

## Part A

## Objectives

By the end of this part of Unit 5 you will be able to:

- discuss the location of advertisements
- listen to advertisements and match them to the products
- express your opinion about products
- use the question words *Who?* and *Why?*
- use extreme adjectives
- read some authentic advertisements
- analyse vocabulary groups
- write a TV or radio advertisement
- compare adjectives and adverbs using modifiers
- analyse advertisements
- practise pronouncing of comparative and superlative adjectives.

## A5.1 Introduction: What do you know about advertisements?

**People use advertisements to offer something for sale, to find out what is available, to warn or inform others. Advertisements can be found in the newspapers, on the radio and television, on the Internet, in medical leaflets or on public display boards (bill boards).**

## 1 Work with a partner. Discuss these questions.

- 1 Do you look at advertisements? Which advertisements do you like?
- 2 Have you ever bought something because of an advertisement?

## 2 Match the following kinds of advertisements with places from the box where you might find the advertisement. There may be more than one correct answer.

a newspaper  
a lonely hearts column  
a magazine for health and beauty  
a lost and found column  
a poster

a travel magazine  
a doctor's surgery  
a wanted notice  
a bank leaflet  
a programme guide

an employment agency  
a billboard  
a local garage  
the Internet

- 1 A job advertisement
- 2 A government health warning
- 3 A new skin cream
- 4 A personal loan
- 5 An advertisement for a local concert
- 6 An advertisement for a holiday
- 7 A house for sale
- 8 A television series

- 9 A car for hire
- 10 A second-hand bicycle
- 11 An advert to meet new friends
- 12 A missing watch
- 13 A second-hand computer
- 14 A job vacancy

**3** Write a brief advertisement for one of the items in the list and say where you would place the advertisement. Share your advertisement with the rest of the class.



### A5.2 Listening: Match the products

**1** Listen to your teacher and match the advertisements to their products.



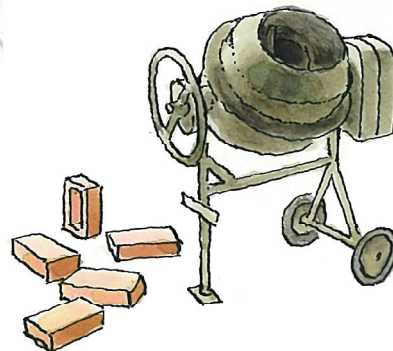
**a** House cleaning



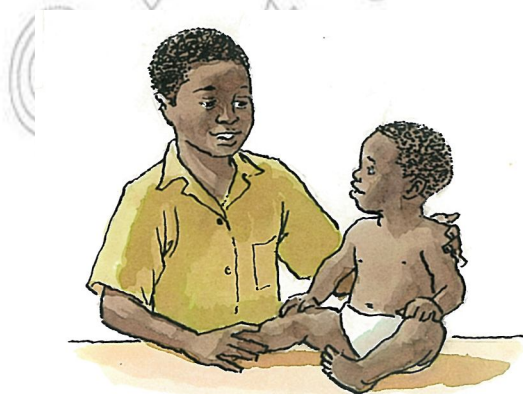
**b** Car hire firm



**c** House painting and decoration



**d** Building and construction



**e** Health advice



**f** Property protection

- 2** An advertising slogan is a short, often memorable phrase which draws attention to a product.

Listen to this description of a product, note down which you think is the key point, and work in your group to make an advertising slogan for it.



### A5.3 Speaking: Expressing your own opinion

- 1** Your teacher will show you some local products. In your group, discuss the products and their target markets.

**Example:**

*Insect spray.*



- A:** What is this?  
**B:** It is spray that kills insects such as mosquitoes.  
**A:** Who will buy this product? / Who does this product appeal to?  
**B:** Someone who has an insect or mosquito problem.  
**A:** Why would they buy it?  
**B:** It is very effective. / It kills all unwanted insects. / It is quite cheap.

- 2** In your group, discuss any Internet, radio or TV advertisements you might have heard or seen, and say how effective you think they are.

Why did you read the advertisement?

What made you choose that advertisement?

How was the product described?

What were the key points in the advertisement that attracted you?

Was there an illustration of the product or an example of how to use it?

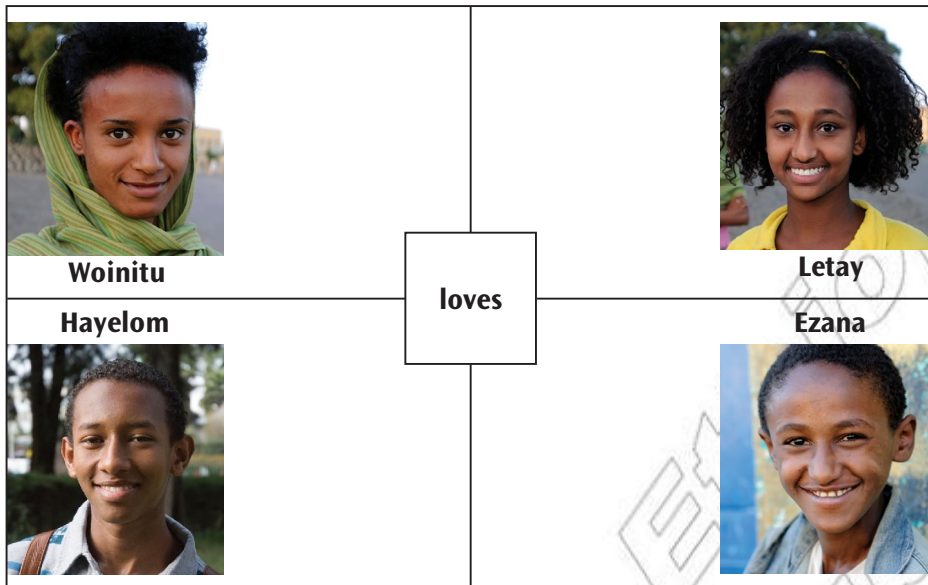
Would you buy this product having seen the advertisement? Why? Why not?

- 3** What makes a good product? Discuss your answers in your group, then rank your answers in order from good to bad. Compare your lists with other groups.



## A5.4 Speaking Using the question words *Who?* and *Why?*

Look at this diagram:



**1** Work in pairs to ask and answer questions about the diagram.

**Example:**

Who does Woinitu love?

*She loves Hayelom*

Why does she love him?

*Because he helps her with her homework.*

Who loves Woinitu?

*Ezana does.*

**2** Now make your own diagrams and ask and answer in pairs, using *Who?* or *Why?*

## A5.5 Language focus: Extreme adjectives

Over-using the word *very* when talking can be boring for the person listening. For example: Yesterday, it was **very hot**, so I went to the park, but it was **very crowded**. There was a **very big** dog in the park and I was **very scared** when it ran by me. I started to feel **very hungry** so I decided to buy an ice-cream. The ice-cream I bought was **very cold**, but it tasted **very bad**. Unfortunately, I was **very tired** and I didn't feel like arguing. On the way home I stopped in a café and drank a **very cold** glass of lemonade. It was **very good**!

- Instead of using *very* too much we can use *extreme adjectives*. These adjectives mean *very + adjective*. As extreme adjectives have a strong enough meaning, you do not need to use *very*. If you want to make them stronger, you can use *absolutely* before the extreme adjective. For example, instead of saying **very clean** we can say **spotless**. As **spotless** means **very clean** we do not need to use **very** before **spotless**. Instead, you can use **extremely** or **absolutely**.

**Example:** Felekech's dress was spotless.

Felekech's dress was absolutely spotless.

**1 Match up the 'normal' adjectives with their extreme versions.**

- |                      |                      |
|----------------------|----------------------|
| <b>1</b> cold        | <b>a</b> exhausted   |
| <b>2</b> angry       | <b>b</b> fascinating |
| <b>3</b> frightening | <b>c</b> boiling     |
| <b>4</b> wet         | <b>d</b> soaking     |
| <b>5</b> hot         | <b>e</b> furious     |
| <b>6</b> tired       | <b>f</b> brilliant   |
| <b>7</b> interesting | <b>g</b> freezing    |
| <b>8</b> clever      | <b>h</b> terrifying  |
| <b>9</b> funny       | <b>i</b> gigantic    |
| <b>10</b> big        | <b>j</b> hilarious   |

**2 Extreme adjectives can be either positive – good, excellent, marvellous, or negative – bad, awful, foul.**

Work in pairs to group the following adjectives as positive or negative. Write them in your exercise book under each heading.

nice	ridiculous	tiny	amusing	hungry	big
charming	tasty	afraid	pleasant	dirty	starving
clean	dreadful	small	frightened	huge	terrified
filthy	wonderful	tidy	delicious	terrible	boring

**3 Now grade these adjectives from weak to strong.**

**Example:**

*good – tasty – delicious*



**A5.6 Reading: Authentic adverts**

**1 Read the following advertisements from newspapers and the Internet and discuss in groups any common features, for example, use of vocabulary, adjectives and adverbs.**

1



*Achieve success!*

**BIRR BANK**

Because of our customers we are now one of the most awarded banks in Ethiopia.

2



**ENTOTO REAL ESTATE**

*Large discounts for cash purchasers!!*

A unique opportunity to buy quality apartments at bargain prices!!

3

## ETHIOPIA'S HIDDEN JEWELS

*We will take you on the adventure of a lifetime*



**Ethiopian Trails**

4

## ETHIOPIA - YOUR GATEWAY TO THE WORLD

*Fly direct to Addis Ababa with stress-free connections to the Middle East, Africa, Europe and the USA*

**Ethiopian Airlines**

5

## Ethiopia Capital Bank

***We aim to be one of the strongest banks in Africa, with a reputation for encouraging monetary and financial discipline.***

6

## ETHIOPIA ADVENTURE TRAVEL

Explore the stunning scenery of Ethiopia and discover the diversity of people, places and wildlife.

### **Journeys with Ethiopia Adventure Travel**

We offer tours, lodging, photography safaris and expert guides.

**2** Compare and contrast the advertisements for similar products and decide which is the most effective. Give reasons for your decision.



### **A5.7 Writing:** Analysing vocabulary groups

Read the above advertisements again and complete the chart below with examples.

Positive extreme adjectives	Superlative / comparative adjectives	Imperatives	Adverbs of degree



## A5.8 Writing: Advertising a product

**1** When writing an advertisement, we can use **positive or negative adjectives to describe the product and to make it more appealing. Positive adjectives stand alone. They do not compare the noun / pronoun with any other. Even though they are called “positive” adjectives they can describe something negative.**

- a** Underline the adjectives in these sentences and decide whether they are positive or negative.
- 1 This watch is really cheap.
  - 2 He’s very trustworthy.
  - 3 He’s often very rude about other people.
  - 4 She’s very selfish and tight-fisted.
  - 5 My friend is generous to a fault.
  - 6 He can be very inconsiderate at times.
- b** Work in pairs to write some advertising slogans using the adjectives in the box below.

amazing	excellent	expensive	fantastic
useless	efficient	fast	time-consuming

**2** Work with your partner to create a short TV or radio advertisement for a product or service. It could be a household product, a beauty product, a hotel or café, a bank or something else. Follow these steps:

- Choose your product.
- Decide what you want to say about it. Remember to use the kind of language and information we have looked at above: extreme adjectives, imperatives, *so* or *such* and a jingle in your description to help persuade someone to buy the product.
- Decide on the picture you want to go with it.
- Draw and write your advertisement on a large piece of paper and present it to the rest of the class.

### Example:

#### Lucy Washing Powder

This washing powder is absolutely fantastic!  
It leaves your clothes whiter than white.  
This is such a great product!



Buy **Lucy Washing Powder** today for a wash that’s

***Cleaner than Clean***

## A5.9 Language focus: Comparing adjectives and adverbs using modifiers

We often use adjectives and adverbs to compare two or more things. When comparing only two things, the adjectives and adverbs should be *comparative* modifiers, that is, modifiers used with words such as *more* or *less*, and adjectives with *-er* added to them (such as *greater* and *smarter*). To make them stronger we add *much* / *many* / *more* / *less* to the adjectives or adverbs.

**Examples:**

- This half is *much better* than that half.
- Abebe types *much faster* than Kassa.
- Kassa sells *many more* than the rest of the team combined.

**1 Complete the following sentences with the correct adjective.****Example:**

Bahr Dar is more / **less** crowded than Addis Ababa.

- 1 There are many (more / less) cars in the town than in the countryside.
- 2 The countryside has far (more / less) pollution than the cities.
- 3 There were many (more / less) people at the concert this year.
- 4 I enjoy reading much (more / less) than watching television.
- 5 Seble plays much (more / less) football than her brother.
- 6 Ethiopia has many (more / less) famous runners than Nigeria.

**2 Copy the following passage into your exercise book and circle any incorrect words or phrases. Write the correct forms underneath like this: 1 = well-established 2 = delete, etc.**

The Ethiopian highlands, blessing with a temperature, climate and grand mountain scenery, offer superb holiday opportunities. The principal good -established areas for trekking are the Simien Mountains and Bale Mountains National Parks. The more latest arrival to this field of tourist activity is the remotest South – West highlands east and west of the Omo valley, where strongest and colourful cultures add to the appeal of specific scenery, flora and fauna.

The rewards of a relaxing trek in the Simien mountains excludes spectacular views from the northern escarpment, for instance the three extinct mammals – Walia Ibex, Gelada Baboon and the Simien Fox as well as Ras Dashen, the country's most high peak at 4,620 metres.

Less strenuous and less relaxing are the pleasant local traits that flow through the banks of the Rift Valley Lakes, or resort areas close to Addis Ababa, such as a walk beside the vineyards of Ambo.

**A5.10 Writing:** Design a poster**1 Read the following advice by an advertising executive:****The key elements in a good advertisement**

There are four basic *elements* to any successful advertisement: “keep it simple, a catchphrase is nice, brand *recognition* is vital, and sex, violence, animals, and kids sell”.

**Keep it simple**

Your aim is to catch the attention with a short *memorable* message. If your advertisement is too wordy, people get bored and don't pay attention to the points you are trying to make about the product. Remember, one strong marketing point is better than a wealth of arguments.

**Catchphrases**

Catchphrases that people can associate with your product can be extremely helpful. Each catchphrase should be unique, memorable, and clearly associated with the product or brand it is selling. In the 1930s Campbell's Soup introduced the *iconic* phrase, “Mmm...mm good.” Almost a century later that phrase still makes people think of Campbell's.



**Brand recognition**

This can include a visual element and/or a solid *slogan* which in some cases can create a market for a product. Before De Beers taught us “A diamond is forever”, women didn’t receive diamonds for engagements. Now it is unusual not to!

**Sex, violence, animals, and kids sell**

“Sex, violence, animals, and kids sell” is a historically proven idea. People are attracted to pictures of beautiful women, soft and cuddly animals and small innocent children and babies, and by thought transfer *associate* these with the product you are trying to sell.

- 2** Discuss with your group which of these four points you think would produce the greatest number of sales for a local product.
- 3** Bearing the above comments in mind, work in your group to design a poster to advertise a familiar or a new product.

**A5.11 Study skills:** Analysing advertisements

Collect a number of advertisements in English and bring them into the classroom. Work in pairs to study the adverts and say whether each is effective or not.

**A5.12 Speaking:** Pronunciation

- 1** In your groups, stand in a line from the tallest to the shortest. Your teacher will ask you questions from some prompt cards, which you must answer in complete sentences, using comparative or superlative sentences.

**Example:**

**Teacher:** *Who is the tallest in your group?*

**Student A:** *I am the tallest.*

**Teacher:** *Are you taller than (Seble)?*

**Student B:** *Yes, I am taller than (Seble) but I am shorter than (Abel).*

- 2** Now in your groups, make your own prompt cards as follows:

<i>the tallest</i>	<i>the shortest</i>	<i>the heaviest</i>	<i>the lightest</i>	<i>the oldest</i>
<i>the youngest</i>	<i>the cleverest</i>	<i>the most stupid</i>	<i>the ugliest</i>	<i>the most beautiful</i>
<i>the biggest feet</i>	<i>the smallest feet, etc.</i>			

Add any other cards that you can think of to this list.

- 3** Students take it in turns to act the role of the teacher. They ask other members of the group questions from a prompt card which is drawn from a pile lying face down on the desk. The conversation should include both the comparative and superlative forms. Be careful to use the correct pronunciation of these forms.

**Part B****Objectives**

By the end of this part Unit 5 you will be able to:

- listen to a talk about what makes a successful advertisement
- decide on what is fact and what is opinion
- read about the advantages and disadvantages of advertising
- guess the meaning of unknown words
- use adverbs of degree
- learn about indefinite pronouns
- learn expressions for illustrating a point
- revise using *so* and *such*
- design an advertising poster
- read a poem
- write a description of a local market
- discuss your strategies for learning grammar
- enjoy a brainteaser.

**B5.1 Listening:** Successful advertisements

- 1** Listen to a talk by an advertising executive about what makes a successful advertisement. Note down the key points in the talk.
- 2** Think of some advertising slogans you can remember. Share them with the class.

**B5.2 Speaking:** Describing objects

- 1** Look at these pairs of sentences; which of them contains fact and which is an opinion?
  - 1 a** Mercy is a good person.
  - b** Mercy often helps people.
  - 2 a** Use *Splash* household cleaner to clean your home beautifully.
  - b** Use *Splash* household cleaner to help keep your home clean.
- 2** Put the words in the box into two groups: fact and opinion. Write your lists in your exercise book.

pretty	delicious	angry	horrible	pleasant	fantastic
useful	noisy	old	interesting	fat	square

Now make sentences describing different products, using the adjectives in the box.

- 3** Work with a partner. Say two things which are facts and two things which are opinion about each other.

**Example:**

*You are tall. You are good at Maths.*

**4 Look at the advertisements below and identify: a) opinion words b) misleading information.**

**Sunbeam juices**

Kill your thirst with the pure, fresh taste of Sunbeam juices.

Available in mouth-watering mango, passion fruit and pineapple.

**Why drink less than the best?**

**JAZZ CAFÉ**

Where the coolest people meet to hear the hottest music.

Live bands on Saturdays and Sundays.

DJs Jonny, Roberto and Crystal, Mondays to Fridays

For the softest skin use

**LAKE'S SHEA BUTTER CRÈME**

Apply twice daily and see the difference in only two weeks. Your skin will look softer, smoother, younger.

Available in pharmacies.



**5 Think about a few advertisements you have seen and, with your partner, describe the pictures used to sell different products.**



**B5.3 Reading: Pros and cons of advertising**

**In your groups, read about either the advantages or the disadvantages of advertising and note down the key points of the passage. Answer the questions under each passage.**

**The advantages of advertising**

Advertising has a number of uses. Apart from promoting commercial goods, advertising can also be used to educate and motivate the public about non-commercial issues such as AIDS, deforestation, family planning, etc. It is a powerful media which is capable of reaching to the far out masses. Nowadays we find many adverts on the Internet also. These adverts in most cases, have been successful in connecting the user with the information he requires. To prevent complete commercialisation of electronic media, some countries have made it mandatory for broadcasters to air some advertisements related to consumer interest. These public advertisements educate people of that country on a number of social and moral issues.

Newspapers are one of the traditional mediums used by businesses, both big and small alike, to advertise their businesses. Newspaper advertising:

- Allows you to reach a huge number of people in a given geographic area.
- Gives you the flexibility in deciding the advert size and placement within the newspaper.
- Your advert can be as large as necessary to communicate as much of a story as you care to tell.
- Means that exposure to your advert is not limited; readers can go back to your message again and again if so desired.
- Often gives free help in creating and producing advertising copy.
- Involves quick turn-around which helps your ad reflect the changing market conditions. The advertisement you decide to run today can be in your customers' hands in one to two days.

- 1 What are the main advantages of advertising? How do they motivate the public?
- 2 How useful is the Internet in advertising products?
- 3 How do governments influence advertising on electronic media?
- 4 What topics do government advertisements include? Can you give a specific example of such an advertisement?
- 5 What in your view are the three main advantages of newspaper advertising?

### The disadvantages of advertising.

The impact that advertisements can have depends on the state of mind of an individual and his past experiences. For instance, young children are often easily attracted by the false claims made in advertisements. People also disapprove of the increase in consumption of substances like alcohol and cigarettes after viewing the adverts. Excessive advertising has become a nuisance in most cities of the world. Manufacturers easily make false claims about any product and influence the minds of the people. To overcome this problem, companies are being asked to withdraw any false and negative claims made in their adverts and are also being made to pay a fine for these false claims.

The main disadvantages of newspaper advertisements are

- Ad space can be expensive.
- Your advert has to compete against the clutter of other advertisers, including the giant advertisements run by supermarkets and department stores as well as the advertisements of your competitors.
- Poor photo reproduction limits creativity.
- Newspapers are a price-oriented medium; most ads are for sales.
- Expect your advert to have a short shelf life, as newspapers are usually read once and then thrown away.
- You may be paying to send your message to a lot of people who will probably never be in the market to buy from you.
- Newspapers are a highly visible medium, so your competitors can quickly react to your prices.
- With the increasing popularity of the Internet, newspapers face declining readership and market penetration. A growing number of readers now skip the print version of the newspaper (and hence the print ads) and instead read the online version of the publication.

- 1 How do advertisements have a bad influence on children?
- 2 What is meant by 'increase in consumption'?
- 3 Can you always believe advertisements? Explain why not.
- 4 How do the authorities try to control advertising?
- 5 What in your view are the three main disadvantages of newspaper advertisements?

## **B5.4 Increase your word power:** Guessing the meaning of unknown words

**When we meet a new word in a text, there are several things we can do:**

- 1 We can do nothing and carry on reading.
- 2 We can guess the meaning of the word.
- 3 We can find the word in a dictionary.
- 4 We can ask someone to explain it, e.g. a friend or teacher.

The first option is a good idea if you can understand most of the text. But it may be that some of the new words are very important and you can't understand what the text means without them. Options 3 and 4 can take time and are not always possible, for example if you are reading by yourself at home. The best thing to do and what you should try before options 3 and 4 is guess – Option 2.

**1 Look at this sentence.**

**We can't cut bread with that knife because it is blunt.**

**Look at the word *blunt*. What does it mean? We can work it out by:**

- 1 looking carefully at the rest of the sentence;
- 2 thinking about what we need to cut bread – our knowledge of the world;
- 3 looking at what kind of word it is – a noun, a verb, an adjective, an adverb.

We should be able to work out that *blunt* means not sharp, and that it is an adjective.

**2 Choose the best definitions of the words in italics and decide what kind of words they are: verbs, nouns, adjectives or adverbs. Write them in your exercise book.**

1 Her father was very strict but she still felt great *affection* for him.

- a hate    b feat    c love

**Example:**

*affection* = love

2 I always *set the table* with plates and glasses before we eat at home.

- a take things off the table at the end of a meal  
b put food on the table  
c put things on the table

3 My older brother wanted a job in the government, but unfortunately they *rejected* him.

- a offered him a job  
b did not want him  
c gave him a better job

4 My *ignorance* of the company's products meant that I was not appointed to the job.

- a knowledge  
b lack of knowledge  
c confidence

5 For many young men, football is an *overwhelming* passion.

- a interesting  
b great  
c very great

**3 Find the words in italics in the reading text in A5.10. Think about what they mean and then answer the questions.**

- 1 What *elements* do you think are necessary for a good advertisement?
- 2 How important is *recognition* to persuade you to buy something?
- 3 When something is *memorable*, is it easy to forget?
- 4 If an advertisement is *iconic*, is it used to advertise other products?
- 5 Can you think of a memorable *slogan* used for a product?
- 6 If you are *associated* with something, does it mean you recognise it easily?

**B5.5 Language focus: Adverbs of degree**

Adverbs tell us more about the verb. They answer the questions *When? Where? and How?* They make the verb stronger or weaker.

Adverbs of degree tell us about the strength or intensity of an action, a noun or another adverb.

Basically they answer the sort of question that asks *How much ...? or How little ...?*

Common adverbs of degree include *almost, nearly, quite, just, too, enough, hardly, scarcely, completely, very, extremely, absolutely, entirely, immensely, tremendously, totally.*

**Examples:**

*The man drove badly.* = *The man drove **really** badly.* In this sentence *really* shows us just how badly he drove.  
*They enjoyed the film.* = *They enjoyed the film **immensely**.* In this sentence *immensely* shows us how much they enjoyed the film.

**1 Choose the correct adverb to complete the sentences.**

- 1 The food in the restaurant was (very / really / absolutely) delicious.
- 2 I am just (enough / too / very) tired to work any more.
- 3 Is this box light (too/enough / really) for you to carry?
- 4 Thank you (immensely / very / too) much for your nice words.
- 5 Do you have (too / sufficient / scarcely) money for your shopping?
- 6 How much calcium is (totally / enough / sufficiently) to prevent bone loss?
- 7 Don't worry about your mother, she'll be home (nearly / very / completely) soon.
- 8 I'm (totally / thoroughly / very) interested in everyone's opinion, so I appreciate your view.
- 9 We don't get enough sleep because we have (scarcely / entirely / too) much homework to do.
- 10 Television advertisements are often (too / really / absolutely) useful for the consumer.

Like adjectives, many adverbs can be graded from weak to strong. To do this we use adverbs of degree.

**Example:** *not very – quite – very – really – absolutely*

Degree adverbs that **increase** intensity are called **intensifiers**. Some of these modify gradable adjectives and indicate degrees on a scale. They include *more, very, so, extremely, absolutely*.

Degree adverbs which **decrease** the effect of the modified item are called **diminishers**. As with intensifiers, these adverbs indicate degrees on a scale and are used with gradable adjectives. They include *less, slightly, somewhat, rather, and quite*.

**2 Put the following adverbs into order of their intensity.**

- 1 nearly, almost, quite
- 2 enough, too, just
- 3 scarcely, hardly, completely
- 4 slightly, extremely, very

**3 Now work in pairs to make sentences using these adverbs. Share them with the class.****B5.6 Language focus: More about pronouns****1 Look at this sentence:**

*Someone somewhere must know something.*

*Somewhere, someone* and *something* are indefinite pronouns which are used to talk about unspecified people or things.

**Examples:**

- A dentist is **someone** who checks your teeth.
- He saw **something** in the garden.
- A wardrobe is **somewhere** where you store clothes.

Complete the following sentences with *somewhere*, *someone* or *something*.

**Example:**

I need \_\_\_\_\_ to drink. I need *something* to drink.

- 1 I've got \_\_\_\_\_ in my eye.
- 2 There is \_\_\_\_\_ at the door.
- 3 Do you live \_\_\_\_\_ near Selassie?
- 4 \_\_\_\_\_ wants to see you.
- 5 My teacher asked me \_\_\_\_\_.
- 6 Can I have \_\_\_\_\_ to drink?
- 7 Don't worry. \_\_\_\_\_ can tell you where the library is.
- 8 Lishan is looking for \_\_\_\_\_ to live.
- 9 I have made you \_\_\_\_\_ to eat.
- 10 Makeda has \_\_\_\_\_ staying with her.

- 2** When we are speaking, we often use informal language and refer to items as *thing* or *stuff*. We use *thing* for countable nouns and *stuff* for uncountable nouns. They are usually followed by a relative clause introduced by *who* or *that* to give additional information.

**Example:**

A fly swat is a thing that you use for killing insects.

The stuff that you put on your toothbrush is called toothpaste.

Copy the following table into your exercise book.

Person	Place	Countable object	Uncountable object

Put the following nouns under the relevant headings in the table.

teacher	book	school	water	lesson	friend	pencil
weather	swimming	pool	library	visitor	flour	

- 3** Match the words with their definitions.

- |                |   |
|----------------|---|
| 1 a kettle     | a stuff you put on food to make it more tasty |
| 2 a carpenter  | b someone who looks after the sick            |
| 3 ointment     | c somewhere where music is played             |
| 4 a hospital   | d a thing you use to boil water               |
| 5 salt         | e stuff you put on a wound                    |
| 6 a pencil     | f someone who makes furniture                 |
| 7 concert hall | g somewhere that doctors and nurses work      |
| 8 a nurse      | h a thing you use to write with               |

- 4** Work in groups to draw up a list of nouns and then define them using the language patterns.

someone who  
a thing that  
stuff that  
somewhere that

Then test another group by giving them the definition and asking them to name the object, person, or place being described.



## B5.7 Speaking: Illustrating a point

**Giving examples and explanations often helps other people to understand what has led you to make a statement. Imagine someone saying “What makes you say that?” “What do you mean?” You’d probably answer, “Well, for instance. . .” and then you would give an example.**

To add further information to a statement or idea, you could use one of the following expressions:

For example ...

For instance ...

To give you an idea ...

For one thing ...

Take the way he / she ...

Work in pairs to add extra information to the following sentences, using the phrases above to illustrate the point.

### Example:

The CD is really expensive. *To give you an idea, it cost more than a month's salary.*

- 1 Young people begin smoking for a variety of reasons.
- 2 Children often eat too many sweets.
- 3 Advertisements can be misleading.
- 4 Girls need a good education as much as boys.
- 5 Television often has a bad influence.
- 6 Ethiopia needs more tourists.

## B5.8 Language focus: Using *so* and *such*

We use *so* + adjective or adverb and *such* + noun (with or without adjective) to add emphasis.

Tesfaw is *so* good at speaking English.

Tesfaw is *such* a good English speaker.

### Complete the following sentences with *so* or *such*.

- 1 There was ..... a lot of trouble that the police were called.
- 2 I've never seen ..... many people at a concert.
- 3 I've never seen ..... a dirty kitchen.
- 4 It took me ..... much time to complete my homework.
- 5 The film was ..... dull that we left halfway through.
- 6 I didn't realise that it was ..... a long way from your house.
- 7 I wasn't expecting ..... many people to be there.
- 8 It's ..... hot in that club.
- 9 I've never eaten ..... dreadful food.
- 10 The book was ..... interesting that I didn't go to bed until I had finished it.
- 11 They went to bed at eight o'clock because they were ..... tired.
- 12 It was ..... an interesting book that I couldn't sleep until I had finished it.



**B5.9 Reading:** A poem

The poem below describes a typical market in northern Nigeria. It was written by a foreigner who describes the things that he finds most surprising about the market: the different people who come to the market, the range of vehicles, from a Mission car to a battered lorry, and the huge variety of goods for sale.

**1** Read the poem and answer the questions below it.***Nigerian Market Place***

Hausa and Ibo, Fulani and Tiv  
Are here all together in the market place.  
For a carved yellow calabash  
What would you give?  
Come, come and buy in the market place.

Hair oil and bicycles, polish and dyes,  
Are here all together in the market place.  
Look at the traders and hear their cries.  
Come, come and buy in the market place.

Car from the Mission and mammy wagon too  
Are here all together in the market place.  
Cassava and palm wine and kola to chew.  
Come, come and buy in the market place.

Come, come and buy in the market place  
Bangles and bracelets and combs,  
Watches, machine oil and shiny glass beads  
And bright coloured mats for your homes.

Come, come and buy in the market place  
Clay pots and needles and pins,  
Earrings and baskets and bedsteads of brass,  
Cement bags and kerosene tins.

Hausa and Ibo, Fulani and Tiv  
Are here all together in the market place.  
For a carved yellow calabash  
What would you give?  
Come, come and buy in the market place.

*Martin Brennan, from A Poetry Anthology for Junior Secondary Schools by Rosina Umelo: Macmillan, 1978*

**2** Answer the questions

- 1 People from which Nigerian tribes are in the market place?
- 2 What sort of cries do you think the market traders make?
- 3 Make a list of the goods for sale in this market. Can you buy all these goods in your local market?
- 4 What other things would you expect to find for sale in such a large market?
- 5 When the poet asks "What would you give?" what is he telling us about how goods are sold in the market?
- 6 A mammy wagon is a kind of bus that carries goods and people between towns. What do you think a Mission car is?



## B5.10 Writing: A local market

- 1** How would you rewrite this poem so that it describes a market near where you live? Perhaps you could include the colours and smells of the market, as well as the different people, the sights and sounds and the various goods for sale in your local market.
- 2** Work in groups to write an advertisement to attract people and foreigners to come to your local market. Use positive, extreme adjectives, superlative and comparative adjectives, imperatives and adverbs of degree. Display your advertisement in the classroom.

## B5.11 Study skills: Learning grammar

How successful have you been in the strategies for learning grammar that you discussed in Unit 3? Have you met your grammar goals? Discuss with your teacher what grammar rules and strategies you may be having difficulty with, and try to give yourself more practise in these in the future.

## B5.12 Fun with words: Brainteaser

### Can you work out who I am going to marry?

My fiancée is one of six sisters who live next door. Their names are Mary, Martha, Maria, Meselech, Margaret and Makeda.

The one I am going to marry is shorter than Mary, and taller than Martha. Apart from Mary, she has one more sister taller than herself. Margaret is taller than Mary. I don't normally like girls who talk a lot, but in this family, the girls who talk a lot are the ones I like best. Makeda never says a word, she is rather shy. Every time I visit the house, Maria tells me that my fiancée is not at home. I think she is jealous!

## Assessment

### 1 Speaking

Your teacher will show you a number of different objects. Describe them as accurately as possible using appropriate adjectives and adverbs.

### 2 Reading

Your teacher will give you a passage to read about Internet advertising. Read the article and answer the questions below.

- 1 Why is the Internet so important?
- 2 How do you access the Internet?
- 3 Do people in Ethiopia use the Internet much at present for advertising?
- 4 What services does Ezega.com offer?
- 5 How do people advertise their products at the moment in Ethiopia?
- 6 Why is this inefficient?