill not a typical one?
  - 4 What effect have the chemical dispersants had?
  - 5 How much crude oil has escaped so far?
  - 6 What creatures live on the rock reefs?
  - 7 What is the conclusion of the article?

## B Vocabulary and spelling

Answer these questions with words from Units 7–9. Write them in your exercise book.

- 1 Name two natural disasters involving water.
- 2 What is a mountain that spews out molten rock and ash called?
- 3 Name two natural disasters involving winds.
- 4 Is an earthquake a natural or man-made disaster?
- 5 What is the middle of an earthquake called?
- 6 What three countries have recently been affected by earthquakes?
- 7 Name two natural disasters that have affected Ethiopia in recent years.
- 8 What is the name for a person to whom a formal letter is written?
- 9 What is the 'valediction' in a formal letter?
- 10 Name the three levels of public education in Ethiopia.
- 11 Give two reasons why girls are less likely to attend school in Ethiopia.
- 12 What is the name for the course of study in a school?
- 13 What is the word for people who cannot read or write?
- 14 What is the work of UNESCO in Ethiopia?
- 15 Name three countries that the Rift Valley runs through.
- 16 What is the name of the largest lake in Africa?
- 17 Which is the longest river in Africa?
- 18 What is the name for when the sea wears away the land?
- 19 Why do people build dams across rivers?
- 20 What is another name for rainfall?



## C Speaking

Discuss in pairs the following statement: **The aim of education should be to teach us how to think, rather than what to think.**

## D Language use

### 1 Use prepositions of time to complete the following sentences.

- 1 Abena promised to meet us \_\_\_\_\_ ten o'clock.
- 2 We shall hold a meeting of the drama club \_\_\_\_\_ the last day of term.
- 3 Schools always break for the Christmas holidays \_\_\_\_\_ December.
- 4 Nobody knows what the world will be like \_\_\_\_\_ the year 2050.
- 5 We always finish school early \_\_\_\_\_ Fridays.
- 6 They have been waiting for the arrival of the plane \_\_\_\_\_ 10 o'clock.
- 7 I hope to meet you \_\_\_\_\_ supper.
- 8 The school children always have a holiday \_\_\_\_\_ Independence Day.
- 9 Our teacher believes we should work very hard up \_\_\_\_\_ the very last day of term.
- 10 Children are expected to learn to crawl \_\_\_\_\_ they can walk.

### 2 Change the phrases in brackets into infinitives.

**Example:** *She was sorry (when she heard) of your son's accident.*

*She was sorry to hear of your son's accident.*

- 1 He was happy (when he heard) of your success.
- 2 The headmaster hopes (that he will know) by tomorrow.
- 3 The boys laughed (when they saw) the young girl cry.
- 4 I should be delighted (if I could) join the team.
- 5 She was sorry (that she had missed) the beginning of the lesson.
- 6 Do not promise (that you will come) if you are not sure you can.
- 7 She asked (if she might leave) the room.
- 8 I hope (that I will live) to see my daughter a successful businesswoman.

Write out these sentences, inserting *to* where necessary:

- 9 My parents won't allow me \_\_\_\_\_ attend the party.
- 10 They let Makeda \_\_\_\_\_ go, provided she was home by nine,
- 11 The teachers made the boys \_\_\_\_\_ tidy the compound.
- 12 Making notes enables you \_\_\_\_\_ concentrate while you are reading.

### 3 Choose the best option to complete the sentences. Write the answers in your exercise book.

- 1 My grandfather could read and write although he \_\_\_\_\_ to school.
  - a never goes
  - b was never going
  - c has never been
  - d had never been
- 2 Last year, my family \_\_\_\_\_ to visit one of my aunts who lives in Aksum.
  - a went
  - b had gone
  - c was going
  - d go
- 3 As I \_\_\_\_\_ to school today, I saw an accident on the way.
  - a came
  - b had come
  - c was coming
  - d have come



- 4 We all did well in the text because we \_\_\_\_\_ very hard.
- a were working
  - b had worked
  - c hadn't worked
  - d weren't working
- 5 While I \_\_\_\_\_ for my keys, I found a book I had lost three years ago!
- a look
  - b was looking
  - c had looked
  - d looked
- 6 Last year, 10 students passed the exam but this year 55 have passed. There has been a \_\_\_\_\_ improvement.
- a dramatic
  - b dramatically
  - c steady
  - d steadily
- 7 Every year Lishan's results are a little bit better than the year before. He is improving \_\_\_\_\_.
- a dramatic
  - b dramatically
  - c steady
  - d steadily
- 8 You must eat! You haven't eaten \_\_\_\_\_ all day!
- a anything
  - b nothing
  - c something
  - d everything
- 9 Last night I did \_\_\_\_\_ ! I just lay in my bed and read a magazine.
- a anything
  - b nothing
  - c something
  - d everything
- 10 I haven't seen \_\_\_\_\_ today except my family.
- a anyone
  - b no one
  - c someone
  - d everyone



## E Reading

**Read the following text about water pollution.**

Water covers over 7 per cent of the Earth's surface and is a very important resource for people and the environment. Water pollution affects drinking water, rivers, lakes and oceans all over the world. This consequently harms human health and the natural environment.

Water pollution can be defined in many ways. Usually, it means one or more substances have built up in water to such an extent that they cause problems for animals or people. Oceans, lakes, rivers, and other inland waters can naturally clean up a certain amount of pollution by dispersing it harmlessly. If you poured a cup of black ink into a river, the ink would quickly disappear into the river's much larger volume of clean water. The ink would still be there in the river, but in such a low concentration that you would not be able to see it. At such low levels, the chemicals in the ink probably would not present any real problem. However, if you poured gallons of ink into a river every few seconds through a pipe, the river would quickly turn black. The chemicals in the ink could very quickly have an effect on the quality of the water. This, in turn, could affect the health of all the plants, animals, and humans whose lives depend on the river.

When we think of Earth's water resources, we think of huge oceans lakes, and rivers. Water resources like these are called surface waters. The most obvious type of water pollution affects surface waters. Sewage disposal is a major problem in many countries as untreated waste contaminates rivers and oceans. Many factories use water to carry away waste from the plant which then enters the rivers, lakes and oceans. The increased use of fertilisers by farmers means that nitrates are more often being washed from the soil and into rivers and lakes. Dumping litter in the sea can cause huge problems. Litter items such as 6-pack ring packaging can get caught in marine animals and may result in death.

Not all of Earth's water sits on its surface, however. A great deal of water is held in underground rock structures known as aquifers, which we cannot see and seldom think about. Water stored underground in aquifers is known as groundwater. Aquifers feed our rivers and supply much of our drinking water. They too can become polluted, for example, when weed killers used in people's gardens drain into the ground. Groundwater pollution is much less obvious than surface-water pollution, but is no less of a problem.

Another type of pollution involves the disruption of sediments (fine-grained powders) that flow from rivers into the sea. Dams built for hydro-electric power or water reservoirs can reduce the sediment flow. This reduces the formation of beaches, increases coastal erosion, and reduces the flow of nutrients from rivers into seas (potentially reducing coastal fish stocks). Increased sediments can also present a problem. During construction work, soil, rock, and other fine powders sometimes enter nearby rivers in large quantities, causing it to become turbid (muddy or silted). The extra sediment can block the gills of fish, effectively suffocating them.

**Answer the following questions**

- 1 In what way is water pollution harmful?
- 2 What is the meaning of water pollution?
- 3 What is the meaning of concentration in the passage?
- 4 What are 'surface waters'?
- 5 Name three ways that rivers can be polluted.
- 6 How can litter kill marine animals?
- 8 What is the name for the place where underground water is stored?
- 8 How can they become polluted?
- 9 How do dams cause pollution?
- 10 What does too much sediment in the water do to fish?



## F Writing

Write a description of a natural disaster you have experienced or heard about.

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